PEARL RIVER COMMUNITY COLLEGE

PROGRAM REVIEW

ASSOCIATE DEGREE NURSING

2010 - 2011

PEARL RIVER COMMUNITY COLLEGE

PROGRAM REVIEW

MISSION STATEMENT

Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.

STRATEGIC GOALS

1. To prepare students to transfer and be successful in their studies at baccalaureate institutions and/or to be successful in careers for which they have been prepared.

2. To provide quality student services.

3. To provide access to college courses and programs using various instructional methods, including distance education.

4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.

5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.

6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.

7. To recruit and retain students from a diverse population.

8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.

To fulfill this mission, the College has developed a variety of quality educational programs and services. It is vital that quality be maintained through the regular evaluation of programs. Program review is a formal process designed to assist in that evaluation. The importance of program review is not the production of a report but rather the self insight for program improvement and growth.

While college educational programs and services must satisfy our own criteria for program excellence, they must also satisfy the requirements of the Commission on Colleges of the Southern Association of Colleges and Schools and licensing and certifying organizations for some programs. The process of program review allows the College to evaluate how well its programs satisfy the criteria and requirements associated with all of these sources.

The primary goal of program review is the improvement of instruction and learning. To achieve this goal, the process must be comprehensive. The College's review process will include some assessment of the program's achievement of its stated purpose, quality of instruction, curriculum design, student outcomes, and contribution to overall mission of the College. When completed, a program review will identify and communicate program needs and potential for improvement.

A second important goal of program review is to provide information for planning and decision-making. To be meaningful, program review and planning should be interdependent processes. Planning should be based on a review process that evaluates past performances and identifies possible future activities which will lead to improvement and growth. Program review relies on data developed in support of planning and generates suggestions and recommendations for improvement which are reflected in planning goals.

In addition to general program improvement and planning, program review is intended to achieve the following:

- Acknowledge achievements/attainments.

- Identify strengths and weaknesses and develop recommendations and/or suggestions for change.

- Provide a systematic evaluation and improvement process for instructional programs.

- Develop a sense of cohesiveness, shared responsibility, and growth among faculty and staff.

- Assess compliance with accreditation criteria.

- Assist in resource development.

- Provide data to assist with resource allocation and other management decisions.

- Suggest new opportunities for program development.

Throughout the program review process a variety of perspectives must be considered and reflected. Perspectives of the program faculty, department chairpersons, Vice President, and President are critical to ensuring a comprehensive and complete program review. The program review should also anticipate and address the expectations of the Board of Trustees, advisory committee members when applicable, and Commission on Colleges representatives.

Program review is a self review process through which a program area is examined. It entails analyzing data, drawing conclusions, arriving at and implementing recommendations, and assessing the outcomes following implementation.

Included in this document is the Associate Degree Nursing (ADN) Program Review. ADN Faculty and staff members are to be commended for the job they did in preparing this program review. Their efforts and resulting reports can only strengthen this already fine program.

Documentation supporting this program review is on file in the office of the Director of Nursing Education. On file are course syllabi, faculty evaluations, course descriptions, etc.

PEARL RIVER COMMUNITY COLLEGE

ASSOCIATE DEGREE NURSING

POPLARVILLE, MISSISSIPPI

SELF-STUDY REPORT

SPRING 2011

SUBMITTED FOR REVIEW TO THE

NATIONAL LEAGUE FOR NURSING ACCREDITING COMMISSION

TABLE OF CONTENTS

SECTION THREE:

SECTION FOUR:

Table of Exhibits

Exhibit A: Administrative

    A-1: PRCC Cat Country Guide

    A-2: ADN Student Handbook

    A-3: PRCC Policy and Procedure Manual

    A-4: PRCC Catalog

    A-5: 2000 NLN Educational Competencies for Graduates of Associate Degree Programs

    A-6: PRCC Organizational Chart

    A-7: PRCC Faculty Handbook

    A-8: Personnel Files (in Director's office)

    A-9: Self-Evaluation and Evaluation of Instructors by Directors and Chairs (in Director's office)

    A-10: ADN Faculty Handbook

Exhibit B: Evaluations, Admissions, Campus Safety, Course Guidelines

    B-1: Evaluation of Clinical Instructor (in Director's office)

    B-2: Student Evaluation of Instructors- Nursing (in Director's office)

    B-3: Copies of Course Syllabi, Calendars, Clinical Schedules, and Preceptorship Packet

    B-4: ADN Application Packet

    B-5: Brochures: ADN and LPN to ADN Bridge

    B-6: Brochures: Adult Student Services and Student Support Services

    B-7: Campus Emergency/ Safety Plan Booklet

    B-8: Student Health Form

    B-9: WIN Brochure

SECTION ONE

EXECUTIVE SUMMARY

GENERAL INFORMATION

Program Type: Associate Degree Nursing

Purpose of the Visit: Continuing Accreditation

Date of Last Visit: April 2003

Name and Address of the Parent Institution:

Pearl River Community College

101 Highway 11 North

Poplarville, MS 39470

Name, Credentials, and Title of Chief Executive Officer of Parent Institution:

William A. Lewis

B.S., Mississippi College; M. Ed. D., University of Southern Mississippi

President

Name of Regional Institutional Accrediting Body and Accreditation Status

Commission of Colleges of the Southern Association of Colleges and Schools
(SACS) March 2006.

Board of Trustees of State Institutions of Higher Learning (IHL) 2010.

Name and Address of Nursing Education Unit:

Department of Nursing Education

Box 5760

101 Highway 11 North

Poplarville, MS 39470

Name, Credentials, and Title of Nurse Administrator of the Nursing Education Unit:

Peggy Dease, M.S., R.N. Director of Nursing Education

Telephone: 601-403-1017

Fax: 601-403-1275

E-Mail Address of Nurse Administrator: pdease@prcc.edu

Name of State Board of Nursing and Approval Status:

      Board of Trustees of State Institutions of Higher Learning

      Date of Last Review: October, 2010 (Annual Report)

      Action: Full Accreditation

Louisiana State Board of Nursing

      Date of Last Review: December 2010

      Action: Approved

Standards and Criteria used to prepare the Self-Study Report:

      January 2008

NATIONAL LEAGUE FOR NURSING ACCREDITING COMMISSION

SELF-STUDY REPORT

SECTION ONE: EXECUTIVE SUMMARY

INTRODUCTION

Pearl River Community College (PRCC) has an open admissions policy and is a community- based comprehensive two year institution with three campuses. The institution is organized and operated as a single-unit institution under the governing policies of a Board of Trustees. The Board is composed of representatives from each of the six counties the college serves: Pearl River, Forrest, Lamar, Marion, Hancock, and Jefferson Davis.

Organized in 1909 and approved by the legislature in 1921, PRCC is among the oldest colleges in the South and is the pioneer junior college in the state. Located in rural Southwest Mississippi, PRCC's main campus is in Poplarville, the county seat of Pearl River County. Poplarville has a population of 2600. The other PRCC centers are located in the Forrest and Hancock counties. Forrest County boasts of a population of over 79,000 and is the home of the second largest population of PRCC students. Hancock County was completely devastated in 2005 by Hurricane Katrina. It is our smallest center but it is rapidly growing.

The majority of the 5500 students commute daily; however, seven dormitories are available on the Poplaville campus and are filled to capacity. Enrollment is steadily increasing each year as new career programs are added. At the last NLNAC visit, we had 28 buildings. Hurricane Katrina demolished several buildings on the Poplaville campus. Since Katrina, the stadium has been revamped and new dorms constructed. The oldest community college building in the state is presently being preserved. Plans have been finalized for the construction of a fine arts building and a coliseum.

The nursing program is located on the Poplarville campus in a building which was completed in 1997. This building has large classrooms, skills laboratory, computer lab, and private faculty offices.

At the time this self-study was written, there were 241 full-time students enrolled in the program. To meet Mississippi IHL standards, the department has 21 full-time and 5 part-time instructional faculty members, a skills lab coordinator, an assistant director of nursing, and two full-time secretaries.

HISTORY OF THE NURSING EDUCATION UNIT

The Associate Degree Nursing (ADN) Program was established in 1965 on the Poplarville campus in response to the community need for registered nurses. The first class graduated in 1967 from a program that was four semesters and one summer semester in length. Initial accreditation by NLNAC was in 1987, and the program, at that time and currently, was four semesters in length. The program applied for and received full continuing accreditation in 1995 & 2003. The nursing program is also accredited by Mississippi Institutions of Higher Learning, which is the governing body for higher education in Mississippi. Adherence to state and national standards is checked annually through submission of an annual report due in October of each year. PRCC's nursing program has maintained full accreditation each year with 2009 having to do a progress report due to retention calculations. The retention calculations were inaccurate due misunderstanding of cut-off dates for withdrawals.

Students may apply to the program by enrolling as a traditional 2 year student or in the LPN Bridge course, if requirements are met. Both courses offer 72 semester credit hours for graduation. The traditional option takes four semesters to complete, while the LPN Bridge course requires six weeks in the summer plus two semesters to complete. To fulfill the college requirements, students must complete Computer Concepts or proof of computer proficiency, and General Biology.

.

The program admits twice yearly, in the Fall and Spring, with an average of 70 students admitted each semester. The LPN to RN Bridge Course admits 12-15 students during the last week of May. These students are integrated into the third semester in the second year of the nursing program. As of May 2010, approximately 2301 students have graduated from the nursing program. The majority of these graduates remain within a 70 mile radius of PRCC's six counties and are providing nursing care in a variety of health care settings within the community.

The ADN Program does not offer any required courses through distance education. Instructors' supplements are provided on the college's Blackboard. Various other academic courses are available to the students via distance education should the student prefer that option.

SUMMARY OF STANDARDS AND CRITERIA

STANDARD 1: MISSION AND ADMISTRATIVE CAPACITY

There have been no major changes in the curriculum since the last NLN visit in 2003. The ADN Program supports and works within the mission of PRCC as a public institution of higher learning to dedicated to improving the quality of life of the residents of the six counties which it serves and the surrounding areas. The nursing program prepares individuals to pass NCLEX and gain successful employment as registered nurses within the legal and ethical framework of nursing in a variety of healthcare settings. The comparisons of the mission of the college and that of the associate degree nursing department may be found in Chart 1.1.

The nursing faculty, students, Assistant Director of Nursing, and the Director of Nursing Education participate in the governance of the program and the college. Full-time nursing faculty serve on at least one ADN committee, while part-time are asked to participate when possible. At one time, 25% of the faculty served on college-wide committees. Due to retirements and job changes, the college has not reassigned those positions for this year. Eighty percent of the nursing students belong to the Student

Nurses' Association. The major nursing committees such as curriculum, rules and regulations, and evaluation have student representation.

The advisory board was recently formed and bylaws are being constructed. This board will consist of representatives from various agencies as well as members from the community.   Prior to the NLNAC visit, an advisory board meeting will have taken place. Informal feedback has always been received through verbal and written communication from the hospital liaison or education departments.

Several community foundations and organizations have partnered with PRCC nursing. Generous donations have assisted the department in the purchase of major equipment. Lower Pearl River Valley Foundation and Bedford Home Health are among the major contributors to the nursing department.

The Director of Nursing Education and the Assistant Director of Nursing Education meet state and national educational requirements. While the Director is responsible for governance of the nursing department, faculty are encouraged to be involved and submit requests for change.

The nursing department adheres to PRCC's policies for faculty and staff, including the college's policy in providing due process and resolution of complaints. This process may be found in the *Cat Country Guide*. The departmental interpretation of due process may be found in the *ADN Student Handbook*.

SUMMATION: The nursing department has determined that the program is in compliance with Standard 1, Mission and Administrative Capacity. Strengths identified are the strong relationship shared between the department, the President, the Vice President for Instruction, the Dean of Student Services and the Director and faculty.

STANDARD 2: FACULTY AND STAFF

The current department of nursing education consists of the Director, Assistant Director, 21 full-time, and five part-time faculty. All faculty are licensed registered

nurses, hold at least a master's degree in nursing, and have a minimum of one year of clinical experience. These qualifications meet the requirement of IHL. Faculty is assigned to teach in areas for which they are academically and experientially qualified. Faculty is responsible for the instruction and evaluation of the students enrolled in the nursing program.

The quantity and utilization of faculty are seen in trends reflecting achievement of program outcomes including NCLEX-RN pass rates, student evaluations, and graduate and employer satisfaction surveys. All evaluations are scheduled by the Office of Institutional Effectiveness. The evaluations are performed systematically and periodically in accordance with the evaluation process policy (pp. 5.24 *PRCC Policy and Procedure Manual).*

Faculty performance reflects scholarship, evidence-based teaching and competent clinical practice through maintaining part-time employment in clinical agencies, workshops, and continuing educational programs. Goals and objectives for maintaining and improving scholarship and clinical competence are submitted by faculty during scheduled evaluations.

The Skills Lab Coordinator is a registered nurse who holds a baccalaureate degree in nursing. The responsibilities of the coordinator include scheduling lab experiences, maintaining equipment, and ordering supplies. The recent acquisition of SIM-Man G will require the assignment of a faculty member holding a master's degree in nursing to maintain the new simulation lab proposed for Spring 2011.

SUMMATION:

Through the self-study evaluation process, the faculty have determined that the program is in compliance with Standard II: Faculty and Staff. Faculty meet the requirements of the governing body as well as demonstrate continued academic and experiential competencies.

STANDARD 3: STUDENTS

The ADN students are governed by the policies and procedures of the college's *Cat Country Guide* and the rules and regulations of the Associate Degree Nursing Program. The *Cat Country Guide* is available online and the *ADN Student Handbook* is given to students upon admission to the program. The program's rules and regulations are congruent with those of the governing body except those that are necessary to meet the requirements of the program and the clinical agencies. *The PRCC Catalog*, 2010-2012, page 19, states "some programs may have specific requirements for admission to be enrolled in that program." The ADN students' rules and regulations have higher expectations in reference to admission criteria, progression, and health requirements. These are justified by the rigors of the program and the professionalism expected of the students. Admission requirements for the program remain consistent with criteria specified in the accreditation standards and rules and regulations for Mississippi nursing degree programs 2007. This criteria is issued by the Mississippi IHL which is the accrediting body for degree-awarding nursing schools in the state. Any changes to the rules and regulations are given to students as soon as they are in effect. Rarely are changes made during the semester.

Student educational and financial records are securely maintained according to the Family Educational Rights and Privacy Act (FERPA) of 1974. At present time, the ADN records are stored in the nursing building under a double lock.

SUMMATION:

STANDARD 4: CURRICULUM

The curriculum for the ADN Program is sufficient to allow students to achieve the intended outcomes, including the ability to practice in a variety of health care settings. The curriculum is developed and maintained by the ADN faculty.

The curriculum is used to guide instruction, direct learning activities, and evaluate student achievement of requirements and reflects the attainment of student learning and

program outcomes. Examples to be reviewed include the conceptual framework, clinical evaluation tools, mission, and program and evaluation tools.

As part of the systematic plan of evaluation, the curriculum is subjected to ongoing review as well as a systematic, focused review timed to correspond with the changing plan of the *National Council of State Boards of Nursing "Practice Analysis" and NCLEX-RN Detailed Test Plan.*

The ADN curriculum evaluation methodologies include standardized testing, faculty-written content testing, clinical evaluation, and campus lab testing. Students are informed of expectations in orientation and in the *ADN Student Handbook*. The curriculum is based on the Roles of the Nurse and Man's Basic Needs and evidence-based concepts as introduced by the *"National Council of State Boards of Nursing and NCLEX-RN Test Plan."* Students are made aware of this during orientation.

The adult learner is very much a part of the curriculum consideration, as the population of students is very diverse. Both the adult and generic learner is taken into consideration when curriculum planning is discussed. Degree completion is four semesters in the generic program for all students. For the LPN Bridge Course students, there are two semesters of prerequisite courses and a six weeks summer term followed by two semesters of the generic program to complete the ADN program.

Practical hands on learning environments and experiences are selected by the faculty and allow for achievement of student learning outcomes. There are written contractual agreements that are renewed annually. These agreements reflect the responsibilities of both the college and the agency affiliate. Students and faculty evaluate the clinical agencies at the end of every semester to ensure the appropriateness for clinical practice. Faculty informally perform evaluations of clinical sites on an ongoing basis as they instruct and guide students and collaborate with agency staff. The evaluations are shared with the agency staff.

SUMMATION:

Through the evaluation process, faculty have determined that the program's curriculum is in compliance with Standard 4: Curriculum while closely monitoring the effectiveness in the achievement of program and learning outcomes.

STANDARD 5: RESOURCES

Nursing faculty are afforded the opportunity to provide input into the budget and evaluate the adequacy of resources annually. The fiscal resources provided for the ADN Program in the Department of Nursing Education are sufficient to accomplish goals and outcomes. The achievement of the program outcomes is evidence of this fiscal sufficiency.

The physical resources are sufficient to meet the program's need. The AD Nursing Program is housed in a relatively new building (1997) with adequate classroom space and large skills labs. The building is shared with a small class of practical nursing students. Equipment and supplies are updated as needed. Students purchase their lab kits at the beginning of each semester to meet the needs of lab skills for that semester.

Learning resources and technology are selected with faculty input. Faculty also via budget requests asks for learning resources to enhance instruction. ADN students have access to computers located in the ADN Computer Lab. Each faculty has a private office with a personal computer and printer.

Through grants and the PRCC Development Foundation, additional funding has been awarded to faculty for workshops and instructional materials as needed. Professional development sessions are provided campus wide throughout the year.

The ADN clerical support is provided by an Admissions/Records Secretary and a Secretary for the Director of Nursing Education. Student workers (not enrolled in nursing education) provide part-time assistance to the secretaries and faculty.

SUMMATION:

    The faculty, through the evaluation process, have determined the program is in compliance with Standard 5: Resources.

STANDARD 6: OUTCOMES

    Student and graduate learning evaluation demonstrates the achievement of outcomes consistent with program expectations, institutional mission, and professional standards.

Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with PRCC's mission and professional standards and that the outcomes of the nursing program have been achieved. There is a written systematic plan of evaluation that is adhered to for ongoing assessment of student learning and evaluation of the program outcomes and NLNAC and state standards. The plan also provides a mechanism for maintaining accountability for public safety.

    Evaluation results are shared with various communities of interest to the program such as clinical agencies, IHL, PRCC administration and Board of Trustees. Each clinical instructor shares the agency evaluation with the appropriate staff of the clinical agency and documents this in the clinical communication minutes. The Director of Nursing Education shares NCLEX-RN results with PRCC administration and communities of interest.

SUMMATION: Through the self-study evaluation processes, the faculty have determined the program is in compliance with Standard 6: Outcomes, as evidenced by a 98% NCLEX pass rate, for the graduating class of Spring 2010.

    Overall, PRCC's AD Nursing Program has been in compliance with all NLNAC standards. Evidence of compliance is documented in the self-study and related documents.

ANALYSIS AND SUMMARY OF STRENGTHS
AND AREAS NEEDING IMPROVEMENTS

STRENGTHS:

- Supportive administration
- Dedicated, reliable faculty who are educationally and experientially qualified to carry out the mission of the program
- Supportive clinical affiliates
- Strong program outcomes
- Good funding sources
- Good faculty resource

AREAS NEEDING DEVELOPMENT

- Strengthening the Advisory Committee
- Developing the simulation lab
- Getting a computer lab technician for troubleshooting
- Developing online courses for nontraditional students
- Increasing computers in the computer lab
- Increase return of the graduate survey

FUTURE PLANS

- Having weekend and night classes for students who work
- Obtain more SimMan Gs for the simulation lab

SECTION TWO

STANDARDS I-VI AND CRITERIA 1-21

STANDARD I: MISSION AND ADMINISTRATIVE CAPACITY

The nursing education unit's mission reflects the governing organization's core values and is congruent with its strategic goals and objectives. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified outcomes.

_____

CRITERION 1.1: The mission/philosophy and outcomes of the nursing education unit are congruent with those of the governing organization.

_____

The mission, goals, philosophy and outcomes of the Associate Degree Nursing Program (ADN), are congruent with the mission and goals of the governing organization. The overall mission of Pearl River Community College (PRCC) "is a public institution committed to providing quality educational and service opportunities for all who seek them." The ADN program supports and functions within the mission statement and goals of the parent body (Chart I-1). The mission statement and strategic goals of the college can be found in the 2010 -2012 college catalog on page 9 and are also available on the college website (www.prcc.edu)

Chart I-1 shows the congruency among PRCC mission and goals, the ADN philosophy, mission, and program outcomes.

PRCC STATEMENT OF MISSION AND STRATEGIC GOALS	ADN PHILOSOPHY	ADN MISSION AND PROGRAM OUTCOMES
Mission Statement : PRCC is a public institution committed to providing quality educational and/or service opportunities...	The goal is to educate students to deliver evidence-based competent nursing care ...	Mission Statement: The purpose of the ADN program is to prepare graduates to pass "the NCLEX-RN and function as registered nurses in

PRCC STATEMENT OF MISSION AND STRATEGIC GOALS	ADN PHILOSOPHY	ADN MISSION AND PROGRAM OUTCOMES
	The educational process takes place in institutions of higher learning and various health care settings in the community.	diverse health care settings." The graduates of the ADN program contribute to the workforce, health, and well-being of the community by providing safe, competent care in a professional manner.
Mission Statement: ...for all who seek them.	Education is provided to a diverse student population...	Outcome 1: Sixty percent or greater of students admitted to the program will graduate within 150% of the time of the stated program length Outcome 2: The percentage of graduates who pass NCLEX-RN on the first write will be at or above the national mean. Outcome 3: Ninety percent of the respondents to the graduate survey will reflect employment in

PRCC STATEMENT OF MISSION AND STRATEGIC GOALS	ADN PHILOSOPHY	ADN MISSION AND PROGRAM OUTCOMES
		various health care settings within a 70-mile radius of the PRCC district. Outcome 4: Ninety percent of the respondents to the program's graduate survey will rate the nursing program as satisfactory. Outcome 5: Ninety percent of the respondents to the program's employer survey will rate the nursing practice of a PRCC- ADN graduate as satisfactory.
<u>Goal 1</u> To prepare students to transfer and be successful in their studies at baccalaureate institutions and/or to be successful in careers for which they have been prepared.	Upon successful completion of the NCLEX-RN, the registered nurse with an associate degree education is able to practice nursing in diverse health care settings in the community.	The purpose of the ADN program is to prepare graduates to pass NCLEX-RN and function as registered nurses...
<u>Goal 2</u>	The associate degree nurse is able to advance in nursing	Outcome 4: Graduate

PRCC STATEMENT OF MISSION AND STRATEGIC GOALS	ADN PHILOSOPHY	ADN MISSION AND PROGRAM OUTCOMES
To provide quality student services.	through formal and/or informal educational opportunities.	Program Satisfaction
Goal 3 To provide access to college courses and programs using various instructional methods, including distance education.	Teaching involves the selection of strategies in the cognitive, affective, and psychomotor domains that provide opportunities for acquiring knowledge, skills, and attitudes.	Outcome 2: NCLEX-RN Rates Outcome 4: Graduate Program Satisfaction
Goal 4 To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.	The teacher manages the classroom and clinical experiences to facilitate learning, accountability, and critical thinking by acquiring and sharing current knowledge.	Outcome 2: NCLEX-RN Rates Outcome 4: Graduate Program Satisfaction
Goal 5 To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.	Associate degree nursing education prepares graduates to assume the roles of provider of care, manager of care, and member within the discipline of nursing.	Outcome 4: Graduate Program Satisfaction
Goal 6 To improve communication	The educational process takes place in institutions of	Outcome 5: Employer Satisfaction with

PRCC STATEMENT OF MISSION AND STRATEGIC GOALS	ADN PHILOSOPHY	ADN MISSION AND PROGRAM OUTCOMES
among campus personnel and community members regarding the college goals, objectives, and activities.	higher learning and various healthcare settings. Education...is influenced by the communities of interest.	Graduate
Goal 7 To recruit and retain students from a diverse population.	Education is provided to a diverse student population...	Outcome 1: Graduation Rate
Goal 8 To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.	Nursing education is an outcome-directed program of instruction which involves specialized skills and the application of evidence-based knowledge.	Outcome 3: Employment

The mission of the ADN program is to prepare graduates to pass "the NCLEX-RN and function as registered nurses in diverse health care settings" (*NLN Educational Competencies*). The graduates of the associate degree nursing program contribute to the workforce, health, and well-being of the community by providing safe, competent care in a professional manner (NLN *Educational Competencies*).

The ADN program outcomes are congruent with the strategic goals of the college. Both the college and nursing program seek to deliver the best possible education to the community and students who attend so that "they may be successful in their careers which they have been prepared" or be prepared for successful transfer for studies at the baccalaureate level.

The nursing program's mission statement is found on the ADN web page and in the *ADN Student Handbook*. The philosophy, curriculum plan, program outcomes and student learning outcomes are found in the application packet and/or the *ADN Student Handbook.*

CRITERION 1.2: The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.

The director, faculty, and students participate, as appropriate, in the governance of the college and the ADN program. PRCC is a multi-campus, comprehensive community college organized to operate as a single institution under the governing policies of the College Board of Trustees. There are four operational campuses: Poplarville Campus, Forrest County Campus, Hancock County Center, and Woodall Technology Center with Poplarville being the parent campus.

All instructional areas of the college are located within departments. The Director of Nursing Education is the administrator of the ADN program and has direct access to the Vice President for Instruction (Chart I-2: ADN Organizational Chart; Exhibit: PRCC Organizational Chart). The Director of Nursing Education has an Assistant Director of Nursing to assist with the growing population of admitted students and remediation needs. The ADN program is taught only on the Poplarville campus.

The ADN faculty provide input to the director and the assistant director and serve as members of various assigned college committees which also have input into the governance of PRCC. All faculty serve on at least one committee with the nursing department, and some faculty serve or chair various college committees (Appendix II-Faculty Data Forms; Exhibit: PRCC Faculty Handbook). With the exception of the nursing education department committees, the college committees are assigned by the President and the Office of Institutional Effectiveness.

PRCC describes student involvement in the governance of the institution in the *Cat Country Guide* under the heading "Student Involvement in Decision Making." ADN students are selected by faculty and/or peers or may volunteer to serve on ADN committees. Students also participate in the governance of the program through an ongoing evaluation process. Feedback from students and graduate evaluations affect faculty decisions for rules and regulations and curriculum changes.

Criterion 1.3: Communities of interest have input into program processes and decision making.

In order to involve communities of interest for program and decision making, an advisory committee has been organized. The initial meeting will be held in January 2011. Feedback is welcomed through the Employee Satisfaction Survey utilized by agencies that hire PRCC nursing graduates and Clinical Communication Minutes by each clinical instructor. This form of communication is used to foster a positive working relationship. The newly formed advisory committee will be meeting biannually to discuss any program changes that may need to be made.

Criterion 1.4: Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community

---

Several community foundations and organizations have partnered with PRCC nursing to assist in the purchase of equipment, supplies, and transportation. Lower Pearl River Valley Foundation funded faculty participation in the NLNAC self-study forum and has contributed funding for computers and other lab equipment. Bedford Nursing Homes has made monetary donations for the past five years. In 2009, the Mississippi Organization for Associate Degree Nursing endowed a scholarship. All moneys for scholarships are managed by the PRCC Development Foundation.

NLNAC states that partnerships are agreements (formal relationships) between the program or college and an outside agency with the intent of accomplishing specific objectives and goals. There are agreements of affiliation with all clinical entities which specifically describe the role and responsibility of the college and the clinical agency in sharing clinical experiences to facilitate student learning. Our major agencies include hospitals, long-term care facilities, clinics, public schools, and others that seek nursing care. Examples of clinical settings not limited to the hospital are American Diabetes Association, American Lung Association, Camp Blue Bird, flu shot clinics, Healthy People Now Projects, PRCC Women's Health Symposium, and Relay for Life.

_____

Criterion 1.5: The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.

_____

The credentials of the Director of Nursing Education meet the requirements of PRCC and IHL. The director is a registered nurse who holds a Master of Science Degree in Cross- Cultural Mental Health Nursing with an emphasis in Education. The director's official transcript may be viewed in the Office of the Vice President for Instruction.

The director has been a registered nurse for 36 years with 33 years of nursing education experience. She has been Director of Nursing Education since July 1993 and brought to her position 17 years of nursing education. Additionally, the director has 17 years of full/part-time clinical experience as staff nurse, assistant charge nurse, and relief house supervisor.

Criterion1.6: The administrator has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.

The director's position is a non-teaching position, and she has adequate time and resources to fulfill her responsibilities. Responsibilities of the director include all facets of the program including faculty needs, budget, travel, facilities, and equipment. The director assists with interviewing and assigning faculty each semester; scheduling departmental meetings on a regular basis and as needed to maintain continuity in the program of learning; communicating with appropriate administrative personnel regarding the associate degree nursing program, student admission procedures, student counseling, learning resources, development of budget, and acquisition of equipment and supplies; communicating with faculty of other departments and support services of the college concerning curriculum needs, schedules, course content, and student services. The director's responsibilities have increased due to organizational changes. In Fall 2010 Level I and Level II coordinator positions were dissolved. The college created a position of Assistant Director of Nursing Education to help with the daily responsibilities of the program. The director has adequate time and resources to fulfill her responsibilities. Position descriptions may be found in office of the Vice President for Instruction.

Criterion 1.7: With faculty input, the nurse administrator has the authority to prepare and administer the program budget and advocates for equity within the unit and among other units of the governing organization.

The budget planning procedure is stated in the *PRCC Policy and Procedure Manual* (PRCC website http://www.prcc.edu/pdf.php?doc=/assets/views/policyandproc/finanicial/budget.pdf).

The nursing budget is developed each spring for the upcoming fiscal year. All nursing personnel submit budget requests for the next year via submission of a budget request form. Faculty requests are reviewed by the director and the assistant director with equal consideration for purchase. Budget needs are determined and requests are sent to the Vice President for Instruction and the Dean of Business Services. The President, Vice President, and Dean of Business Services review the budget for each department. After the Board of Trustees meeting the first of June, the approved budget is received by the Director of Nursing Education. The associate degree nursing department is unique to other academic areas in the institution due to the number of faculty required, the size of the student population, and the equipment required for instruction.

Criterion 1.8: Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.

These policies provide for the welfare of the faculty and staff. These policies are outlined in the *Pearl River Community College Policy and Procedure Manual* (PRCC website http://www.prcc.edu/pdf.php?doc=/assets/views/policyandproc/financial/budget.pdf). The college offers equal education and employment opportunities and does not discriminate on the basis of race, religion, color, sex, age, national origin, veteran status, or disability. This statement is displayed prominently in all the college's publications.

An area in which nursing policy differs from that of the other departments is in calculation of teaching loads for full-time faculty. Due to IHL requirements, all ADN faculty maintain a 1:10 ratio in clinical and a 1:15 ratio in the classroom setting.

Criterion 1.9: Records reflect that program complaints and grievances receive due process and include evidence of resolution.

The nursing faculty consider complaints and grievances as terms that may be used interchangeably and are made by a student. The Nursing Department abides by the "Grievance/Appeal Procedure" adopted by the governing body found in the *Cat Country Guide* at (www.prcc.edu) and in the *ADN Student Handbook*. No adverse action is taken against any student filing a complaint and/or grievance. In 2008 a grievance was filed involving 4th semester final exams. The grievance was resolved through communication between all involved parties. Chart I-9 outlines the grievance process for the program.

Chart I-9   **GRIEVANCE PROCESS**

Complaint Procedure for Nursing Programs	**Time Frame**
The student will discuss the complaint with the appropriate faculty member, staff member, or liaison/administrator.	
If not resolved, the student should put the complaint in writing and present it to the appropriate director/chairperson of the program.	
The director/chairperson will direct the student on the next step to take. -This could include referring the written complaint to the appropriate person for a reply. -If the compliant is related to a program procedure, the director/chairperson will reply to the student complaint.	Within 5 days of the incident.
If the issue is not resolved to the satisfaction of the student, the student may appeal in writing to the appropriate person.	Within 5 days of the incident.
If the issue is still not resolved to the satisfaction of the student, the student may continue to follow the Grievance Procedure for Students as published in the *Cat Country Guide,* and *ADN Student Handbook*.	

STANDARD II: FACULTY AND STAFF

Qualified faculty and staff provide leadership and support necessary to attain the outcomes of the nursing education unit.

Criterion 2.1: Full-time faculty are credentialed with a minimum of a master's degree with a major in nursing and maintain expertise in their areas of responsibility.

All ADN faculty are licensed registered nurses and hold a master's degree in nursing in one of the following areas: Adult, Community, Cross-Cultural, Mental, Family, Infant, Medical-Surgical, Neonatal, Nursing Administration, Nursing Education, or Women's Health (Appendix: Faculty Data Form A). At present, the ADN faculty includes a director, an assistant director, 21 full-time and 5 part-time faculty.

Faculty have expertise in one or more of the following areas: Adult, Community, Gerontology, Maternal-Newborn, Neonatal, Pediatrics, Psychiatric-Mental, and Women's Health (Appendix: Faculty Data Form A). Faculty are assigned to teach in areas for which they are academically and experientially qualified.

2.1.1 The majority of part-time faculty are credentialed with a minimum of a master's degree with a major in nursing; the remaining part-time faculty holds a minimum of a baccalaureate degree with a major in nursing.

All of the part-time faculty are licensed registered nurses and hold a master's degree in nursing (Appendix: Faculty Data Form A).

Criterion 2.2: Faculty (full and part-time) credentials meet governing organization and state requirements.

Faculty credentials meet the requirements of the governing organization and IHL, which has legal authority for educational programs in nursing, and the NLNAC (Appendix: Faculty Data Form A). All faculty meet the requirements of a master's degree with a major in nursing and a minimum of one year of nursing experience as required by the *Accreditation Standards and Rules and Regulations for Mississippi Nursing Degree Programs.*

Criterion 2.3: Credentials of practice laboratory personnel are commensurate with their level of responsibilities.

The Skills Lab Coordinator holds a Bachelor of Science degree in nursing and a Mississippi license as a Registered Nurse. This position is assistive and does not require any formal student instruction. The primary responsibility of this position is assisting students who are referred to the skills lab for skill refinement and organizing activities, supplies, and equipment for faculty and students in the lab.

Criterion 2.4: The number and utilization of full and part-time faculty ensure that program outcomes are achieved.

The total number of faculty complies with accreditation standards as required by the IHL. The IHL require a ratio of one (1) faculty to ten (10) students in the clinical setting and a ratio of one (1) faculty to fifteen (15) students in the classroom setting (Chart II-1). The number of faculty is adequate to maintain the requirement for faculty to student ratio in both clinical and classroom settings to ensure adequate teaching, supervision, and evaluation.

The Director of Nursing Education makes faculty assignments each semester based on student attrition in each nursing course. To maintain a faculty to student ratio of 1:10 in clinical and a ratio of 1:15 in the classroom setting, faculty may be reassigned or new faculty are hired. Based on qualifications and clinical experience, faculty may teach in more than one course each semester depending on the number of students enrolled in specific courses. Utilization of full and part-time faculty is consistent with the mission of the college and the mission, philosophy, and outcomes of the ADN program.

Chart II-1: Faculty to Student Ratios for Clinical and Classroom Instruction

Academic Year	Total Enrollment	Number of Faculty	Classroom	Clinical
Fall 2010	241	Full time 21 Part time 5	11 / 1	9 /1
Summer 2010	0	0	0	0
Spring 2010	219	Full time 20 Part time 4	11 / 1	9 / 1
Fall 2009	218	Full time 20 Part time 4	11 / 1	9 / 1
Summer 2009	12	Full time 1	12/1	0
Spring 2009	220	Full time 20 Part time 4	11 / 1	9 / 1
Fall 2008	224	Full time 20 Part time 3	11 / 1	10 / 1
Summer 2008	14	Full time 1	14/1	0
Spring 2008	208	Full time 21 Part time 4	10 / 1	8 / 1

- Figures found in enrollment folders
- Figures do not include the director or skills lab coordinator

Criterion 2.5: Faculty (full- and part-time) performance reflects scholarship and evidence-based teaching and clinical practices.

Faculty continue to improve expertise in their areas of teaching responsibilities. Faculty expertise is maintained by part-time employment in clinical agencies, annual clinical competency updates, workshops, and continuing education (Appendix: Faculty Data Form B). Continuing education is ongoing with all faculty earning at least one Continuing Education Unit (CEU) per year. Faculty CEUs and licensure renewals are monitored by the Director of Nursing Education and reported to BTSIHL annually in October. ADN faculty submit goals and objectives to the director for maintaining and improving clinical competence in their areas of teaching responsibility during scheduled evaluations. These objectives are completed at the end of each year by faculty, submitted to the director for review/evaluation, and placed in personnel files in the director's office (Exhibit: Personnel Files).

Faculty participate in professional and community services on local, state, and national levels, and some hold offices and appointments to local, state, and national organizations. Activities include volunteering at special needs and youth camps, participating in community projects and presentations, and conducting health promotion fairs (Exhibit: Personnel Files). Scholarship is maintained by various endeavors that are unique to each faculty member. These endeavors include but are not limited to grant writing, video productions, post-graduate studies, Mississippi Community College Leadership program, and Sigma Theta Tau.

Criterion 2.6: The number, utilization, and credentials of non-nurse faculty and staff are sufficient to achieve the program outcomes.

PRCC provides adequate clerical and assistive support to the program. Clerical support is provided by two full-time secretaries located in the administrative suite of the nursing building. Student workers provide part-time assistance to the secretaries and faculty in a variety of tasks.

Information Technology (IT) student workers assist with the computer lab. Clerical assistance is sufficient to meet administrative and faculty needs of the program.

Criterion 2.7: Faculty (full- and part-time) are oriented and mentored in their areas of responsibilities.

PRCC provides new faculty with a general orientation held during a welcome lunch with the President of the College. During the general orientation, faculty receive a welcome folder that contains frequently asked questions and answers, a copy of the current faculty handbook, and a copy of the college's emergency action plan. New faculty are provided with a tour of the entire campus as well as given the opportunity to have a photo taken for the yearbook and identification card.

The Assistant Director of Nursing Education and the Level Liaisons assist new faculty with orientation to the nursing program. New faculty are given a copy of the current semester *ADN Student Handbook* which contains the rules and regulations of the nursing program. New faculty teaching theory are given a current course syllabus that includes faculty contact information, grading scale, course objectives, and unit objectives. Clinical orientation for new faculty is provided in conjunction with the Assistant Director of Nursing Education and a Level Liaison. During this orientation, new faculty receive information on the clinical progress and summative evaluation forms, clinical objectives are outlined, and general orientation to the clinical facility is provided. Although a Level Liaison aids with new faculty orientation, all members of the nursing program are available for assistance and advice.

Criterion 2.8: Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program outcomes.

All ADN faculty are evaluated systematically and periodically in accordance with PRCC evaluation process policy (*PRCC Policy and Procedure Manual*, pp 5.24). The evaluation process assists in the professional development and progress of the ADN faculty. It is a dynamic aspect of teaching that contributes to improvement of professional development.

The evaluations are scheduled by the Director of Institutional Effectiveness according to the PRCC faculty evaluation plan as follows:

1. Faculty, staff, and administrators who have been employed at PRCC for fewer than six years will be evaluated annually.

2. Faculty, staff, and administrators who have been employed at PRCC for six or more years will be evaluated at least every three years.

The Director of Nursing Education oversees the following:

1. Coordinates for the above evaluation of each instructor according to the above approved schedule.

2. Evaluates each instructor based on categories of teaching, professional service, responsibilities to the college, and professional development and accomplishments. (Exhibit: Self-evaluation and Evaluation of Instructors by Director and Chairs.)

3. Student evaluation of the clinical instructor is performed annually. (Exhibit: Evaluation of Clinical Instructor)

4. Student evaluation of the classroom instructor is designated in relation to faculty's years of service. (Exhibit: Student Evaluation Instructor – Nursing)

The evaluation results are compiled by the Department of Institutional Effectiveness personnel. The results are reviewed by the Vice President for Instruction and the Director of Nursing Education. Faculty are given the opportunity to individually review and discuss the results. All evaluation results of the instructor are utilized by the instructor improvements of teaching strategies utilized in the classroom, clinical agency, and professional development.

Consistent evaluations falling below average are addressed by the Director of Nursing Education and the Vice President for Instruction. The Director of Nursing Education, the Vice President for Instruction, and the President of PRCC consider the evaluation results at the time for faculty reappointment each year.

_____

CRITERION 2.9: Non-nurse faculty and staff performance is regularly reviewed in accordance with policies of the governing organization.

_____

The evaluations for the Secretary/Receptionist and the Secretary/Admissions Clerk of the Department of Nursing Education are scheduled by the Director of Institutional Effectiveness according to the PRCC faculty/staff plan as follows:

1. Faculty, staff, and administrators who have been employed at PRCC for fewer than six years will be evaluated annually.
2. Faculty, staff, and administrators who have been employed at PRCC for six or more years will be evaluated at least every three years.

The evaluation results are compiled by the Department of Institutional Effectiveness; the Director of Nursing Education reviews the results. The evaluation results are utilized by the secretaries (non-nurse staff) to improve job performance, work knowledge and skills, professional attitudes, and personal attributes. The Director of Nursing Education and the President of PRCC may consider the evaluation results at the time for non-nurse staff re-employment.

STANDARD III: STUDENTS

Student policies, development, and services support the goals and outcomes of the nursing education unit.

Criterion 3.1: Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the goals and outcomes of the nursing education unit

---

The rules and regulations for the PRCC ADN students are consistent with the policies for all PRCC students except those that are necessary to meet the requirements of the program and the requirements of clinical agencies. Any differences are justified by the goals and outcomes of the ADN program. A summary of the college policy, the rationale for the differences, and the location of the rules and regulations are found in Chart III-1.

PRCC student policies and procedures are published and publicly accessible in the *PRCC Cat Country Guide* (CCG) (http://www.prcc.edu/ccgmenu.htm) and the *PRCC Catalog* (http://www.prcc.edu/00-catalog/index.htm). Potential applicants, current students, and the general public can access the *PRCC Catalog* and the *PRCC Cat Country Guide* at any time. The PRCC ADN rules and regulations are published in the PRCC *ADN Student Handbook*. This handbook is distributed to all ADN students upon admission to the program. Admission requirements are publicly accessible in the ADN Application Packet, the *PRCC Catalog*, the Nursing Education website (http://www.prcc.edu/dphpages/adn/index.html), the ADN brochure, and the LPN to ADN Bridge brochure.

The *ADN Student Handbook* and the *PRCC Cat Country Guide* are consistently reviewed. The *ADN Student Handbook* is reviewed annually and as needed by the Director of Nursing Education, Assistant Director of Nursing Education, and the ADN Rules and Regulations Committee (made up of ADN faculty from each level and a student representative). Proposed changes are given to the ADN Rules and Regulations Committee for discussion. After review,

this committee presents the proposed rule and regulation to the ADN faculty. Any change is approved by the majority vote of the nursing faculty. Communication of these changes or additions to the *ADN Student Handbook* are discussed in Standard 3, Criterion 3.6. The *PRCC Cat Country Guide* is reviewed annually and as needed by the college's Student Services Committee. Procedural changes are made by the Student Services Committee. Policy changes are made by the PRCC Policy and Procedure Committee, upon approval of the Board of Trustees. Communication of these changes to all PRCC students is discussed in Standard 3, Criterion 3.6.

Chart III-1 College Polices with Rationales

College Policy	Differences with Rationale	Location of College Policy and ADN Rules & Regulation
Absences PRCC expects regular and punctual attendance of all students. Academic students missing a class more than twice the times it meets in a week during a semester will be dismissed from that class due to excessive absences. A student may not be absent more than twice as many times as the number of semester hours of credit conveyed by a course. An absence is defined in this case as missing fifty minutes of a lecture class or missing one hundred minutes of a laboratory, shop, activity, or field type of class. An instructor may propose a stricter rule for absences from a class if approved by the instructor's immediate supervisor and by the next level of administration. The absence rule for any class must be included in the course syllabus provided to all students at the first meeting of the class. Three tardies will count as one absence. A tardy of	The ADN program follows the college's policy on Attendance. Attendance in the classroom is considered important and is expected. The student may be cut out of the course on the 3rd absence on Level 1 and on the 2nd absence in Level 2. Clinical attendance is mandatory as it provides the student with the opportunity to apply knowledge and develop attitudes and skills needed for patient care. The student is expected to meet with the instructor the first day of return.	College: Catalog pp 71-73 CCG pp. 6 ADN: Student Handbook pp. 20-21 All course syllabi

15 minutes or more will be considered an absence. A student leaving any class without permission will be counted absent.		
Non-Discrimination Statement

PRCC offers equal education and employment opportunities. The College does not discriminate on the basis of race, religion, color, sex, age, national origin, veteran status, or disability | ADN program requires students to meet the Critical Elements for Performance to provide adequate patient care.

See Chart III-2 for ADN Enrollment Demographics | College:

Catalog pp. 7, 68

CCG pp. 2, 7-8, 23

ADN:

Catalog pp 23

 Application Packet

 Student   Handbook pp. 4,15

Brochures: ADN & LPN to ADN Bridge

Website

All course syllabi |
| Selection and Admission Requirements

PRCC adheres to an open admission policy. All applicants who have met admission requirements will be considered for acceptance. However, admission to the college does not guarantee admission to a specific program. To be admitted to PRCC, the following documents must be submitted:

1. PRCC application for admission

2. Official transcript from an accredited high school indicating date of graduation or GED test transcript | In addition to all PRCC admission requirements, the ADN program admits students based on specific program requirements developed by the ADN faculty.

Selection of applicants is made by the ADN admission committee using a point system which includes GED, High-School GPA, or College GPA on specific ADN general education course work completed, ACT score, and the National League for Nursing (NLN) Pre-Admission RN test score. Verification of meeting admission | College:

Catalog pp. 17-23

CCG pp 5

ADN:

 Application Packet

 Brochures: ADN & LPN to ADN Bridge

Catalog pp. 23-25 |

indicating passing

3. Official transcript from every college attended

4. ACT scores | requirements of the college and the ADN program must be on file by March 1 for Fall semester and October 1 for the Spring semester. Preferential consideration is given to in-district residents, followed by out-of-district residents, then out-of-state residents. Acceptance is based on space availability. | Website |
| Academic Progression Requirements

Satisfactory progress will be measured according to the following scale:

# of hours attempted:

HOURS   GPA

0-24   1.5

25-36   1.75

37>   2.0 | ADN progression requirements include:

1. Maintain full-time academic status

2. Maintain a grade of (B) "80" or higher for each Nursing (NUR) course and a grade of (C) "70" or higher for each required ADN General Education course.

3. Complete the LPN to ADN Bridge course (if applicable)with a grade of "80" or higher | College:

Catalog pp. 43

 ADN:

Brochures: ADN & LPN to ADN Bridge Student Handbook pp. 3, 5

Application Packet

Website

Catalog pp. 23, 25 |
| Student Evaluation/Grading Scale

PRCC's scale for grading is used for all credit classes:

A= 90-100 (Excellent)

B= 89-90   (Good)

C= 70-79   (Average)

D= 60-69   (Poor)

F= Below 60 (Failure) | There are no differences | College:

Catalog pp. 74-75

CCG pp. 10 |
| Retention

The college's commitment to student success is demonstrated by the | There are no differences. Retention is promoted by providing these students | College:

Catalog pp. 64,67 |

provision and use of the Learning Resource Center, Student Support Services, Student Success Center, Adult Student Center, and counseling services	with academic guidance, counseling, and appropriate referrals to college student services if indicated.	CCG pp. 12 Brochures: Adult Student Services, Student Support Services ADN: Not applicible
Withdrawal/Dismissal During the registration period, a student may withdraw from a class by completing the process on-line or seek the assistance of an academic counselor. After the last day of registration, the student should contact the instructor of that class and obtain a withdrawal form. No grade will be given if withdrawal from the class is during the drop/add period. After this period, a student may withdraw with a grade of "W" at any time prior to the published date on which the term is 75% completed. After that date, a student who is determined by the instructor to be failing the course will receive a grade of "F" upon withdrawal. A student who is dismissed from a class because of excessive absences or as a result of disciplinary action at any point in a term will receive a grade of "F". Students enrolled in the Associate Degree Nursing and Allied Health programs are required to maintain full-time academic status. Noncompliance with this policy may result in dismissal from the program.	Students requesting to withdraw from the nursing program must see their advisor and/or Assistant Director of Nursing Education in order to initiate the proper withdrawal process. The Student Exit Assessment form and PRCC withdrawal card must be completed to finalize the withdrawal. The student may also be required to meet with the Director of Nursing Education. Dismissal is addressed within the ADN's Student Attendance, Critical Incidents, and Student Unprofessional Conduct while in uniform rules and regulations which states "a student may be cut-out of the course on the 3rd absence in Level 1 and on the 2nd absence in Level 2. Clinical attendance is mandatory." Conduct unacceptable while in student uniform may result in dismissal from the program. An accumulation of three critical incidences will result in dismissal from the program; however, any single incidence may result in dismissal. The ADN department follows the college's requirement regarding full-time academic status. Noncompliance with this policy may result in dismissal	College: Catalog pp. 23, 72-75, 78 CCG pp. 6, 10,11,16 ADN: Handbook pp. 15-16, 18-19, 20-21,25, 26, 47 Catalog pp. 96

	from the program.	
Graduation Requirements

An Associate in Arts degree is awarded to student who meet either of the following:

1. Complete a minimum of 64 semester hours to include the 40 semester hour basic core curriculum and 24 semester hours of transferable electives (a maximum of 4 activity hours may be applied toward graduation); and, attain an overall grade point average of 2.0 or higher

2. Complete the 1st two years of a baccalaureate program of study found in any accredited four year college or university catalog which has become effective since the student began college studies; and, attain an overall grade point average of 2.0 or higher

An Associate in Applied Science Degree is awarded to a student who completes the prescribed technical course of study in his or her chosen field as outlined in the college catalog and attains an overall grade point average of 2.0 or higher. In addition, each student must demonstrate computer proficiency. | To receive an Associate in Applied Science Degree in nursing, the student must:

1. Complete all required Nursing (NUR) courses, including clinical components, with a grade of "B" or better.

2. Complete all required ADN General Education courses with a grade of "C" or better

3. Meet all other PRCC graduation requirements. | College:

Catalog pp. 83-84

CCG pp. 11

ADN:

Handbook: pp. 3, 5

Application Packet

Brochures: ADN & LPN to ADN Bridge

Catalog pp. 25 |
| Grievance/Complaints/Appeal Procedures

All students enrolled in PRCC are expected to conform to the ordinary rules of society, the laws of the state | ADN students are to address complaints with the involved faculty member. If the complaint/grievance is still unresolved, the student will meet with the faculty, appropriate liaison, the Assistant Director of Nursing Education, and the | College:

CCG pp 8, 11

Catalog pp. 44, 65-66, 75 |

of MS, and the Code of Student Conduct as stated in the *CCG*. If there is a situation that the student feels is escalating and she/he is uncomfortable with the direction it is going, contact someone immediately to request assistance: faculty, the department chair, the Dean of Student Services, the Vice-President for Instruction. In the event a situation is not resolved, there are procedures for appeals in place that usually follow the chain of command as listed in the *CCG* regarding grades, financial aid, general complaints and grievances, parking, and discrimination of students, faculty, or staff..	Director of Nursing Education. If the complaint cannot be resolved with this meeting, the college's student behavior grievance policy will be followed. Any academic grievance should be addressed to the instructor, appropriate liaison, Assistant Director of Nursing Education, and Director of Nursing Education. If the complaint is still unresolved, the student is afforded due process as described in the *CCG* by submitting the complaint in writing to the appropriate administrator.	ADN: Handbook pp. 16
Financial Aid Available financial aid programs are defined and described in the *PRCC Catalog and the CCG.*	No differences. Students requesting information about Financial Aid are referred to the Financial Aid Department.	College: CCG pp. 10 Catalog pp. 40-61 ADN: N/A
Transfer of Credit PRCC accepts credits from other accredited institutions provided that the admission requirements of PRCC are met as stated under the General Admission section of the *PRCC Catalog.*	Nursing programs vary in the content of each course; therefore, each completed nursing course syllabus is reviewed to ensure the content was covered. Upon review, the applicant may be required to take additional nurse course work in order to meet PRCC and ADN program/graduation requirements. In addition, the applicant must provide a letter from the former dean or director of any nursing program attended stating date of eligibility to return.	College: Catalog pp. 20-21, 76 ADN: Application Packet p. Catalog pp. 20,24
Health Requirements PRCC offers every advantage possible to preserve and promote well-being. A Health Service clinic is	The ADN program abides by the college's policy on Student Health Services, Communicable Diseases, Pregnancy of Nursing and Career &	College: Catalog p. 64 CCG pp. 13, 17, 27,

available on campus for medical attention for minor illnesses and injuries. Student information on health insurance is available through the Health Services clinic. The college has policies addressing Communicable Diseases, and Pregnancy of Nursing and Career & Technical Students.

The college does not require immunizations or any specific health requirement for admission. | Technical Students

Liability insurance is required before a student will be allowed to participate in the clinical experience.

Upon acceptance into the program, a student must submit a completed Health Form by the first day of class in order to meet clinical requirements.

To fulfill clinical affiliate agreements, ADN students are required to obtain, Tdap, Varicella , MMR vaccinations, and yearly tuberculosis testing, with optional HBV vaccination.

Upon admission, a student is required to sign the Student Health Contract in order to maintain her/his optimum health status on campus and at clinical facilities. (To start Spring 2011)

If changes in the student's health status that may affect clinical performance occurs, the health care provider will need to determine if the student can meet the clinical requirements.

To prevent an infectious disease, students will not attend clinical or the classroom setting while experiencing a contagious or infectious illness. | 28

Campus Emergency/Safety Plan Booklet(located in the Health Services Clinic and in all buildings)

ADN:

Health Form (mailed with the acceptance letter)

Handbook pp. 18, 19, 36, 40 |
| Convention Attendance

PRCC encourages student participation in contests, conventions, and other organized activities related to the educational program. | Students are required to attend the Mississippi Organization of Associate Degree Nursing/Mississippi Organization of Associate Degree Nursing Students convention held during the spring semester every year. | College:

CCG pp. 14

ADN:

Handbook pp. 18 |
| Substance Testing

The Substance Abuse Policy states that PRCC prohibits the unlawful | The ADN program abides by the college's Substance Abuse Policy. In addition, all students in the ADN | College:

CCG pp. 27 |

possession, use, or distribution of illicit drugs and alcohol on college property or as any part of its activities. Substance testing for students is performed in selected programs of study.	program are required to submit to substance testing each semester in order to meet clinical agency requirements.	ADN: Handbook pp. 21, 26-27
Criminal History Record Check There is no college policy regarding criminal history record checks.	It is mandatory as stated by the MS state law and Louisiana State Board of Nursing that a student nurse receiving clinical training must have a valid clearance letter regarding a criminal history record check.	College: N/A ADN: Catalog pp. 23 Handbook pp. 14-15 Brochures: ADN & LPN to ADN Bridge
Student Medication Regulations There is no college policy regarding student medication regulations	The ADN department has a zero tolerance of illegal substance use/abuse and misuse of legal substances. Students are required to list their medications on the first day of class each semester. Any changes should be reported throughout the semester to their advisor. This list documents the use of a legal controlled substance and assists with control of misuse or abuse of legal or illegal substances. If there is a positive substance test, this list is referred to.	College: N/A ADN: Handbook pp. 2, 48-49
American Disabilities Act (ADA) PRCC follows guidelines as set forth in the *Pearl River Community College Disability Services Guidebook and Procedural Standards.* Documented disability may request modifications, accommodations or	An applicant seeking admission to the ADN program must meet the Critical Elements for Performance to provide essential nursing care.	College: Catalog pg. 68 CCG pp. 7-8 ADN: Brochures: ADN & LPN to ADN Bridge

auxiliary aids, which will ensure the postsecondary education program is accessible to them to the greatest extent possible.		Catalog pp. 23 Handbook pp. 15 Application Packet
Dress Code PRCC has a dress code for students. A detailed description can be found in the *CCG*.	The ADN adheres to the PRCC's student dress code located in the *CCG*. In addition, the ADN student must follow the Student Uniform Regulations and Professional Attire Regulations to meet clinical affiliate expectations.	College: *CCG* pp. 25 ADN: Handbook pp. 23-25
Validation of Prior Learning/Articulation PRCC has a policy on Transfer Admissions which addresses Advance Placement Credits, College Level Examination Program, the number of hours allowed to be transferred, accreditation status of transferring institution, course grade, and congruency of courses. Students must have a "C" or better and must be eligible for readmission to their original program. A competency test may be required.	The ADN program adheres to the college policy regarding validation and/or articulation. The LPN to ADN Bridge Course is a transitional entry to the ADN program offered in the Summer Term. This course is designed to enhance the knowledge learned in the Practical Nursing program and to provide mastery of objectives for the first year of the ADN program. Successful completion of this course allows the student to transition into Level II, third semester, of the ADN program.	College: Catalog pp. 76-77, 79-80 ADN: Application Packet Brochures: ADN & LPN to ADN Bridge Catalog pp. 25

Chart III-2: Enrollment Demographics

ENROLLMENT	2007-2008	2008-2009	2009-2010 *
Various Age Ranges:			
25 and Younger	249	260	262
26-30	87	73	79
31-40	75	74	71
41-50	34	40	41
51 and Older	1	3	7
Ethnicity:			
White	387	380	398
African –American	49	50	43
Other Minorities	10	20	19
Gender:			
Female	383	375	377
Male	63	75	83

** Column for 2009-2010 only reflects Spring 2009 stats at this time.

_____

Criterion 3.2: Student services are commensurate with the needs of students pursuing or completing the associate program, including those receiving instruction using alternative methods of delivery.

_____

All ADN students at PRCC have access to student services that include but are not limited to health and wellness programs, personal and academic counseling, academic advisement, learning resources, and financial aid assistance. All of the services are provided by qualified staff. Chart III-3 illustrates the qualifications of the administrative personnel providing student services. A description of student services follows.

Any PRCC student engaged in distance learning has access to the same student services as those enrolled in the campus classroom setting. All newly enrolled PRCC students are required to participate in an online orientation. Students are given an overview of the educational opportunities and services available (*CCG* pg. 18) Students accepted into the Nursing I class attend an information session. These sessions are scheduled in May for the incoming fall class and in December for the incoming spring class. Information is also provided to students through the online *Cat Country Guide*, the PRCC website, and the *ADN Student Handbook*.

ChartIII-3: Administrative Personnel

POSTION	ACADEMIC PREPARATION	EXPERIENCE CONSISTENT WITH ASSIGNMENT	YEARS OF SERVICE AT PRCC
Director of Admissions/Assistant Dean of Enrollment Management (Dow Ford)	A.A. B.A. M.A.	• Admissions Assistant-7 years • Registrar and Director of Public Relations-2 years • Director of Admission	23 years
Dean of Student Services (Adam Breerwood)	A.A. B.A. PhD.	• Baseball/Soccer Coach 5 years • Assistant Director of Recruitment 1 year • Director of Recruitment	14 years

		1 year	
		• Dean of Student Services 8 years	
Chief of Police (Doug Rowell)	B.L.E.O.S.T. I.F.S.A.	• Military Police 8 years • Police Captain/Patrol 11 years • Assistant Chief 1 year • Director of Public Safety/Chief of Police 4 years	5 years
Center Director of Counseling Advisement and Career Placement (Dr. Ann Moore)	B.S. M.Ed. Ed.D.	• Counselor-34 years • Teacher/counselor-6 years • Director of Career Placement-15 years	30 years
Director of Financial Aid (Valerie Horne)	B.S.	• Student advisor-5 years • Graduate counselor-8 years • Assistant Director of Financial Aid-8 years • Director of Financial Aid-2 years	3 years
Director of Wellness Center/Chair, Department of Health, Physical Education, and Recreation (Tara Rouse)	A.A. B.S. M.S.	• Electrodiagnositics-15 years • Teaching-14 years • Department Chair/Director-10 years	14 years
Director of Student Support Services (Robert Escudero)	B.S. M.Ed. Ed.S.	• Curriculum coordinator-1 year • Supervisor Special Education Department-3 years • Coordinator Special Education-3 years • Assistant Professor Special Education-4 years • Director of boy's home-8 years	9 years

		• Director of Student Support Services-9 years	
Health Clinic (Susie Hall, RN)	A.D.N.	• Charge Nurse-10 years • Nursing Supervisor-4 years • Education Coordinator-3 years • Director of Nursing-5 months • PRCC Health Clinic Staff Nurse-9 years	9 years
ADA/ Civil Rights Coordinator (Tonia Moody)	A.A. B.S. M.S.	• Evaluator and Program Manager-8 years • Psychometrist-8 years • ADA/Civil Rights Coordinator-4 years	4 years
Director of Child Development Lab School (Carrie Hales) Assistant Director of Child Development Lab School (Gwen Jordan)	A.A. Child Development A.A.Child Development	• Assistant Director of Child Development Lab School at PRCC (8 years) • Teacher Assistant at Poplarville Elementary School (10 years)	19 years 15 years
Chief Technology Officer (Steve Howard)	A.A. B.A. M.S.	• Instructor of Computer Science-4 years • Director of Computer Services-16 years • Chief Technology Officer-6 years	26 years
Director of Adult Student Services (Dr. Barbara Gandy)	B.S. M.S. Ph.D.	• Workforce development-7 years • Director of Recruitment-7 years • Retention/Adult Student Services- 2 years	16 years
Director of Title III (Dr. Amy Townsend)	B.S. M.Ed.	• WIA Coordinator-6 years • Teacher K-12-6 years	6.5 years

	Specialist Ph.D.	• Professor of Higher Education-3 years • Director of summer programs and graduate education (USM)-3 years • Special Population Coordinator-4 years	

Description of Student Services at PRCC

Admissions

Pearl River Community College adheres to an "open admissions" policy consistent with all appertaining laws. PRCC embraces the philosophy that a student be provided the opportunities for learning experiences that will help the individual to succeed in achieving educational goals. PRCC utilizes relevant diagnostic instruments to determine the strengths and needs of the individual in order to assist in the selection of the most appropriate program options to help the student succeed.

Adult Student Services

The Adult Student Service Center, located in the Student Success Center, located in Crosby Hall 2nd floor, serves the needs of the PRCC's adult student population. This service is for non-traditional or adult students who are 25 years of age or older, veterans, retirees, former college students, graduates, reverse transfer students, GED recipients, students changing careers, married, parents/single parents, disabilities, financially independent, delayed enrollment in college, or believe that they do not fit the "traditional college student" profile. This service is directed by Dr. Barbara Gandy. Exhibit: Adult Student Services brochure.

Academic Advisement

Every student enrolled in the ADN program is assigned to an ADN faculty advisor. Pre-Nursing students are also assigned to an ADN faculty member for advisement. The PRCC Counseling Advisement and Placement Center is also available for academic advisement of campus courses.

Campus Police

The campus police is a state certified police department, staffed with police officers who are vested with full law enforcement and arrest powers. PRCC strives to provide students, guests, faculty, and staff with a safe environment. The Police Department is committed to the prevention of crime and the protection of life and property. The latest Federal Crime Awareness Statistics on the PRCC's campuses are shown in the *CCG* on page 23. It is directed by the Dean of Student Services and consists of 9 full-time and 8 part-time police officers who patrol the campus 24 hours per day, 7 days per week. Emergency contact numbers are located campus-wide such as dormitory lobbies, classrooms, cafeteria, etc. The police officers provide supportive assistance to the local police department and the Pearl River County Sheriff's department upon request. This department also has a mass notification system for notifying faculty, staff, and students on weather alerts and other emergencies. The department has also formed a Campus CERT (Community Emergency Response Team) made up of trained individuals to respond to emergencies on campus. The department also provides students enrolled in various programs at PRCC with a fingerprint service for required criminal background checks.

Career Placement

The PRCC Career Placement Center located in Crosby Hall provides career and occupational information to aid the student in making educated choices. Qualified staff at the center also assist the students by a providing resume writing class for graduating seniors and for students interested in part-time employment.

 Nursing students are assisted with career placement through job fairs, nursing conventions, and meetings with recruitment personnel from medical facilities within our district and throughout Mississippi and adjoining states. ADN students may request letters of recommendation from nursing faculty.

Child Development Lab School

The Pearl River Community College Child Development Lab School located on the Poplarville campus, is a service available to the PRCC faculty, staff, students, and to the public. Two full-time credentialed teachers are on duty during the hours of operation from 7:30 a.m.

until 4:00 p.m., Monday through Friday during the regular school year. Enrollment is opened for children 3-5 years of age. It is licensed by the Mississippi State Department of Health-Child Care Licensure and accredited by the National Association for the Education of Young Children.

Financial Aid

Pearl River Community College provides financial assistance to qualified applicants through federal, institutional and privates sources in the form of grants, scholarships, and work-study programs. The Office of Financial Aid is responsible for the awarding and distribution of all financial aid assistance. Information regarding financial aid is available through the Financial Aid Office. Additionally, information is located in the *PRCC Catalog* and on the PRCC Office of Financial Aid website (http://prcc.edu/finaid/2002-03/index.htm).

Counseling/Guidance Services

Counseling/Guidance services play an important role in PRCC's overall education program. Services provided by the counseling staff at PRCC include personal and academic counseling, academic advisement, testing, tutorial services, career planning services, and job placement. Services are provided free of charge to all students, and confidentiality is assured. (*PRCC Catalog* pp. 64 and *CCG* pp. 11-12)

Health, Physical Education, and Recreation

Wellness and health promotion are essential parts of the ADN program at PRCC. All PRCC students are encouraged to participate in a wellness program. Wellness programs include participation in regular physical activity, group exercise, and/or classroom instruction built around the concept of total wellness. The Wellness Center offers a state of the art training facility complete with an indoor walking track, group exercise classes, strength training and cardiovascular equipment. The Wellness Center also offers opportunities to participate in charitable contributions with food and coat drives, Relay for Life, as well as special activities for the local nursing home.

Student activity services at PRCC provide a variety of programs, including intramural sports, informal sports, and special events. The primary objective is to encourage every student

to develop his/her mental and physical alertness through participation. The Office of Student Life is responsible for coordinating and supervising such events or programs.

Health Services

The college offers every advantage possible to preserve and promote physical well-being. A modern health clinic is located in Crosby Hall on the main campus. A full-time registered nurse is on duty seven hours a day from 8:00 a.m. until 3:00 p.m., Monday through Friday during the regular school year. Services are available to students, faculty members, and staff. (*PRCC Catalog* pp. 64 and *CCG* pp. 17)

Information Technology (IT) Support

The Division of Information Technology (IT) provides each student with a college e-mail address, access to Wildcat Web, Blackboard, an emergency notification system, and the campus portal. An overview on the use of each system is provided during the college's online orientation. A help desk number and email address is provided by IT for support and the resolution of any technical issues. Additional information about PRCC's Information Technology is discussed in Criterion 3.7.

Office of Student Services

The Pearl River Community College Office of Student Services is committed to meeting the various needs of PRCC students on a daily basis. The task is undertaken through a well defined set of established goals and objectives. In addition, meaningful relationships between the Office of Student Services and the faculty, staff, and students, along with the use of innovative approaches in performing the functions of this office, assist in meeting the needs of the PRCC family.

In accordance with its mission statement and purpose, PRCC's Office of Student Services embraces the concept of student development—that is the intellectual, cultural, social, moral, and physical development of its students—and employs it as a guiding principle in its delivery of services and programs to students. In doing so, it recognizes the need to understand and know the extent and levels of effectiveness and efficiency. The Office of Student Services practices an open door policy for our students led by Dr. Adam Breerwood, Dean of Student Services.

Student Support Services (SSS)

Student Support Services (SSS) at PRCC is funded by the US Department of Education. It is designed to provide academic support and personal motivation for students to be successful in higher education. To apply for this service, the student must contact the Director of Student Support Services Office, Dr. Robert Escudero. Exhibit: Student Support Services Brochure.

Students with Disabilities

The Americans with Disabilities Act and Section 504 of the Rehabilitation Act afford certain rights to qualified individuals with disabilities. PRCC provides accommodations for these students. Individuals with disabilities taking classes and desiring accommodations are advised by the Americans with Disabilities Act (ADA) Coordinator, Ms. Tonia Moody. The ADA Coordinator will communicate in writing with the student and the instructors regarding reasonable accommodations.

PRCC follows the guidelines set forth in the *Pearl River Community College Disability Services Guidebook and Procedural Standards*. A copy of this document may be obtained in the office of the ADA/Civil Rights Coordinator, in the Office of Student Services, and in all College Libraries, and at other locations. It is also available online at http://www.prcc.edu/pdfs/prcc-disability-services-guidebook.pdf. (*Catalog* pp. 68 and *CCG* pp. 7-8)

Title III

In October 2009, Pearl River Community College was awarded a five-year Title III Grant of approximately $2 million from the U.S. Department of Education's Strengthening Institutions Program and the Higher Education Act entitled *Integrated Learner Support System*.

The PRCC Title III Grant (http://www.prcc.edu/t3/) aims to increase student success and retention. Its initiative is committed to creating a new *Integrated Learner Support System* for students by developing and piloting online services and advisement tools, integrating student services, and incorporating Supplemental Instruction in select courses with the overall goal of increasing student success. As a result of Title III, a Student Success Center was designed. Resources of the new center include a computer lab, testing area, quiet zones for studying, and training facilities for faculty and staff. The center is open to all PRCC students but is reserved at

various times for activity related to our Title III grant initiative. The opening of the new Student Success Center on both the Poplarville and Forrest County Center campuses will afford students access to current technologies and a place to learn and study with fellow students and peer mentors. The Director of the Title III grant is Dr. Amy Townsend.

Workforce Investment Network (WIN)

   The Workforce Investment Network in Mississippi is an innovative strategy designed to provide convenient, one-stop employment and training services to job seekers and businesses. This workforce education program, administered by the State Board for Community and Junior Colleges (SBCJC), is designed to assist a MS company in developing the productive workforce it needs. Local community colleges work with companies to develop a plan for the number and type of individuals to be trained and the time frame for training. This is funded by funds appropriated by the State of Mississippi on a year to year basis, which is in addition to the federal funds that support the WIN. Students seeking this service contact their local WIN job center. Exhibit: WIN brochure.

_____

Criterion 3.3: Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines.

_____

   Policies regarding the security of all PRCC student educational and financial records are implemented and followed.   Student records are protected from public disclosure under the Students' Records Family Educational Rights & Privacy Act of 1974 (FERPA). College guidelines related to FERPA can be found on page 23 of *the Cat Country Guide*.

PRCC Educational Records of All Students

   Educational transcripts, including high school and/or college transcripts and GPA scores of all students enrolled at PRCC, are computerized and also kept in paper files. This information, which also includes students' academic work while enrolled at PRCC, becomes part of the permanent education record. This information is maintained by the Office of Admissions and Records at PRCC.

Hard copies of students' educational records are maintained for 3 years. At that time, students' PRCC transcripts and ACT scores are kept, and a computerized notation is made that all other educational records have been destroyed. Student education records prior to 1981 are located on microfilm and are stored in a fireproof safe. Student records from 1981 to the present are computerized and a daily backup of the records is made and placed in a fireproof safe. A weekly backup of the entire administrative computerized record system is performed and sent to the Forrest County Center to be placed in a fireproof safe (Faculty Policy and Procedure Manual online http://www.prcc.edu/policyandproc/) .

Audits of educational records are conducted each semester by the State Board for Community and Junior Colleges (SBCJC). Records are also subject to audit from the U.S. Department of Education and from the Mississippi Office of Student Financial Aid at any time.

Educational Records of ADN Students

Current or Active Student Records:

Permanent ADN student records are located in locked cabinets in the Nursing Administration Office until the student graduates or unsuccessfully withdrawals from the program. Upon graduation, the records are moved to file cabinets located in the Records Room and kept for three years before being indefinitely archived in the Secondary Records Room, Office 405. These records are currently kept in paper files. The following indicate locations of student records:

Records of students who withdraw: Permanent records for these students are kept in locked file cabinets in the Records Room and then moved to locked file cabinets in Office # 405 and destroyed after ten years.

Records of students who are dismissed: Records of students who have been dismissed from the program are identified with a red dot and kept indefinitely in locked file cabinets in the Secondary Records Room, Office #405.

PRCC Financial Records of All Students*:* Records of every student applying for financial aid are maintained for three years. Students' financial records for 2008-2009 to the present are available in the Office of Financial Aid at PRCC for immediate access for state and/or federal review. Records prior to 2008 are kept in storage at the college's warehouse. Only Financial

Aid personnel have access to the stored files, which includes student records and internal financial records relevant to the administration of the Federal Title IV Student Aid Program at PRCC. In addition, electronic records are maintained on computerized files in the Business Office for the current and most recent fiscal year. These financial records are audited each year at the end of the fiscal year. Paper records are kept for back-up purposes and to support electronic documents.

_____

Criterion 3.4: Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.

_____

A current copy of the United States Department of Education Federal Student Aid School Eligibility Channel is located in the Financial Aid office. The Director of Financial Aid is responsible for making sure all school policies are in accordance with current Title IV standards. The current program agreement and standards expire June 30, 2011. The college will reapply for eligibility in March 2011.

_____

Criterion 3.4.1: A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.

_____

The Financial Aid office distributes information in regard to financial aid to interested students through financial aid packets, pre-admission orientations, and the PRCC financial aid website (http://prcc.edu/finaid/2002-03/index.htm). Once registered, the student can access financial aid information, award amounts, and account summary via the PRCC Wildcat Web. Prior to receiving a student loan, the student must complete the on-line entrance counseling and the "Student Loan Request Form."

Any student who has received a student loan at PRCC and has either withdrawn from PRCC, transferred to another school, dropped to less than halftime credit, or graduated, must complete

exit counseling which is done at the financial aid office or via the Internet. Students are informed of any lack of compliance with guidelines by e-mail and by on-line correspondence. The current default rate is 11.1% for the fiscal year 2008. Beginning July 1, 2010, lenders were no longer involved. Direct lending is awarded by the United States Department of Education.

_____

Criterion 3.4.2: Students are informed of their ethical responsibilities regarding financial assistance.

_____

Students are informed of their ethical responsibilities regarding financial assistance by completing the online Entrance Loan Counseling. These responsibilities are addressed during the application process and during the on-line entrance and exit counseling.

_____

Criterion 3.5: Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and NLNAC contact information.

_____

The ADN program demonstrates integrity and consistency for all information that is presented to the public. All ADN brochures, PRCC ADN website, ADN-RN Application Packets, and the *PRCC Catalog* (2010-2012) includes the program's accreditation status by the National League of Nursing Accrediting Commission (NLNAC), 3343 Peachtree Road NE, Suite 500, Atlanta, GA, 30326 and by the Board of Trustees of the State Institutions of Higher Learning, 3825 Ridgewood Road, Jackson, MS, 39211.

ADN Brochures

The ADN and LPN to ADN brochures provide general admission information about the ADN program. It refers a potential applicant to obtain an ADN Application packet from the Nursing Education Admissions office or from the ADN website for detailed information about the program. The brochures are updated annually by the Director of Nursing Education, Assistant Director of Nursing Education, and the ADN Rules and Regulations Committee.

PRCC ADN Website

The PRCC ADN website (http://www.prcc.edu/dphpages/adn/index.html) offers general information about the ADN program as well as detailed information for admission into the ADN program. The website is updated when changes are necessary upon approval by the Director of Nursing Education.

ADN Application Packet

The ADN Information Packet contains detailed information about the admission requirements. A potential applicant may obtain this packet from the Nursing Education Admissions office or from the ADN website. This packet is reviewed each semester by the Director of Nursing Education, Assistant Director of Nursing Education, and by the ADN Rules and Regulations Committee.

PRCC Catalog

The *PRCC Catalog* is available as a hardcopy bound book that is updated every 2 years and on-line (http://www.prcc.edu/00-catalog/index.htm) that is updated as needed. Changes are approved by the Director of Nursing Education and the Vice President for Instruction.

Criterion 3.6: Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.

The ADN program communicates changes in policies, procedures, and program information to students clearly and consistently in a timely manner. Upon admission, students are given a copy of the *ADN Student Handbook*. The *Cat Country Guide* is available online. Students are required to sign that they have read and understood the rules and regulations in the *ADN Student Handbook* and the policies and procedures in the *Cat Country Guide*. Any changes to the *ADN Student Handbook* are communicated to the student as soon as the rule and regulation is in effect and a copy is given to each student as an addendum. Any changes to the on-line *Cat Country Guide* are communicated to students by a mass email from the Office of Student Affairs.

Criterion 3.7: Orientation to technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery.

Each semester new students at PRCC are provided with individual accounts to access a variety of electronic information. The Division of Information Technology (IT) provides each student with a unique college e-mail address, access to Wildcat Web, Blackboard, an emergency notification system and the campus portal. The student email address is used for communication with instructors and other college personnel. Accessing the Wildcat Web allows for the retrieval of student records, financial aid information, and student account information. Registration for classes and the ability to make credit card payments for tuition are also functions of the Wildcat Web. Blackboard, the college learning management system, is a repository of educational materials used for both traditional and online courses. All students are provided the opportunity to receive urgent communications from the college in the event of weather emergencies, school closings and other vital information. The campus portal is currently undergoing final testing and will be placed into production for use in the Spring 2011 semester. When fully deployed, the portal will consolidate data from the diverse sources listed above and provide a single login and common look and feel to all student data systems.

A student identification number (ID) and personal identification number (PIN) are mailed to all new students once they have completed the admissions process. An overview on the use of each system is provided during online orientation. Additional written instructions are given to the students detailing the use of each system. A help desk number and email address are also provided by IT for support and the resolution of any technical issues.

In the nursing program, individual courses will describe any additional training required of students. The training dates and requirements are listed in the course calendars. Computer lab and Blackboard orientation are provided to first semester ADN students the first week of class by the fundamentals of nursing faculty, and to the LPN to ADN bridge student on the first day of class by the LPN to ADN Bridge nursing faculty. (Exhibit: Blackboard Handout from IT)

STANDARD 4: CURRICULUM

The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.

The ADN curriculum is developed, evaluated, and revised by the nursing faculty. The faculty review course content, textbooks, and clinical experiences at the completion of each semester. Curriculum recommendations for change are submitted to the curriculum committee for research and evaluation of merit. Proposals are discussed and researched for congruency with program and student learning outcomes.

4.1 The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning and program outcomes.

Standards of care for nursing practice are evident throughout the ADN curriculum. This program utilizes 2000 NLNAC Education Competencies for Graduates of Associate Degree Nursing Programs, (Exhibit), ANA Standards of Clinical Nursing Practice, (Exhibit) and Nursing Practice Law from The Mississippi Board of Nursing (www. msbn.ms.us) as guidelines for professional nursing practice. These standards of care are included throughout the ADN curriculum and are also utilized in the clinical evaluation component through the use of the clinical progress and summative clinical evaluation tools. The ANA Standards of Clinical Nursing Practice are reviewed in Nursing I with new students and placed in the *ADN Student Handbook* for reference. The Nursing Practice Law is discussed in Nursing I during the legal, ethical lecture. Review and discussion of these guides are incorporated in management and leadership lectures in Nursing VI. The combination of these standards directs the development of professional values and competencies that nurse must possess.

Nursing curriculum courses are organized by the role of the nurse. Other key concepts of the ADN program are patients, nursing process, growth and development, basic needs, and the wellness-illness continuum. All key concepts are interrelated and threaded throughout the program. The curriculum is arranged in a logical, sequential manner that reflects an increase in

difficulty and complexity with each progressive course of study. Each course builds upon previous learning to enhance the student's knowledge, skills, and critical thinking.

Examples include:

Nursing I (Fundamentals) Students learn basic nursing skills in a simulated environment and progress to the delivery of basic care of the elderly in long term care facilities while being directly supervised by faculty members.

Nursing Dosages and Solutions is a concurrent part of Nursing I where basic medication dosage and calculation are taught to beginning students.

Nursing II (Medical/Surgical I) Students provide total care nursing to adult patients in acute care settings, while introducing the new skill of medication administration and venapuncture. Students are under the direct supervision of faculty.

LPN to ADN Bridge Course is designed to enhance the knowledge learned in the Practical Nursing program and make the transition into Level II, third semester, of the ADN program. This course focuses on fundamentals, the theory and practice of medical-surgical nursing, and the role of the nurse as provider of care, manager of care, and a member within the discipline of nursing.

Nursing III (Women's Health/Newborns) Students provide care to newborns and women in diverse healthcare settings and within the community. Specific skills related to women and newborns are introduced while refining previously learned skills. Supervision and guidance are provided by the nursing faculty.

Nursing IV (Pediatrics) Students provide care to children and adolescents in acute care settings as well as the community settings. Specific skills related to dosage calculation of medications for children and adolescents are a focus of this course. Faculty continue to guide and supervise students in the clinical settings.

Nursing V (Psychiatric/Mental Health) Students care for patients and/or groups of patients in the mental health settings and in the community settings. Students utilize therapeutic communication skills and observe specific treatment modalities and interventions unique to the mental health patient. Students are under the supervision of faculty.

Nursing VI (Medical/Surgical II) Students are responsible for total care to adult patients in diverse healthcare settings with minimal supervision from faculty. Acute care, critical care, and community settings provide optimal clinical experiences. Nursing VI incorporates a 60 hour preceptorship that fosters independence and assists with the transition of the student to the role of the nurse.

The course and class objectives are organized by the role of the nurse. These objectives reflect the conceptual framework. These roles and concepts are interrelated and reinforced throughout the program. This program is classroom and clinical based. Students are facilitated in achieving the student learning outcomes and are prepared upon graduation for the role of the registered nurse with an associate degree education. As an example, concepts of the basic needs, as identified in the philosophy, are used in all nursing courses as reflected in the following chart.

Chart IV-2: Incorporation of Basic Needs Through-out the Curriculum

COURSE NAME	COURSE OBJECTIVE	UNIT OBJECTIVE
NUR I- NUR 1110	Assess the patient's cultural and ethnic differences, basic needs…	Discuss the balance between energy intake and…
NUR II- NUR 1210	Assess the impact of growth and development, basic needs…	Utilize…and the basic needs of the patient…
Summer NUR 2107 LPN Bridge Program	Utilize critical thinking skills to plan accurate and safe nursing care to meet…	Define basic needs as described…
NUR III- NUR 2104	Develop a teaching plan based on assessed needs…	Identify responsibilities…in meeting needs…
NUR IV- NUR 2115	Incorporate…and the basic needs in developing the care plan…	Construct a plan of care to meet the basic needs…
NUR V- NUR 2203	Utilize critical thinking skills to provide accurate and safe…	Determine the major categories of data…
NUR VI- NUR 2209	Assess the impact of growth and development, basic needs…	Make appropriate judgments related to prioritizing …

The PRCC ADN program continues to use the *NLN Educational Competencies of Associate Degree Nursing Programs* (NLN 2000) as a guide. Faculty believe that mastery of these competencies is essential for the entry level professional nurse. This program uses the roles of *provider of care, manager of care*, and *member within the discipline of nursing* as the framework to assist the nursing student to achieve the competencies throughout the curriculum. Competencies are emphasized in both the classroom and clinical settings.

Provider of care is used by faculty to assist the student to master competency in the areas of assessment, communication, clinical decision making, caring interventions, and teaching the patient and/or family. Safety, professional behavior, and managing care are also stressed.

Manager of care is utilized to assist the student to master competencies of clinical decision making, collaboration, communication caring interventions, and managing care of the patient.

Member within the discipline is utilized to assist the student to master the competencies of professional behavior, communication, and decision making.

_____

4.2 The curriculum is developed by the faculty and regularly reviewed for rigor and currency.

Nursing faculty review and revise curriculum annually. For the purpose of this self-study, an extensive review of the philosophy, framework, objectives, progression, and outcomes was also reviewed. First, the philosophy was reviewed for accuracy and currency. All other areas were reviewed for rigor and currency to validate the curriculum components evident throughout the program.

The nursing faculty develops, implements, and updates a curriculum that is organized according to the role of the nurse. The mission, philosophy, framework, and learning outcomes are congruent. The program outcomes validate student achievement of learning outcomes.

Chart IV- 3

Relationship among philosophy, conceptual framework, student learning outcomes and program outcomes.			
PHILOSOPHY	**CONCEPTUAL FRAMEWORK**	**STUDENT LEARNING OUTCOMES**	**PROGRAM OUTCOMES**
HUMAN …interact with the environment…	Basic Needs	…meeting the patient's basic needs…	
…unified whole…	Basic Needs	…meeting the patient's basic needs…	
…relating inter-dependently…	Growth and Development	…incorporating growth and development when implementing…	
…capacity for emotion, communication, and critical thinking.	Basic Needs	……meeting the patient's basic needs…	
…patient may refer to an individual, a group, or a community.	Patient	…a diverse population in promoting wellness or restoring health.	

NURSING PRACTICE	Nurse/Student	…meeting the patient's basic needs…	…60% or greater of students enrolled in the program will graduate within 150% of the time if the stated program length.
…art and science…			
…"The science of nursing is the knowledge base for the care that is given"…	Manager of Care	…meeting the patient's basic needs…	
…"art of nursing is the skilled application of that knowledge"…	Nursing Process	…making appropriate decisions regarding priorities of nursing care.	… the percentage of graduates who pass NCLEX-RN on the first write will be at or above the national mean.
..."to assist the patient to achieve positive outcomes" along the wellness-continuum.	Provider of Care	…providing patient education for a diverse population in promoting wellness or restoring health.	.. 90% of respondents to the graduate survey will reflect employment…
…nursing process is used…	Nursing Process	…utilizing critical thinking in the application o the nursing process.	… the percentage of graduates who pass NCLEX-RN on the first write will be at or above the national mean.

…while providing compassionate, competent, and safe nursing care…	Wellness-Illness Continuum	…necessary to make decisions for competent and caring nursing practice…	…employer survey will rate the nursing practice of a PRCC-ADN graduate as satisfactory.
…patient moves along the continuum toward wellness or is supported in a peaceful and dignified death	Nurse/Student	…practicing within the ethical and legal framework of nursing…	
…promotes wellness, restores health, prevents disease or manages chronic conditions…	Nursing Process	…to maximize their level of wellness…	… pass NCLEX-RN on the first write…
…collaboration of members of the health care team is paramount and requires the use of information technology…	Provider of Care Caring Interventions	…to maximize their level of wellness…	… employer survey will rate the nursing practice of a PRCC-ADN graduate as satisfactory.
…deliver care in the roles of: Provider of Care, Manager of Care, and Member within the Discipline of Nursing	Professional Behaviors	…collaborating with health care team…	… will rate the nursing practice of a PRCC-ADN graduate as satisfactory.
		…will demonstrate	

NURSING EDUCATION …outcome-directed program of instruction…	Wellness-Illness Continuum Patient/Student	the following roles of nursing practice…provider of care…	…will reflect employment in various health care setting…
…institutions of higher learning and various healthcare setting.	Wellness-Illness Continuum	…utilizing critical thinking in the application of the nursing process.	… pass NCLEX-RN on the first write…
…goal is to educate students to deliver evidence-based competent nursing care by incorporating the concepts of the roles of the nurse, nursing process, growth and development, basic needs, and the wellness-illness continuum…	Provider of Care Manager of Care Member within the Discipline of Nursing	… will demonstrate the following roles of nursing practice…provider of care… …in various health care settings…	… will reflect employment in various health care setting…
…teaching-learning process is a reciprocal interaction…	Provider of Care Manager of Care Member within the Discipline of Nursing	… will demonstrate the following roles of nursing practice…provider of care…	… survey will rate the nursing practice of a PRCC-ADN graduate as satisfactory.

...teacher manages the classroom and clinical experiences to facilitate learning, accountability, and critical thinking...		…utilizing resources for life-long learning…	… graduate survey will rate the nursing program as satisfactory.
…graduates to assume the roles of provider of care, manager of care, and member within the discipline of nursing.	Nursing Process	…using constructive criticism for improving…	… graduate survey will rate the nursing program as satisfactory.
	Nurse	… Utilize critical thinking …	…Pass NCLEX on first write
	Basic Needs	…Demonstrate competency…	… graduate survey will rate the nursing program as satisfactory.
	Growth and Development	… Making appropriate decisions…	
	Nurse		
	Nursing Process	… will demonstrate the following roles of nursing practice…provider of care…	
	Nurse/Student		
	Nurse/ Educator		
	Nurse/Student	…practicing within the parameters of individual knowledge and experience	

Faculty are responsible for developing, evaluating, and revising the curriculum on a semester to semester basis and in the event of changes in the guidelines utilized by this program. Additions and deletions of content in the curriculum are based on faculty review of available up-to-date text-books and peer reviewed nursing journals. As healthcare changes, nursing practice and the role of the graduate associate degree nurse evolves. The aging population, as well as the knowledge level of patients, increases the need for the ADN student to possess knowledge of the geriatric patient with chronic conditions. Health promotion, disease prevention, cultural diversity, delegation, and communication are a large portion of the ADN program.

Technology within the healthcare system is changing rapidly. Some clinical sites utilize electronic medical records. Faculty members are required to be proficient in electronic documentation and instruct students. It is the desire of faculty to expose as many students as possible to the electronic medical records to assist the student with adapting to new and changing technologies.

Curriculum is formally evaluated by students during Nursing VI. Evaluations, student conferences, ATI test results, NCLEX-RN pass rate, and graduate surveys all contribute to changes in the curriculum. The curriculum committee annually reviews the curriculum for currency, rigor, and cohesiveness and makes recommendations for revisions. Proposed curriculum changes are submitted to the curriculum committee and reviewed for merit and value related to the student learning outcomes. The curriculum committee presents proposals to general nursing faculty for discussion, research, acceptance, rejection, or additional thought.

Faculty are committed to providing evaluations that will demonstrate achievement of learning outcomes, ensure safe nursing practice and prepare the student for successful licensure. Course objectives are prepared and available to students in the course syllabus. Each semester, course content is reviewed for currency and developed using the course objectives. Each faculty member reviews teaching strategies to assist students in successful course completion. Faculty work independently and/or with level groups to review test analysis, ATI results, and student evaluations.

Faculty utilize a wide variety of sources to prepare quizzes (minor) and exams (major). At least 80% of exams are in the multiple choice format similar to NCLEX exams. Other methods

of evaluation include, but are not limited to, multiple response questions, prioritization (order of importance), dosage calculation, and case studies. Following each quiz or exam, an analysis is done using Par Score. The analysis of questions assists the faculty to determine level of difficulty as well as the need to revise or discard any question. Faculty take all measures possible to ensure the security of all testing materials.

Faculty are aware of the many different learning styles. Faculty implement many different teaching strategies to meet the needs of the different learning styles present in this program. Research indicates that today's students learn in different manners. For example, the students learn from modeling, collaboration in the decision making process, concept mapping, and clinical skills lab. Student preference of learning is also a large factor in developing alternative teaching methods. The following chart demonstrates some of the teaching methods utilized by Pearl River Community College ADN faculty.

Chart IV-4 Teaching Strategies/ Rationales

Lecture	Traditional method of delivering information, providing necessary learning materials.
Case Studies	Facilitate active learning, application and synthesis of material.
Concept Mapping	Are utilized by some faculty as an alternative method of assisting students with information retention.
Group Discussions	Peers are able to discuss and find answers to assist with decision making
Co-Op Testing	Allows for collaboration, peer support, and team work
Quizzes on Blackboard	Assist students to become familiar with computerized testing
Clickers in the Classroom	Provide instant feedback, allow for discussion of material, facilitate student preparation for class lecture
Student Presentation	Allows for peer collaboration, peer evaluation
Open book quizzes	Build confidence with testing

Pre/Post testing	Facilitates student preparation for lecture, assist the student with self evaluation of knowledge
Nursing Journals	Students are encouraged to utilize current evidence based nursing articles to supplement course work.
DVDs/Videos	Provide alternative methods of knowledge as well as assist the visual learner
Web site assignments	Specific Internet sites are provided to students to assist with learning course content
Demonstration/Return demonstration	Utilized in the Nursing Lab to assist with psychomotor skill mastery
Exam Question Rationales	These are provided for instant feedback as well as to assist the student with selecting the BEST answers
Software for Nurses	The Computer Lab is equipped with multiple programs to assist the student: examples are assessments, dosage calculations, NCLEX practice questions, etc.
Wellness-Illness Continuum	Allows the student to learn the "normal," then learn complications, disease process, treatments in the illness phase that differ from the well patient.

The nursing curriculum courses build on content learned in previous courses. One example of this is communication. Communication is taught in NSG I and continues throughout the program, becoming more in depth. Each semester focuses on communication with patients related to course. In NSG V, Mental Health Nursing, communication skills are essential when dealing with the patient with mental health issues. Another example is delegation, prioritization, and supervision. These concepts are initially taught in NSG I and continued throughout the program with increasing levels of difficulty.

4.3 The Student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direst learning activities, and evaluate student progress.

This program is based on the belief that the discipline of nursing is both an art and a science: "The science of nursing is the knowledge base for the care that is given and the art of nursing is the skilled (and caring) application of that knowledge to help others reach maximum health and quality of life (LeMone & Lynn, 2008, p. 7). Knowledge and application are stressed throughout each course. The content of all courses is organized by the roles of the nurse. The roles of the nurse are the key components of learning and applying the art and science of nursing. Theoretical roles of the nurse are learned in the classroom setting. Applications of the roles of the nurse are learned in the skills lab and in the clinical setting.

Student learning objectives are organized to comply with the Educational Competencies for the Associate Degree Nurse as designed by NLN (2000). The objectives are listed by *Provider of Care, Manager of Care*, and *Member Within the Discipline of Nursing*. These objectives help to guide the curriculum as the student progresses through the program. Each course builds upon the previous course, and the level of difficulty increases with each course.

Provider of Care

The graduate has current knowledge in nursing concepts, principles, and processes necessary to make decisions for competent nursing practice in various health care settings.

Chart IV- 5

	NSG I	NSG II	LPN Bridge	NSG III	NSG IV	NSG V	NSG VI
1. Utilize critical thinking…	Identify the components of a critical…	Identify possible abnormal…	Assess the standards to be …	Identify the potential…	Explain therapeutic …	Identify knowledge for importance/ understanding relationships …	Utilize research findings…

2. Assess patient data…	Describe how to utilize information…	Identify patients at risk…	Identify the laboratory and…	Describe nursing assessment…	Identify the presenting signs…	Identify the major signs and symptoms…	Examine alterations in laboratory tests
3. Incorporate growth and development…	Identify developmental changes throughout…	Compare clinical…in younger with the older adult…	Utilizing growth and development…	Identify internal, external, and...	Analyze the normal growth…	…Utilize principles of growth and development…	…Utilize principles of growth and development
4. Meet basic needs…	Describe how basic needs…	Ensure safe oxygen delivery...	Describe how the basic needs…	Rate the newborn using…	Plan nursing care that meets…	Determine the major categories of data to be collected…	Relate the basic needs of man to the effects…
5. … patient education for diverse population…	Identify cultural factors…	Explain the pathophysiology of…	Consider the influences of culture…	Identify examples of cultural…	Explain the socio-cultural…	Describe potentially harmful interactions between…	Develop appropriate teaching tools…
6. Communicate…	Discuss communication with…	Discuss medication therapy…	Discuss effective communication…	Discuss factors that…	Explain medical diagnosis…	Communicate on a level the patient…	Formulate appropriate written and verbal communication…
7. Utilize therapeutic communication…	Identify and describe techniques…	Use effective communication…	Identify and describe technique…	Plan teaching strategies…	Identify the nurses role in communicating…	Utilize therapeutic communication…	Communicate therapeutically and provide…
8. Demonstrate competency	Describe practice settings…	Interpret clinical change and …	Discuss medication therapy…	Differentiate among…	Identify signs and…	Identify nursing responsibilities related…	Apply knowledge of…

Manager of Care

The graduate possesses the knowledge and skills necessary for managing the delivery of safe effective nursing care.

Chart IV- 6

	NSG I	NSG II	LPN Bridge	NSG III	NSG IV	NSG V	NSG VI
9. Make appropriate decisions…	Utilize principles of safety…	Develop a community based plan…	Prioritize nursing care…	Utilize critical thinking to establish…	Prioritize the goals and responsibilities…	Use critical thinking when…	Make appropriate judgments related to care…
10. Delegate some aspects…	Make proper referrals…	Coordinate nursing care…	Use the nursing…plan and implement…	Identify responsibilities of various health care…	Organize nursing care to include…	Work with others who administer…	Distinguish between appropriate and inappropriate delegation…
11. Manage time and resources…	Design ways of management	Prioritize nursing care for…	… develop a plan of care…	Examine assessment and treatment services…	Identify community resources…	Prioritize the care for patients…	Explain the management and prioritization of nursing care…
12. Seek assistance…	Analyze ways to collaborate…	Coordinate nursing care…	Discuss management of patient…	Identify health services available…	Collaborate with other…	Identify organizations in the community…	Discuss conflict and conflict resolution…
13. Collaborate …	…Provide quality care via…	Discuss the clinical indications…	Plan follow up care…	Compare responsibilities of…	Collaborate with the…	Participate as a team member…	Examine the multidisciplinary, collaborative…

The graduate has acquired the knowledge for professional growth, continuous learning and self-development.

Chart IV- 7

	NSG I	**NSG II**	**LPN Bridge**	**NSG III**	**NSG IV**	**NSG V**	**NSG VI**
14. Practice within ethical and legal…	Use all media, stay abreast…	Discuss legal, ethical issues related to…	Describe the Code of Ethics…	Identify legal, ethical…	Demonstrate adherence to the…	Analyze the legal and ethical dilemmas…	Discuss legal and ethical ramifications…
15. Utilize resources…	Make proper referrals…	Recognize support organizations…	Recognize support organizations…	Identify support systems…	Utilize appropriate resources…	Identify organizations in the…	Relate the significance of continued self-development…
16. Use constructive criticism…	Complete self evaluation…	Utilize evidence based nursing practices to validate…	Explain why nursing…	Evaluate personal beliefs…	Identify your own feelings…	Recognize and identify your own…	Analyze components of teaching/learning…
17. Recognize the importance…	Review ongoing nursing research…	Utilize nursing research to provide evidence based…	Identify factors influencing…	Review literature related to…	Recognize the importance of reviewing…	Correlate the relationship between…	Discuss the use of research findings…
18. Recognizing the importance…	Appraise and discuss current…	Discuss the importance of professional certification…	Discuss professional…	Recognize legal implication…	Identify the nurse's…	Examine the responsibilities and…	Define characteristics of nursing profession…
19. Practicing within the parameters…	Discuss the role of…	Discuss special preparation for…	Discuss ANA Standards…	Review literature related to midwives…	Practice in a caring and legal…	Practice within limitations…	Explain how standards of care…

The foundation of the nursing curriculum is achieved through the required courses in the sciences and humanities. General education courses strengthen personal and professional progression which contributes to the success of the graduate. Academic courses of anatomy and physiology I and II, microbiology and the corresponding labs, college algebra, English, general psychology, human growth and development, public speaking, and sociology are the academic courses that compliment the nursing courses (*PRCC Catalog* and ADN home page).

A brief description of academic courses and how they relate to the nursing curriculum follows:

1. Anatomy and Physiology I and II and the labs provide knowledge to support the anatomical and physiological aspects of the individual. The knowledge allows the student to understand homeostatic principles in promoting health and preventing disease.

2. College Algebra assist the student to think critically and analytically in the daily application of drug dosage calculations. Accurate dosage calculation is a critical issue in the preparation and administration of medications. This course prepares the student to be a safe practitioner.

3. English and Public Speaking(Speech) provide the student with the skills necessary to speak accurately and write correctly. Interpersonal skills are essential in nursing practice when communicating with patients and/or interdisciplinary health care members.

4. General Psychology teaches human behaviors throughout the life span. By learning human behaviors, the student gains a better understanding of the patient and family behaviors during an illness. Psychology also provides a foundation for purposeful interactions.

5. Human Growth and Development provides an understanding of growth and development from conception to death. Normal growth and development allow the student to assess, plan, and implement appropriate nursing care of the patient at any age or developmental stage.

6. Microbiology and lab provide students with an understanding of organisms in the internal and external environment of the human being. This class is essential for the understanding of both health and disease states. Students are able to provide safe nursing practice by utilizing medical asepsis and standard precautions to prevent the spread of harmful organisms.

7. Sociology presents a general overview of the perspectives, concepts, and methodology of sociology. Students are encouraged to think critically about social life. This course helps students identify forces in society that impact the health care system in general and nursing in particular.

 8. General Biology and Computer Science are college requirement courses.

4.4 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include regional, national, or global perspectives.

During the past five years, South Mississippi has experienced drastic changes with the population growth. Hurricane Katrina affected many different groups of people who relocated to South Mississippi. With this influx of different groups, students are being required to learn and manage many different cultural and ethnic groups. This ever changing population demands that students learn to provide culturally competent care that is sensitive to diverse populations in all healthcare settings.

Cultural competence is a process that involves respecting all differences and not letting one's own biases influence others. It requires having the knowledge, skills, and understanding about diverse groups (Giger, 2007). (Ignatavicius) Faculty understand these competencies and are integrating cultural competency into all courses when applicable. Patients experiencing disease or injury, regardless of race or ethnicity, are to be respected for their personal beliefs and values.

Examples of Learning Cultural Diversity:

Nursing I students learn to assess the patient's cultural, ethnic, and spiritual differences as they relate to developmental stages, basic needs, and position on the wellness-illness continuum.

Nursing II students learn how diseases affect a diverse health care population.

Nursing III students learn how cultural and ethnic beliefs and values affect childbirth and the infant.

Nursing IV students learn the cultural differences for children and adolescents.

Nursing V students are introduced to cultural differences and how they affect the mentally ill patient.

Nursing VI students learn to apply previously learned ethnic and cultural differences to the acute care and critical care areas of health care.

4.5 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of student learning and program outcomes.

PRCC offers a program of nursing instruction that involves the application of knowledge and implementation of evidence based skills. Syllabi contain objectives, assignments, and activities that focus on the delivery of current, competent, evidence based nursing care that incorporates the concepts of the program. Nursing education settings include the classroom, campus lab, clinical, and community. Students participate in conferences, annual conventions, community health projects, and community screening.

The curriculum assists the student to develop abilities, traits, and values of professional accountability, credibility, ethical decision making, and concern for social and global healthcare issues. Theoretical knowledge in the classroom setting is shared through videos, case studies, role playing, lecture, and presentations. Critical behaviors and demonstrations of skills in the campus lab allow the student to develop confidence, proficiency, and nursing values that are applied in the clinical setting.

Abilities, traits, and values of professional responsibility are introduced in Nursing I with ethical and legal aspects of nursing and the role of the nurse as a member within the discipline of nursing. These traits and values are included throughout the program and are modeled by the faculty. The ANA Standards of Clinical Practice are used to guide students and are found in the *ADN Student Handbook*.

Evaluation tools and methodologies are consistent with course objectives and student learning outcomes of the didactic and clinical concepts of the program. Theory evaluation of students is based on mastery of required criteria that is set in the student learning outcomes and the course objectives. Faculty are guided by the NCLEX test-plan and employ a variety of methods to evaluate students. These methods allow the faculty members to see the complete picture regarding the student learning styles. These methods also allow the student to grasp the content in varied methods. (Exhibits: grading criteria included in course syllabi, and evaluation tools)

Methods of evaluation of theoretical content include but are not limited to quizzes (minor), exams (major), assignments, and case studies. These methods are specific to course objectives, and an attempt is made to construct test questions that progress toward the higher levels of Bloom's taxonomy in order to prepare the student for successful NCLEX passage. Course syllabi contain a description and example of the grading procedure. Faculty are committed to facilitating student understanding and success of expected outcomes. Faculty continue to confer with students on grades and academic standing throughout the semester.

The evaluation tools employed in the clinical setting for each course consist of a clinical progress report and a clinical summative report. These tools were developed based on the concepts of the ADN program and the core components within the role of the nurse as well as the student learning outcomes. The clinical progress report is adjusted to each course specific clinical objectives. The student is evaluated for application of the nursing process through the use of the nursing care plan. The clinical summative report is the same for all nursing courses. These tools are published in the course syllabi for students to have a guide for clinical expectations. Clinical progress reports are written and shared with students within a timely manner. Summative reports are completed at the conclusion of the clinical rotation.

Students must meet a satisfactory level of achievement for all critical behaviors. Nursing I begins with basic critical behaviors and the clinical evaluation tools as methods of evaluation. Students in Nursing II continue with additional skills with critical behaviors and follow the same guidelines for evaluation. Nursing III continues to add additional skills and utilize the same clinical evaluation methods. Nursing IV adds skills and utilizes the same clinical evaluation methods. Nursing V continues to evaluate the clinical experience using the same methods. Nursing VI attempts to refine learned skills, add any new skills, and evaluate students using the same method. Students performing inadequate skills are referred to the campus skills lab to practice and refine skills. In order to pass a nursing course the student must complete the course with a minimum score of 80, achieve satisfactory clinical performance in all objectives, and successfully complete skills testing within three attempts.

4.6 The curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research, and best practice standards while allowing for innovation, flexibility, and technological advances.

Faculty believe to be effective teachers they must remain current in educational theory as well as best practice in the clinical setting. IHL has a set standard of one instructor per 10 students in the clinical setting. This standard allows for safe, effective teaching practice in the clinical setting. The PRCC ADN program maintains contracts with many different healthcare facilities to provide a wide variety of clinical experiences for the students.

All faculty in the PRCC ADN Program hold Master's Degrees in Nursing. The Skills Lab coordinator is the only nursing member that holds a Bachelor of Science Degree in Nursing. Faculty are required to obtain ten continuing education units per physical year. Faculty members attend numerous workshops throughout the year to remain current in nursing education theory and to continually increase knowledge of new and innovative teaching techniques. New teaching methods are utilized as either supplemental or alternative teaching methods until proven effective. An example of this would be Concept Mapping. Some faculty are incorporating concept maps in the clinical setting to evaluate student progress. Another example would be the introduction of Blackboard as a means of communicating with students. All nursing classrooms are equipped with computers, DVDs/VCRs, and access to the Internet.

Faculty routinely look at ways to make the students more active in their role of student learners. Choices regarding content and experiences are looked at using guidelines, research, requirements, and feedback from clinical agency suggestions. Decisions on curriculum changes are based on the programs mission, philosophy, student learning outcomes, course objectives, and local and national trends. All changes to the curriculum are essential to professional nursing.

All departments work together to provide students with means to complete the program within the allotted time period. It is our plan that 60% of students enrolled in the program will complete the program within 150% of the allotted time. Student Support Service, administration,

and faculty all work together to provide a schedule of classes that meet the needs of the nursing student.

4.7 Program length is congruent with the attainment of identified outcomes and consistent with the policies of the governing organization, state, and national standards and best practices.

The curriculum is designed to facilitate achievement of the student learning outcomes and program outcomes that are published for students. The program length is two academic years or four semesters which is consistent with other ADN programs in Mississippi. The outcomes are evident in NCLEX-RN scores, clinical evaluations for the fourth semester, evaluation from preceptors, and the proctored comprehensive exam from ATI Testing. (Exhibit)

This program is 72 hours of which 42 (58%) are nursing hours and 30 (42%) are general education hours. Revisions were made in the fall of 2003 to decrease the preceptorship hours to 72 to keep in line with the course hours. Beginning Spring 2011, the preceptorship hours were decreased to 60 to increase instructor time with the student in clinical and assist with the shortage of available clinical sites and qualified preceptors. This change adheres to the generally accepted ratio for clinical laboratory hours of three contact hours to one semester hour which is published for student information. This ratio is consistent with the requirements of the college. Nursing course descriptions identify class and clinical hours per week and the total semester hours awarded for the course. These requirements are on the web (PRCC web home page, *Catalog*) and in the course syllabi.

CHART IV -8: HOUR REQUIREMENTS FOR EACH COURSE

COURSE	CREDIT HOURS	CONTACT HOURS	CLINICAL CONTACT HOURS
NUR 1101(Nursing Dosages and Solutions)	1	1 Class Hour Per Week	No Clinical Contact
NUR I – NUR 1110	10	7 Class Hours Per Week	9 Hours Per Week
NUR II – NUR 1210	10	6 Class Hours Per Week	12 Hours Per Week
NUR 2107(LPN to ADN Bridge Course)	7	6 Class Hours Per Day For 4 Days For 5 Weeks	3 Hours Per Week/ Per 5 Weeks (Lab)
NUR III – NUR 2104	4	3 Class Hours Per Week	4.5 Hours Per Week
NUR IV – NUR 2115	5	3 Class Hours Per Week	4.5 Hours Per Week
NUR V – NUR 2203	3	2 Class Hour Per Week	3 Hours Per Week
NUR VI – NUR 2209	9	5 Class Hours Per Week	12 Hours Per Week

4.8 Practice learning environments are appropriate for student learning and support the achievement of student learning and program outcomes: current written agreements specify expectations for all parties and ensure the protection of students.

This program utilizes a great variety of clinical agencies appropriate to meet the program and student learning outcomes. By utilizing varied clinical settings, students are exposed to a variety of people with backgrounds different from their own. The clinical component of each course is planned to allow for increasing knowledge, judgment, and skill. For example, nursing

homes are the desired clinical setting for the first semester students. More advanced clinical areas are preferred for the fourth semester students.

Every semester students evaluate each facility/unit to ensure the appropriateness for clinical practice. Faculty perform informal evaluations of all clinical sites on an ongoing basis as they instruct and guide students and collaborate with agency staff. Faculty remain in close contact with agency staff, administration and unit managers to discuss problems and/or issues that may arise. Clinical evaluation results are also shared with unit managers to maintain open communications to facilitate optimum clinical conditions for student learning. (Exhibit: clinical agency evaluations forms; clinical agency evaluations). This program uses acute care facilities, rehabilitative units, long term care facilities, two psychiatric hospitals, specialty clinics, schools/clinics, and home health agencies. The following chart describes the number and variety of clinical agencies used for clinical experiences.

Clinical agency contracts convey expectations and responsibilities for all parties. Some contracts are more detailed in content than others as directed by the agency. All contracts contain the purpose, the college's responsibilities and expectations, the agency's responsibilities and expectations, and the length of the contract. The contracts also identify specific expectations of the educator, the student, and the agency.

CHART IV- 9 CLINICAL AGENCY AFFILIATIONS

FACILITY NAME	ACCREDITATION STATUS	CLINICAL FOCUS	BED CAPACITY	AVERAGE DAILY CENSUS	DISTANCE FROM THE CAMPUS
North Shore Regional Medical Center	JCAHO	Medical-Surgical Nursing, Women's Health, Pediatrics, Preceptorship	165	115	45 Miles
Bogalusa Medical Center – LSU Hospitals Health Care Services Division	JCAHO	Preceptorship	96	60	30 Miles
Pine Grove Psychiatric Hospital	JCAHO/DNV	Psychiatric Nursing	88	68	35 Miles
Wesley Medical Center	JCAHO	Fundamentals, Medical-Surgical	211	153	45 Miles

		Nursing, Preceptorship			
Marion General Hospital		Medical-Surgical Nursing, Preceptorship	49	30	35 Miles
Hancock General Hospital	JCAHO	Medical-Surgical Nursing, Preceptorship	104	58	55 Miles
Bogalusa Medical Center	JCAHO	Women's Health	98	45	25 Miles
Highland Community Hospital	MS State Board of Health	Medical-Surgical Nursing	51	23	26 Miles
South MS State Hospital	JCAHO, CMS	Psychiatric Nursing	50	38	35 Miles
Covenant Health and Rehab of Picayune	MS State Board of Health	Fundamentals	120	115	35 Miles
Forrest General Hospital	JCAHO/DNV	Medical-Surgical Nursing, Women's Health, Pediatric, Preceptorship	512	347	45 Miles
Pearl River County Hospital and Nursing Home	MS State Board of Health	Fundamentals	66	66	0.5 Miles
Slidell Memorial Hospital	JCAHO	Women's Health	182	96	47 Miles
Bedford Care Nursing Home	MS State Board of Health	Fundamentals	135	132	30 Miles

Other facilities utilized to support clinical learning include Picayune Rural Health Clinic, Southeast Mississippi Rural Health Initiative Clinic, Bogalusa School Clinic, Thames Elementary School, PACE Head Start Assessment Clinic; Hattiesburg Clinic, Women's Health Clinic, Picayune Early Head Start Program, Pine Belt Mental Health Services, Hancock Medical Center Schools' Clinics, Hattiesburg Clinic Dialysis Units, Forrest General OPACS (Out Patient Clinical Solutions) and Radiation Therapy, along with numerous physicians' clinics.

4.8.1 Student clinical experiences reflect current best practices and nationally established patient health and safety goals.

Students meet the goals of the clinical facilities by attending mandatory orientations at the assigned facility. The National Patient Safety Goals, Health Information Portability PA, emergency codes for each facility, and clinical documentation are a few of the items covered in the orientations. Examples of best practice utilized on the clinical setting are fall risk assessments, medication administration guidelines, National Patient Safety Guidelines to use at least two methods of patient identification before administering medication or performing treatments, infection control prevention methods, following the Center for Disease Control guidelines for hand sanitization, performing a decubitus risk assessment, and proper use of computerized medical records. All students provide patient centered care and work as a part of the interdisciplinary healthcare team during the clinical experience.

Not all clinical sites utilize the SBAR (situation, background, assessment, recommendation) method of communication to assure patient safety. The SBAR method is taught, and the student is able to see the implementation in clinical sites that support this method of communication.

The program uses Joint Commission *Patient Safety Goals*, DNV *Patient Safety Goals*, as well as the *Mississippi Board of Nursing Nurse Practice Act* to structure the Skills Lab, and clinical component to provide students with appropriate learning experiences. Faculty evaluate and revise reading and learning assignments each semester to maintain currency. Faculty are encouraged to keep current with best practices and patient safety through review of literature and workshops. A wide variety of nursing references are provided for faculty. The clinical daily evaluation and the clinical summative evaluation tools reflect best practices and patient safety goals.

STANDARD V: RESOURCES

Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit.

Criterion 5.1: Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization.

Fiscal resources provided for the Associate Degree Nursing Program in the Department of Nursing Education are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization. According to PRCC's Dean of Business Services, the allocations for the ADN Program are specifically delineated. It is difficult to compare the ADN program to other programs in the institution because of the uniqueness in size of faculty, student body, and the supplies and technology requirements necessary for instruction.   Faculty salaries are included in the departmental budgets. A state mandated salary increase for the nursing faculty was given in 2007 and 2008. Travel budget requirements of the ADN program are larger than other departments due to the number of faculty traveling to clinical agencies.

The procedure for budget planning is located on the *PRCC Policy and Procedure Manual* (website, http://www.prcc.edu/.) Faculty have input into the departmental budget each spring via the budget request form. Budget needs are determined and requested by the Director and disbursed by the Dean of Business Services. The yearly budget is compiled in February and submitted by March 1. The final approved budget is received by the ADN Director after the June Board of Trustees meeting. Budgets are available online for the ADN Director to review at any time. Chart V-1 is a 3- year overview of program expenditures.

Faculty development is supported by funding through the Development Foundation. With the approval of the Vice President for Instruction, the funds requested by faculty are then distributed. Continuing education hours can be obtained from online sources such as Medscape and Nursing journals available in library. Professional development sessions are provided by the college throughout the year.

Clerical support is provided by an Admissions/Records Secretary and a Secretary for the Director of Nursing Education. Student workers provide part-time assistance to the secretaries and faculty. Clerical assistance is sufficient to meet administrative and faculty needs of the program.

PRCC provides adequate administrative support services to the ADN program. Administrative support services for the ADN program consist of the President, the Vice President for Instruction, and the Vice President of Student Services along with the ADN Director and other members of the administrative council.

CHART V-1 Associate Degree Nursing Expenditures

BUDGET ACCOUNTS	AMOUNT ALLOCATED 2007-2008	AMOUNT ALLOCATED 2008-2009	AMOUNT ALLOCATED 2009-2010	AMOUNT ALLOCATED 2010-2011
Educational Supplies, Materials & Equipment	$21,528.00	$24,986.00	$15,328.00	$15,328.00
Office Supplies	$1,334.00	$12,490.00	$9,848.00	$9,848.00
Professional Fees and Subscriptions	$7,084.00	$7,184.00	$5,281.00	$5,281.00
Educational & Other Travel (In-State & Out-of-State)	$10,75.00	$10,338.00	$16,006.00	$16,006.00
Total	$40,021.00	$54,998.00	$46,463.00	$46,463.00

Criterion 5.2: Physical resources (classrooms, laboratories, offices, etc.) are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, staff, and students.

The physical facilities provided by the college for Associate Degree Nursing in the Department of Nursing Education are sufficient to meet the needs of the students, faculty and staff. The ADN, Practical Nursing, and HPR/Wellness programs are located in the 49,000 square foot Nursing/Wellness Center which opened in fall, 1997. The Department of Nursing Education in the Nursing/Wellness Center contains 34,000 square feet.

NON-INSTRUCTIONAL FACILITIES:

The Department of Nursing Education Administrative Suite consists of the offices for the Director, Assistant Director, Secretaries, and two additional offices; a conference room; a workroom; a kitchenette; and restrooms. A secure room containing student records is also included. The office of the director is adequately equipped with a computer, Internet access, printer, telephone with voice mail, desk, office chair, guest chairs, bookcase, file cabinets, small conference table with chairs, restroom, and kitchenette. Both secretaries' offices are adequately furnished with computers, Internet access, printers, telephones with voice mail, desks, office chairs, guest chairs, bookcases, file cabinets, and clerical task equipment. A well-equipped workroom with an Internet-connected copier for faculty is located adjacent to the director's secretary's office. An additional copier is located in the faculty lounge at the front of the building. The assistant director's offices and private faculty offices are adequately furnished with computers, Internet access, printer, telephones with voice mail, desks, office chairs, guest chairs, bookcases, and file cabinets to meet their needs. Bulletin boards are located outside these offices. Faculty and student lounges with kitchenettes are located at the front of the building. Student lockers are available in the student lounge. The building is equipped with janitorial spaces, storage rooms located in several hallways, and student and faculty restrooms. Fire extinguishers, fire alarms, sprinklers, exit signs, and exits are strategically placed throughout the

building. Signs regarding emergency safety plans and weather alert plans are visible throughout the building.

Two additional offices are presently used by faculty and staff as extra work space. One of these offices houses the Par Score scanner/printer along with a computer with Internet access and printer, and flatbed scanner. A large conference room is equipped with conference tables and chairs and a wall-mounted conference marker board for meetings and accommodation for student testing. There is a reception area located in the administrative suite adjacent to the ADN Secretary/Admissions office and with work space available for a receptionist/student worker. In this reception area, a copier is provided for student use.

INSTRUCTIONAL FACILITIES:

Class sizes meet student learning and safety measures. Each semester, the ADN program utilizes four classrooms. Another classroom, teleconference room (room 407), is reserved primarily for the use by the Practical Nursing Program. If additional space is needed for testing purposes, the teleconference room is utilized when not occupied. Each classroom accommodates sixty desks and chairs. The tier classroom seats two hundred and four people in floor mounted tables with attached seats. Six additional spaces are available for special accommodations. Movable walls can be used to divide the tier classroom into three rooms, each seating seventy. Classes are well illuminated with fluorescent lighting. A marker board, podium with microphone, instructor chair, VCR/DVD player, and TV monitor, tabletop overhead projector, projector screen, and clock are available in each classroom. In addition, each classroom contains a presentation cart containing a computer with Internet access, monitor, keyboard, speakers, and a ceiling mounted data projector. Two classrooms have the Sympodium monitor available to be used by instructors. A table in each classroom is used as a work and/or conference table.

The nursing building has about 5,700 square feet dedicated to skills labs. There are two large skills lab rooms (Lab 1 and Lab 3) equipped with a total of 22 hospital beds, 22 over bed tables, and 19 bedside tables. The patient units can be separated by privacy curtains. Each lab has a marker board, one scrub sink, instructor chairs, and three tables with chairs. A small skills lab room (Lab 2) is located between the Lab 1 and Lab 3 with four beds, four bedside tables, two scrub sinks, VCR/DVD player, TV monitor, magazine rack to hold nursing literature, tables and

chairs, and five bulletin boards. The skills lab rooms provide adequate space for demonstration and testing of nursing skills. In Lab 2 shelving is provided for backpacks and books while students work in the lab. A computerized IV instruction unit on a movable presentation cart is available for students and instructors to use. Technically advanced male, female, child, and infant manikins are available for practice and testing of specific nursing skills.

Lab supplies and some practice manikins are kept in a large, secured storage room that includes supply carts, movable shelving, storage cabinets, and a washer and dryer. The storage room is accessible by two sets of double doors on either side of the lab coordinator's office. The lab coordinator's office, with surrounding observation windows, is located in Lab 2. A computer, Internet access, printer, telephones with voice mail, a desk, an office chair, guest chairs, a book case, and a file cabinet are provided.

The Wellness Center, a 15,000 square foot facility adjacent to the Nursing Building, houses the Department of Health, Physical Education, and Recreation. The Center includes an elevated walking track, aerobic exercise room, men's and women's locker rooms, a large workout area, three classrooms and five offices with a central information desk at the entrance of the wellness center. Two classrooms are equipped with a podium, dry-erase board, overhead projector, TV and VCR/DVD, computer with Internet access, and smart boards for the lecture component of the HPR courses. Another classroom contains desks and chairs only and is used for health concepts classes that meet in the classroom for two weeks at the beginning of each semester. A well-equipped faculty lounge/workroom is available to the faculty. An automated external defibrillator (AED) is located on the wall next to the women's locker room. Fire extinguishers, fire alarms, sprinklers, exit signs, and exits are strategically placed throughout the building. Signs on emergency safety plans and weather alert plans are throughout the building.

Criterion 5.3: Learning resources are comprehensive, current, developed with nursing faculty input, and accessible to faculty and students.

Learning resources are comprehensive, current, developed with nursing faculty input, and accessible to faculty and students. Nursing faculty requests for learning resource materials are submitted to the ADN Director. Approved requests are purchased as funds are available. Faculty may make additional request to the ADN Director and/or Learning Resources Center (LRC) Director if special needs arise. Instructional aids, technology, software, and hardware are sufficient in quantity and quality and are consistent with program objectives to support teaching methods. Technical support is available on campus.

GARVIN JOHNSTON LIBRARY:

The Johnston Library is a 25,000 square foot facility that includes the Library, Learning Lab, and Media Services. The Johnston Library is affiliated with the Mississippi Library Commission, Mississippi Community College Network, and Southeastern Library Network through which it provides interlibrary loan services to faculty and students.

The library's collection includes approximately 54,955 books; 7,511 bound periodicals; 100 current periodicals, over 5,000 online periodicals through various databases; 4,338 rolls of microfilm; and 2,704 volumes of microfilm. All resources can be retrieved through the Online Public Access Catalog (OPAC) and the library's web site. In the print collection approximately 3,161 books are nursing books, and an additional 6,000 titles related to supporting fields such as psychology, sociology, anatomy, and physiology. The Learning Lab houses 4,104 videocassettes, 335 DVD's and 514 titles of computer software on disks and CD-ROMs with a total collection of 5,864 audiovisual and computer software items. The Library has 33 student computers while the Learning Lab has 85 student computers connected to a centralized server, which is loaded with software that serves all disciplines of the college. Additionally, 9 computers in the lab are used for online testing for Mississippi State Virtual Community College

(MSVCC) students. All library and lab computers have Internet access. Media equipment and audiovisual hardware and software are available to students and faculty through the lab.

Access to information is available through a variety of formats from the online library catalog to electronic databases and Internet access. Through Mississippi Alliance for Gaining New Opportunities through Library Information Access (MAGNOLIA), the state's library consortium, the students have access to the following databases that include medical information: Academic Search Premier, Alt-Health watch, Consumer Health Complete, Credo Reference, and most importantly, Health Source: Nursing/Academic edition. Students also have access to online materials through Mississippi Electronic Libraries Online (MELO), the library for the Mississippi Virtual Community College. The MELO online resources include such items as MEDLINE/Pub Med, etc., as well as the Merck Manual, MEDLINE Plus, and many other medical titles such as Anatomy TV and Stat Ref. In addition, the college subscribes to the online Cumulative Nursing and Allied Health Literature (CINAHL) database, the most comprehensive resource for nursing and allied health literature, and the Pro Quest Nursing and Allied Health Source database, which provides complete full-text information from leading nursing and allied health magazines, journals, and dissertations. These titles can be accessed from library computers or through the library's web page from a student's personal computer.

The collection is reviewed and updated on an annual basis. For 2008-2009, 239 books were discarded from the medical collection at Johnston Library, and 170 books were purchased. An annual evaluation of Garvin H. Johnston Library for effectiveness by students, staff, and faculty is part of the PRCC evaluation process administered by the Office of Institutional Effectiveness in the spring semester. Garvin H. Johnston hours are 7:40 a.m.-9:00 p.m., Monday through Thursday, and 7:40 a.m.-3:00 pm. Friday.

Finally, the Garvin H. Johnston Library is current and comprehensive and meets the needs of the students and faculty. Qualified Garvin H. Johnston Library personnel are available to provide instruction and guidance to faculty, students, and staff on the use of existing resources, as well as new resources and software programs. The library maintains a strong orientation program with over 172 sessions provided by the library and lab staff members in 2008-2009. In addition, instruction is provided on an individual basis at point-of-use or in small group sessions.

NURSING COMPUTER LAB:

The nursing computer lab is located in the nursing building. The lab houses 44 Dell computers with anticipated expansion to 70. These computers all have Internet access and are directly connected to Institutional Technology (IT) department. The students have access to 46 software programs. These programs include a wide variety of nursing topics, including informational, resource, and testing programs. Printers are available for hard copies. Acquisition needs of computers, printers, and software are evaluated annually by faculty under the guidance of the Media Committee. Technology is purchased through budgeted funds, donations, and grants. Nursing instructors monitor the lab and assist students with software and instruction. The lab is open Monday through Friday 8:00 a.m.-3:00 p.m. with additional hours available upon request.

SKILLS LAB:

The skills lab is used by all students each semester to check-off clinical skills prior to their clinical rotation. There is a TV monitor with a VCR/DVD and a magazine rack that holds nursing literature. Shelving is provided for backpacks and books while students work in the lab. A computerized IV instruction unit on a movable presentation cart is available for students and instructors to use. Technically advanced male, female, child, and infant manikins are available for practice and testing of specific nursing skills. A SimManG has been purchased and is waiting faculty training.

NURSING MEDIA COMMITTEE:

Nursing faculty requests for learning resource materials are submitted to the Director of Nursing Education. Approved requests are purchased as funds are available. Faculty may make additional requests to the ADN Director and /or LRC Director if a special need arises. The Media Committee is responsible for the evaluation of the textbooks, audiovisuals, and computer programs, and fulfilling faculty requests for copies of required textbooks by contacting the textbook/company representative. There is student representation on the Media Committee.

Students are asked to electronically evaluate educational materials and technology as they relate to learning in the nursing program. Results of student evaluations are important for

making changes in textbooks or other materials. Effective communication exists between the textbook manager at PRCC's bookstore and the members of the Media Committee. Through communication with library personnel, books with copyrights of 10 years or more are pulled from the LRC unless the information is still pertinent or of historical value. The library personnel make a list of all CD's/DVD's dated before 2000 and mark these to be discarded. Students have access to online resources through the LRC.

STANDARD VI: OUTCOMES

Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved. The ADN program at PRCC has a written plan for systemic evaluation of the program which emphasizes the ongoing assessment and evaluation of the student learning and program outcomes of the nursing education unit and NLNAC standards. The plan is reviewed on an ongoing basis and as needed and was revised in Fall 2009.   The plan consists of expected levels of achievement, components to be evaluated, location of documentation, the persons responsible for the evaluation, time frame and assessment methods. An effective nursing program is measured by its success with regard to established outcomes and quality determinations based on standards for the profession and for education in general. Having an ongoing systematic plan for evaluation assists with curriculum development and program change, maintains consistency within the curriculum, and provides a way to stay current with trends in nursing and education. The evaluation plan also provides a mechanism for maintaining accountability for public safety. The nursing program's educational effectiveness is also evaluated by student achievement related to graduation rates, licensure pass rates, job placement rates, and program satisfaction defined as graduate and employer program satisfaction.

Criterion 6.1: The systematic plan for evaluation emphasizes the ongoing assessment and evaluation of the student learning and program outcomes of the nursing education unit and NLNAC standards.

The ADN program at PRCC has a written plan for systematicc evaluation of the program which emphasizes the ongoing assessment and evaluation of the student learning and program outcomes of the nursing education unit and NLNAC standards. The plan is reviewed on an ongoing basis as needed and was revised in Fall 2009.   The plan consists of expected levels of achievement, components to be evaluated, location of documentation, the persons responsible for the evaluation, time frame and assessment methods. (Appendix)

Numerous sources are utilized for data collection including graduate and employer surveys, evaluation tools developed by the ADN faculty, and evaluation tools developed by the college. External data is collected from NLN Pre-Assessment Examination for the RN, NCLEX-RN results from the Mississippi Board of Nursing and other state Boards of Nursing, and ATI Testing Service. An online survey system, Survey Monkey, has been utilized by the college since spring 2009.

Criterion 6.2: Aggregated evaluation findings inform program decision making and are used to maintain or improve student learning outcomes.

The current method of assessment provides the program with trended, aggregated data for use in program decision making and improvement of student learning outcomes. These decisions are documented in the ADN general faculty meeting minutes and other program committees' meeting minutes and on the evaluation plan. The annual assessment tools utilized in the ADN program are course evaluations, clinical agency evaluations, clinical instructor evaluations, media evaluations, and curriculum evaluations. Each nursing course is evaluated by the students annually in the spring semester, and the results are reviewed by the curriculum committee and course faculty. Clinical agencies are evaluated annually in the spring semester, and the results of the evaluations are shared with clinical faculty and the appropriate clinical agency personnel. Clinical instructor evaluations are completed annually each spring, and these results are reviewed by the ADN director and the faculty member. In the fall semester each year, students evaluate the effectiveness of the computer lab and course textbooks. The results of the media evaluations are reviewed by the ADN media committee and shared with faculty. The curriculum of the ADN program is evaluated each semester by fourth semester students prior to graduation. These results are reviewed by the curriculum committee and shared with faculty.   Feedback from the students assists faculty in updating/revising courses and provides insight from the student perspective.

Examples of program improvements based on the evaluation process include:

- Class meeting time changed to assist students' success

- Textbook changes

- Classes rearranged in a block system to provide continuity

- Cooperative testing utilized

- Test reviews after test completion

- Student support groups

- Content review sessions prior to major exams

Criterion 6.3: Evaluation findings are shared with communities of interest.

Evaluation findings are shared with various communities of interest to this program such as clinical agencies, IHL, PRCC administration and board of trustees, and PRCC ADN Advisory Board. Each clinical instructor shares results of the clinical agency evaluation with appropriate staff of the clinical agency and documents this in clinical communication minutes. The director shares NCLEX results with PRCC administration, PRCC ADN Advisory Board, and the communities of interest. Evaluation results of program outcomes are also shared with IHL, PRCC administration, PRCC board of trustees, and the PRCC ADN Advisory Board.

Criterion 6.4: Graduates demonstrate achievement of competencies appropriate to role preparation.

PRCC ADN graduates demonstrate achievement of competencies appropriate to role preparation as evidenced by program progression through successful completion of each nursing course. The student learning outcomes of critical thinking, nursing skills, and therapeutic communication are evaluated at the conclusion of each nursing course. These student learning outcomes are assessed and validated through course examinations, clinical application exercises, simulation scenarios, and clinical performance in clinical agencies. A course summative

evaluation reflecting clinical performance is completed by the clinical instructor each semester. The preceptorship evaluation demonstrates the student's achievement of basic competencies essential to enter nursing practice as a graduate of the ADN program. In addition to theory and clinical, students complete ATI testing each semester and a comprehensive exam prior to graduation. Results of the ATI comprehensive exam are used as a predictor for NCLEX success. Remediation is offered to students who score below 70% on the ATI comprehensive exam. Faculty maximize student learning by using multiple assessment techniques to monitor the learning process, including case studies to assist with critical thinking, cooperative testing, test reviews, and content specific reviews.

Criterion 6.5: The program demonstrates evidence of achievement in meeting the following program outcomes:

- **Performance of licensure exam**
- **Program completion**
- **Program satisfaction**
- **Job placement**

6.5.1 The licensure exam pass rates will be at or above the national mean.

Program Outcome: The percentage of graduates who pass NCLEX-RN on the first write will be at or above the national mean.

The pass rates of PRCC ADN graduates is above the national mean. Prior to Fall 2009, graduates were defined as those students graduating from PRCC within the academic year ending in May. This included December graduates from one year and May graduates from the following year. The ADN program at PRCC also monitored student achievement of the Mississippi IHL standard which stated, " The pass rate for all first writes on the registered nurse licensure examination (NCLEX-RN), regardless of where the exam was written, shall meet the following requirements.

a. First write results for each calendar year shall be no less than 95% of that year's national average. PRCC graduates meet this standard.

b. The pass rate for first and second writes combined shall be no less than 95% pass for each calendar year. Each year will be calculated no later than 3 years from December 31 of that year and any graduate who has never taken NCLEX shall not be included in the calculation."

Beginning with spring 2010, IHL changed the guidelines for calculation of pass rates. This change now includes all students testing in a calendar year, regardless of the semester in which they graduated. IHL states, "annual NCLEX pass rates for all test takers (1st and repeat) will be at 80% or above over a 3 year period (IHL, 2010).

NCLEX-RN	PRCC	State	National
2007	89.5	87.23	85.47
2008	92.8	85.00	86.73
2009	96.3	88.86	88.42
2010	(data not available at time of self-study printing)		

The wording of the program outcome for 6.5.1: licensure exam pass rates, will change to "Annual NCLEX pass rate for all test takers (1st and repeat) will be at 80% or above over a three year period."

_____

Criterion 6.5.2: Expected levels of achievement for program completion are determined by the faculty and reflect program demographics, academic progression, and program history.

_____

Program Outcome: 60% or greater of students enrolled in the program will graduate within 150% of the time of the stated program length.

Prior to Fall 2007, graduation rates were based on admission date and a total of four semesters. Data reflected that this program outcome was not met due to high attrition in the first two semesters and a very late withdrawal date established by the college. Students who withdraw from a course are interviewed by the level coordinator to identify factors contributing to the withdrawal. This information assists faculty in determining readmission. In 2007, IHL 's standard on graduation rates required that 60% of students graduate in 150% of the prescribed time for the program of study for undergraduate programs. The PRCC ADN faculty adopted this standard as a program outcome. Graduation rates based on this standard have increased. In addition to enhance retention efforts, students who withdraw from a course are interviewed by the level coordinator to identify factors contributing to the withdrawal. Both a PRCC and IHL exit interview form are completed (Exhibits). This information assists faculty in determining readmission. Beginning spring 2010 in an effort to increase our graduation rates and improve student advisement, a Risk Assessment Tool was adapted (Appendix). Beginning fall 2010, IHL changed their definition of graduation rates to degree completion rates. This new definition states, "expected levels of achievement for program completion are determined by the faculty and reflect program demographics, academic progression, program history, and best practices." (IHL, 2010).   Also in fall 2010, calculation of degree completion rates was changed to, "count only students who did not graduate due to failure to meet program outcomes or dismissal based on program policies and procedures." (IHL, fall 2010). Students who leave for personal reasons such as change in major, relocation, health issues, etc., are not to be counted. Graduation rates for 2007-2009 included all students. IHL guidelines state that graduation rates are calculated per academic year.

<div align="center">Graduation Rates</div>

2007   37% (This included the final students impacted by

Hurricane Katrina)

2008   55%

2009   57%

In addition to enhance retention efforts, students who withdraw from a course are interviewed by the assistant director of nursing education and/or course faculty liaison to identify factors contributing to the withdrawal. Both a PRCC and IHL exit interview form are completed (Exhibits). This information assists faculty in determining increase student retention and readmission. Beginning spring 2010 in an effort to increase our graduation rates and improve student advisement, a Risk Assessment Tool was adapted (Appendix). In fall 2010, a faculty member was named as remediation advisor.

Plans at this time are to continue with the current program outcome for 6.5.2: expected levels for program completion.

Criterion 6.5.3: Program satisfaction measures (qualitative and quantitative) address graduates and their employers.

Program Outcome: 90% of the graduate respondents will express satisfaction with the PRCC ADN program and 90% of employer respondents will express satisfaction with the nursing practice of a PRCC graduate.

Graduates complete a survey six to nine months following graduation indicating program satisfaction. Data collected from this survey also indicates where the graduate is employed. The employer satisfaction survey follows at 12-18 months after graduation, using the clinical facility identified in the graduate survey. Response rate has been traditionally very low, approximately 14%. In an effort to increase the number of responses, an online graduate survey was implemented in Fall 2009.

<u>Graduate Program Satisfaction</u>   <u>Employer Satisfaction</u>

2007	93%	100%
2008	84%	100%
2009	100%	100%

Criterion 6.5.4: Job placement rates are addressed through quantified measures that reflect program demographics and history.

Program Outcome: 90% of the respondents to the graduate survey will reflect employment in various health care settings within a 70-mile radius of the PRCC district.

The graduate survey is completed six to nine months following graduation. Data from this survey indicates where the graduate is employed and if the employment is within 70 miles of the PRCC district.

Employment within a 70-mile Radius of the PRCC District:

2007	100%
2008	100%
2009	100%

SECTION THREE:

SYSTEMATIC PLAN FOR EVALUATION

Standard 1. The nursing education unit's mission reflects the governing organization's values and is congruent with its strategic goals and objectives. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified outcomes.

Systematic Plan for Program Evaluation: ADN 2009-2010					
Criterion 1.1 The mission/philosophy and outcomes of the nursing education unit are congruent with those of the governing organization.					
Definition: The mission/philosophy and outcomes of the ADN program are congruent with those of PRCC.					
Responsibility: Director of Nursing Education					
Plan				**Implementation:**	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, maintenance or revision
Congruency	100% of faculty agree that the philosophy and outcomes of the ADN program are congruent with the college's mission statement and outcomes.	Annually in spring semester	Comparative analysis by faculty and program director	100% of faculty agree on congruency: the ADN philosophy is reviewed annually and updated as needed.	Maintenance – the ADN director and faculty will continue to review annually Include advisory council and administrative representative in the comparative analysis

Systematic Plan for Program Evaluation: ADN 2009-2010					
Criterion 1.2 The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.					
Definition: Governance is defined by the ADN program as sharing of information and involvement in decision making and is indicated by participating in college activities, organizations, committees, and evaluation processes.					
Responsibility: Chairs of ADN committees; PRCC Office of Institutional Effectiveness					
Plan				**Implementation:**	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collections and Analysis	Actions for Program Development, Maintenance or Revision
Students	Student participation on ADN Curriculum, Evaluation, Media and Rules and Regulations Committees	Annually, spring semester	Review of committee minutes	Curriculum committee: student attended … Media: student attended… Evaluation committee: student attended… Rules and Regualtions Committee: student attended….	Continue to monitor

<table>
<tr><td colspan="6">Systematic Plan for Program Evaluation: ADN
2009-2010</td></tr>
<tr><td colspan="6">Criterion 1.2 The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.</td></tr>
<tr><td colspan="6">Responsibility: Director of Nursing Education; PRCC
                     Office of Institutional Effectiveness</td></tr>
<tr><td colspan="4">Plan</td><td colspan="2">Implementation:</td></tr>
<tr><td>Component</td><td>Expected Level of Achievement</td><td>Frequency of Assessment</td><td>Assessment Methods</td><td>Results of Data Collections and Analysis</td><td>Actions for Program Development, Maintenance or Revision</td></tr>
<tr><td>Faculty</td><td>100% of faculty will serve on ADN committees

25% of ADN faculty will serve on college-wide committees</td><td>Annually, fall semester

Annually, spring semester</td><td>List of Committee Assignments

List of committee assignments</td><td>100% of faculty serve on ADN committees

50% faculty served on college-wide committees 2009-2010</td><td>Continue to monitor</td></tr>
</table>

Systematic Plan for Program Evaluation: ADN					
2009-2010					
Criterion 1.2 The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.					
Responsibility: Director of Nursing Education;					
Plan				**Implementation:**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collections and Analysis**	**Actions for Program Development, Maintenance or Revision**
Administration	Director of Nursing Education, or designated representative, will attend departmental meetings.	Annually, spring semester	Departmental meeting minutes	Minutes of VP for Instruction Departmental meetings show attendance by Director of Nursing Education or designated representative.	Continue to monitor

Systematic Plan for Program Evaluation: ADN					
2009-2010					
Criterion 1.3 Communities of interest have input into program processes and decision making.					
Responsibility: Director of Nursing Education					
Plan				**Implementation:**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collections and Analysis**	**Actions for Program Development, Maintenance or Revision**
Communities of Interest: Advisory Council	The Advisory Council will meet and review program goals and outcomes	Fall and Spring	Review ADN handbook, IHL annual report, ADN application packet, and evaluation results.	Evidence of review in meeting minutes.	Make recommendations for areas needing improvement.

Systematic Plan for Program Evaluation: ADN
2009-2010

Criterion 1.4 Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community.

Definition: Partnerships are considered an agreement (formal relationship) between the nursing education unit/governing organization and an outside
agency with the intent of accomplishing specific objectives and goals.

Responsibility: Director of Nursing Education

	Plan			Implementation:	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collections and Analysis**	**Actions for Program Development, Maintenance or Revision**
Partnerships: Forrest General Hospital; Lower Pearl River Valley Foundation; PRCC Wellness Center; Picayune School District; Bedford Care	Partnerships are maintained which enhance nursing education and the nursing profession, and benefit the community.	Annually in Spring	Verbal and written reports of activities and collaboration.	General Faculty Meeting minutes	Continue to monitor Add new partnerships as available.

Systematic Plan for Program Evaluation: ADN 2009-2010					
Criterion 1.5 The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.					
Definition: The nursing administrator is considered the Director of Nursing Education who is responsible for the developments and administration of the nursing division. There is an LPN program coordinator who reports to the Director of Nursing Education.					
Responsibility: Director of Nursing Education; Vice-President of Instruction					
Plan				**Implementation:**	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collections and Analysis**	**Actions for Program Development, Maintenance or Revision**
Director of Nursing Education	Director of Nursing Education will hold a minimum of a graduate degree with a major in nursing and will hold an unencumbered nursing license.	Upon employment and annually, spring semester	Review of nursing folder in VP for Instruction's Office for transcript; Review of personnel folder in Department of Nursing Education for licensure verification.	Outcome met. Transcript reflects MSN License renewed in December 2010.	Continue to monitor.

<table>
<tr><td colspan="6" align="center">Systematic Plan for Program Evaluation: ADN
2009-2010</td></tr>
<tr><td colspan="6">Criterion 1.6. The nurse administrator has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.</td></tr>
<tr><td colspan="6">Responsibility: Director of Nursing Education</td></tr>
<tr><td colspan="4" align="center">Plan</td><td colspan="2">Implementation:</td></tr>
<tr>
<td>Component</td>
<td>Expected Level of Achievement</td>
<td>Frequency of Assessment</td>
<td>Assessment Methods</td>
<td>Results of Data Collections and Analysis</td>
<td>Actions for Program Development, Maintenance or Revision</td>
</tr>
<tr>
<td>Job Description</td>
<td>Position Description reflects duties and responsibilities for program administration.</td>
<td>Annually, spring semester</td>
<td>Review of job description</td>
<td>Director has the authority and responsibility for the administration of the program</td>
<td>Continue to monitor</td>
</tr>
<tr>
<td>Schedule</td>
<td>100% of the Director of Nursing Education's schedule will be dedicated to fulfilling the administrative responsibilities of the nursing program.</td>
<td>Bi-annually, each semester</td>
<td>Review of door schedule</td>
<td>Calendar and door schedules reflect only office time and no class or clinical requirements.</td>
<td>Continue to monitor.</td>
</tr>
</table>

Systematic Plan for Program Evaluation: ADN
2009-2010

Criterion 1.7 With faculty input, the nurse administrator has the authority to prepare and administer the program budget and advocates equity within the unit and among other units of the governing organization.

Definition: The nursing administrator will create a budget based on faculty input and determination of needs. Revisions to the budget will be made with the nursing administrator's input.

Responsibility: Director of Nursing Education

Plan				Implementation:	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collections and Analysis**	**Actions for Program Development, Maintenance or Revision**
Budget submission	The Director of Nursing Education will submit the program budget every fiscal year.	April	Review of budget and Nursing Program minutes	Budget administered by Director of Nursing Education.	Continue to monitor
Faculty Participation in Budget Process	Faculty will report having input into the budget process 100% of the time.	March	General faculty meeting minutes reflect faculty participation in the budget process	General faculty meeting minutes: faculty input sought.	Continue to monitor

Systematic Plan for Program Evaluation: ADN
2009-2010

Criterion 1.8 Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.

Definition: Policies of the nursing education unit are consistent with those of Pearl River Community College, or differences are justified by the nursing program's needs.

Responsibility: Director of Nursing Education; ADN Faculty;

	Plan			Implementation:	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collections and Analysis**	**Actions for Program Development, Maintenance or Revision**
Congruency	One hundred percent (100%) of nursing program policies will be congruent with those of PRCC or differences will be justified.	Annually in Spring Semester	Comparative analysis of any new policy by faculty, nursing administrator, and PRCC policy committee	Met	Continue to monitor

Systematic Plan for Program Evaluation: ADN
2009-2010

Criterion 1.9 Records reflect that program complaints and grievances receive due process and include evidence of resolution.

Definition: Complaints and grievances are terms used interchangeably. They are considered formal, written and signed statements made by a student regarding the nursing department which are presented to PRCC Appeals Committee.

Responsibility: Director of Nursing Education

Plan				Implementation:	
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collections and Analysis**	**Actions for Program Development, Maintenance or Revision**
Complaints	100% of complaints will be addressed using the Student Grievance/Appeals Procedure found in the PRCC Catalog and the Cat Country Guide.	Data will be compiled, summarized, and reported	Review of Grievance folder in the office of the Director of Nursing Education	Grievance/Appeal	Continue with current guidelines

Standard 2: Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit.

Systematic Plan for Program Evaluation: ADN
2009-2010

Criterion 2.1: Full-time faculty are credentialed with a minimum of a master's degree with a major in nursing and maintain expertise in their areas

        of   responsibility.

        2.1.1: The majority of the part-time faculty are credentialed with a minimum of a master's degree with a major in nursing; the remaining

          part-time faculty hold a minimum of a baccalaureate degree with a major in nursing.

        2.1.2: Rationale is provided for utilization of faculty who do not meet the minimum credential.

Definition: All faculty members are registered nurses with a master's degree in nursing, hold a valid license in Mississippi with at least one year

        clinical experience, and some have additional credentials. All faculty earn at least one (1) CEU or three (3) hours of credit of formal

        education each year related to nursing education. All participate in achievement of the nursing unit's purpose through teaching, service,

        and scholarship.

Responsibility: Director of Nursing Education

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Full-time faculty are academically & professionally qualified Faculty qualifications: a. License	100% of full-time faculty are academically & professionally qualified	At time of appointment (a, b, d, e), annually in Spring (a) & annually in Fall (c) Semesters	Review of faculty files	100% of full-time faculty meet qualifications	Reported to IHL, LA Board of Regents, & LA State Board of Nursing

b. Highest degree c. CEUs d. Professional experience e. Formal education					
Part-time faculty are academically & professionally qualified	100% of part-time faculty are academically & professionally qualified	At time of appointment	Review of faculty files	100% of part-time faculty meet qualifications	Reported to BTSIHL, LA Board of Regents, & LA State Board of Nursing

Systematic Plan for Program Evaluation: ADN

2009-2010

Criterion 2.2: Faculty (full- and part-time) credentials meet governing organization and state requirements.

Definition: Credentials of the governing organization are reflective of state requirements and include:

* ADN – Master's degree or higher in nursing, one year clinical experience, and one continuing education unit annually. Exceptions may

be granted to the degree by the IHL Board's Director of Nursing Education as long as exception faculty is continuously enrolled in a

graduate degree program that will be completed within a three year time period (maximum).

* All – Unencumbered MS or compact license as RN and satisfying of criminal background check.

Responsibility: Director of Nursing Education

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement (ELA)**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection & Analysis (include ALA)**	**Actions for Program Development, Maintenance, or Revision**
Faculty credentials	100% of faculty are credentialed	At time of appointment and in Fall Semester	Review of faculty files	100% of faculty meet credentialing requirements	Reported to BTSIHL, LA Board of Reagants, & LA State Board of Nursing

Systematic Plan for Program Evaluation: ADN					
2009-2010					

Criterion 2.3: Credentials of practice laboratory personnel are commensurate with their level of responsibilities.

Definition: Practice laboratory personnel is/are the Skills Lab Coordinator who is charged with organizing practice of skills for students; however,

she has no teaching or evaluation role. Requirements for this level of responsibility include one year clinical experience and holding an RN

license.

Responsibility: Director of Nursing Education

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Practice lab personnel: Skills Lab Coordinator	100% of practice lab personnel are academically & professionally qualified	At time of appointment and in Fall Semester	Review of personnel files	100% of practice lab personnel meet academic & professional requirements	Reported to BTSIHL, LA Board of Reagents, & LA State Board of Nursing; incorporate opinions of faculty & students in future evaluations

Systematic Plan for Program Evaluation: AND
2009-2010

Criterion 2.4: The number and utilization of faculty (full- and part-time) ensure that program outcomes are achieved.

Definition: The number of full-time / part-time nursing faculty members meets state accreditation standards regarding ratio of faculty to students

(1:10 in clinical, 1:15 in classroom). The number of faculty is adequate to fulfill the program's purposes by the achievement of unit goals.

Responsibility: Director of Nursing Education

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Number and utilization of nursing faculty	100% of faculty are utilized in compliance with accreditation standards	Annually in Fall & Spring Semesters and as necessary	Review of faculty & student enrollment files Comparison of the ratio of faculty to students	100% of faculty are utilized to meet accreditation requirements	Faculty teaching / clinical assignments are made to meet needs of student enrollment

Systematic Plan for Program Evaluation: ADN

2009-2010

Criterion 2.5: Faculty (full- and part-time) performance reflects scholarship and evidence-based teaching and clinical practices.

Definition: Faculty demonstrate diversity of talent through scholarly endeavors for teaching, integration, and application of knowledge. Teaching

expertise is the ability to facilitate student learning in achievement of program outcomes. Integration of knowledge is utilizing

information gleaned from other disciplines as well as assisting students to integrate classroom learning into clinical practice. Application

of knowledge is seen in the use of evidence-based concepts in didactic and clinical instruction. The ADN faculty define scholarship as

professional development.

Responsibility: Director of Nursing Education

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Faculty performance reflects scholarship, evidence-based teaching, & clinical practices	100% of faculty performance reflects scholarship & evidence-based practice	Annually in Fall & Spring Semesters	NCLEX pass rates, review of faculty files: Self-evaluations, classroom and clinical instructor evaluations	100% of faculty report incorporating EBP into classroom and/or clinical instruction; participate in at least one CEU activity annually	Faculty continue to incorporate expertise in specific area and EBP into classroom and/or clinical instruction

Systematic Plan for Program Evaluation: ADN					
2009-2010					
Criterion 2.6: The number, utilization, and credentials of non-nurse faculty and staff are sufficient to achieve the program goals and outcomes.					
Definition: Non-nurse faculty and staff are considered the secretarial support of the educational unit.					
Responsibility: Director of Nursing Education					
PLAN			**IMPLEMENTATION**		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Non-nurse faculty and staff: Secretaries	100% of secretarial support	At time of appointment & annually	Review of personnel files	100% of secretarial support is sufficient to meet needs of program	Maintain level of secretarial support; incorporate opinions of faculty and students in future evaluations

Systematic Plan for Program Evaluation: ADN					
2009-2010					
Criterion 2.7: Faculty (full- and part-time) or oriented and mentored in their areas of responsibilities.					
Definition: Upon employment, nursing faculty participate in general faculty orientation and are paired with a faculty member in their assigned course.					
Responsibility: Director of Nursing Education					
PLAN			**IMPLEMENTATION**		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Faculty orientation / mentoring	100% of faculty will participate in orientation/mentoring process; will be assigned mentor	At time of appointment	Review of faculty files: Orientation check-list	100% of faculty will be competent with program expectations; assigned mentor	Continue orientation/mentoring program; develop means of evaluating effectiveness of mentoring program

Systematic Plan for Program Evaluation: ADN

2009-2010

Criterion 2.8: Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals

and outcomes.

Definition: Faculty performance is evaluated annually using the PRCC institutional processes by the students and the director or coordinator to assure

ongoing professional development and competence

Responsibility: Director of Nursing Education, Director of Institutional Effectiveness

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Faculty performance demonstrates competencies consistent with program goals and outcomes	100% of faculty: will participate in institutional evaluation processes	Annually in Fall & Spring semesters	Faculty evaluations	100% of faculty completed the evaluation process	Continue evaluation process

Systematic Plan for Program Evaluation: ADN 2009-2010

Criterion 2.9: Non-nurse faculty and staff performance is regularly reviewed in accordance with the policies of the governing organization.

Definition: Secretaries are evaluated using the PRCC institutional evaluation processes.

Responsibility: Director of Nursing Education

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Non-nurse faculty and staff performance review	100% of non-nurse and staff will be evaluated	Annually	Self & Director Evaluations	100% of non-nurse and staff are evaluated	Continue evaluation process

Standard 3: Student polices, development, and services support the goals and outcomes of the nursing education unit.

<table>
<tr><td colspan="6" align="center">Systematic Plan for Program Evaluation: ADN

2009-2010</td></tr>
<tr><td colspan="6">Criterion 3.1: Student policies of the nursing education unit are congruent with those of the governing organization, publicly

accessible, non-discriminatory, and consistently applied; differences are justified by the goals and outcomes of the

nursing education unit.</td></tr>
<tr><td colspan="6">Definition: Student rules and regulation of the ADN program are considered statements which inform, clarify, or explain processes,

procedures, and expected conduct for students. They are publicly accessible, non-discriminatory, and consistently applied.</td></tr>
<tr><td colspan="6">Responsibility: Director of Nursing Program, Assistant Director of Nursing Program, and Nursing Faculty</td></tr>
<tr><td colspan="3" align="center">PLAN</td><td colspan="3" align="center">IMPLEMENTATION</td></tr>
<tr>
<td>Component</td>
<td>Expected Level of Achievement</td>
<td>Frequency of Assessment</td>
<td>Assessment Methods</td>
<td>Results of Data Collection and Analysis</td>
<td>Actions for Program Development, Maintenance, or Revision</td>
</tr>
<tr>
<td>ADN Rules and Regulations changes</td>
<td>70% of the ADN rules and regulations are congruent with those of PRCC. Any differences are justified by the goals and outcomes of the nursing education unit. 100% of the ADN rules and regulations are publicly accessible, non-discriminatory and consistently applied.</td>
<td>With any change at institutional or program level and as necessary</td>
<td>ADN rules and regulations and college policies are reviewed by the ADN faculty, Director of Nursing Education, ADN Coordinator, and the ADN Rules and Regulations Committee</td>
<td>At least 70% of the ADN's rules and regulations are congruent with PRCC and 100% of the rules and regulations are publicly accessible, non-discriminatory, and consistently applied.</td>
<td>Reviewed in the ADN faculty meeting, presented in student orientation sessions at the beginning of each semester. Addendums are given as changes occur.</td>
</tr>
</table>

Systematic Plan for Program Evaluation: ADN

2009-2010

Criterion 3.2: Student services are commensurate with the needs of students pursuing or completing the associate and practical

nursing programs, including those receiving instruction using alternative methods of delivery.

Definition: PRCC provides all ADN students with access to services that include but are not limited to health, counseling, academic

advisement and assistance, career placement, and financial aid. The services are administered by qualified individuals.

Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, Director of Institutional Effectiveness, Dean

of Student Affairs, and Vice-President for Instruction

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Student services	70% of the PRCC students who participate in an annual campus climate survey will indicate that they are satisfied with the campus climate.	Annually in the Fall	Annual Campus Climate Survey	81% of the PRCC students are satisfied with the overall campus climate.	No action needed at this time. Continue to obtain data and review results.

Systematic Plan for Program Evaluation: ADN

2009-2010

Criterion 3.3: Student educational and financial records are in compliance with the policies of the governing organization and state

and federal guidelines.

Definition: The ADN program adheres to PRCC's policies on educational and financial records.

Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, Vice President for Instruction, Director of

Financial Aid, and Director of Admissions/Assistant Dean of Enrollment Management

PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance, or Revision
Educational records	100% of educational records are maintained according to PRCC's policies and auditing agencies	Every semester	Records reviewed to verify graduate eligibility and for progression within the ADN program Records are maintained in the ADN Admissions office	100% of the educational records are maintained according to PRCC's policies and auditing agencies.	No action needed at this time. Continue to monitor.
Financial records	100% of financial records are maintained according to PRCC's policies and auditing agencies	Every semester and as needed	Records are maintained in the Financial Aid office.	100% of the financial records are maintained according to PRCC's policies and auditing agencies	Financial Aid office continues to maintain and audit records each semester

Systematic Plan for Program Evaluation: ADN

2009-2010

Criterion 3.4: Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is

      maintained.

Criterion 3.4.1: A written, comprehensive student loan repayment program addressing student loan information, counseling,

      monitoring, and cooperation with lenders is available.

Criterion 3.4.2: Students are informed of their ethical responsibilities regarding financial assistance.

Definition: A program of compliance is available and is shared to assist student's seeking financial aid.

Responsibility: Director of Financial Aid

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Compliance with Title IV/Entrance Loan Counseling	100% of students who receive financial aid will be aware of the Entrance Loan Counseling	Every semester and as needed	Students complete the Entrance Loan Counseling online.	Financial Aid office reports, "All students are made aware of the Entrance Loan Counseling."	Monitored and maintained by the Financial Aid office

Systematic Plan for Program Evaluation: ADN
2009-2010

Criterion 3.5: Integrity and consistency exist for all information intended to inform the public, including the program's accreditation

status and NLNAC contact information.

Definition: Information intended to inform the public is consistent in the *PRCC Catalog*, ADN Application Packet, ADN brochures,

and the ADN PRCC website.

Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, and the ADN Rules and Regulations

Committee

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Integrity and consistency of information	100% of documents will contain accurate information about the ADN program, the accreditation status, and the NLNAC contact information.	Annually and as needed	Review information	100% of documents contain accurate information. Results shared with general faculty.	Documents are reviewed and updated as changes occur. Develop a check-list to facilitate accuracy of information review. (Fall 2010)

Systematic Plan for Program Evaluation: ADN

2009-2010

Criterion 3.6: Changes in policies, procedures, and program information are clearly and consistently communicated to students in a

timely manner.

Definition: Changes in the ADN's rules and regulations and the college's policies are communicated at the beginning of each

semester and as necessary.

Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Rules and Regulations Committee,

Dean of Student Affairs, Vice-President for Instruction, and PRCC Policy and Procedure Committee

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Communication of ADN rules and regulations changes and college policy changes	100% of the ADN students are informed of changes in the ADN Rules and Regulations and college policy changes	Every semester and as necessary	Information Session for first semester students Course orientation on the first day of class	Students acknowledge the receipt and understanding of information by signature upon admission. As changes occur, addendums are given.	In Fall 2010, the change from level coordinators to Assistant Director of Nursing Education and the formation of Level Liaisons was verbally relayed to all students in orientation.

Systematic Plan for Program Evaluation: ADN

2009-2010

Criterion 3.7: Orientation to technology is provided and technological support is available to students, including those receiving

instruction using alternative methods of delivery.

Definition: PRCC students are provided instruction and support for use of technological resources.

Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, Information Technology Department, Skills

Lab Coordinator and ADN faculty

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Student orientation to technology	All students are orientated to technology and technological resources	Each semester	Orientation to computer lab and other technologies upon admission and upon course orientation	All students are orientated to technology and technological resources	Monitor student's ability to use technology.

Standard 4 . The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.

<table>
<tr><td colspan="6" align="center">**Systematic Plan for Program Evaluation: ADN**

2009-2010</td></tr>
<tr><td colspan="6">**Criterion: 4.1.** The curriculum incorporates established professional standards, guidelines, and competencies and has clearly

articulated student learning and program outcomes.

Definition: Course and program outcomes are specific to this program and reflect professional standards, guidelines, and

competencies that clearly articulate to students and faculty.</td></tr>
<tr><td colspan="6">**Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Curriculum Committee**</td></tr>
<tr><td colspan="3" align="center">**PLAN**</td><td colspan="3" align="center">**IMPLEMENTATION**</td></tr>
<tr><td align="center">**Component**</td><td align="center">**Expected Level of Achievement**</td><td align="center">**Frequency of Assessment**</td><td align="center">**Assessment Methods**</td><td align="center">**Results of Data Collection and Analysis**</td><td align="center">**Actions for Program Development, Maintenance, or Revision**</td></tr>
<tr><td>Curriculum</td><td>The curriculum plan contains 100% of the required elements.</td><td>Each semester.</td><td>Course orientations

Curriculum committee

Faculty reviews</td><td>100% of required elements are contained in the curriculum plan.</td><td>Additional revisions are implemented as needed.</td></tr>
</table>

Systematic Plan for Program Evaluation: ADN				
2009-2010				

Criterion: 4.2 The curriculum is developed by the faculty and regularly reviewed for rigor and currency.

Definition: Faculty members are responsible for developing and routinely updating the curriculum that meets the philosophy of this

    program. Faculty perform systematic reviews for rigor and currency on an ongoing basis.

Responsibility: Director of Nursing Program, Assistant Director of Nursing Program, ADN Curriculum Committee

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Review for rigor	NCLEX results will remain above the state and national levels	Quarterly	Review NCSBN results received from Board of Nursing	2009 NCLEX rate: 96.3 2010 NCLEX rate:	Continue process Update test plans as new information is provided by NCSBN
Review for currency	100% faculty are in compliance with curriculum update/change and performing a systematic review of curriculum	Annually	Curriculum Committee reviews each course syllabus for rigor and currency	Curriculum minutes reflect this process.	Continue process and revise as needed to meet ELA

Systematic Plan for Program Evaluation: ADN

2009-2010

Criterion: 4.3 The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning

activities, and evaluate student progress.

Definition: Student learning outcomes are measurable learner-oriented abilities that are consistent with standards of professional

practice.

Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Curriculum Committee, Nursing Faculty

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Student learning outcomes	100% of learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.	Each semester	Academic/clinical performance.	100% of the learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.	Update and revise test plans as needed. Update curriculum to meet expected outcomes as needed.

Systematic Plan for Program Evaluation: ADN

2009-2010

Criterion: 4.4 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or

global perspectives.

Definition: The curriculum contains concepts related to regions, cultures, ethnicities that are different from one's own.

Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Curriculum Committee, Nursing Faculty

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Cultural diversity and perspectives	Each nursing course will contain a minimum of one unit objective related to cultural, ethnic, and/or socially diverse concepts.	Ongoing	Curriculum Committee review. Faculty review.	All courses contain at least on unit objective.	Revise course syllabi as needed

Systematic Plan for Program Evaluation: ADN

2009-2010

Criterion: 4.5 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of

student learning and program outcomes.

Definition: Evaluation methodologies are the means of determining achievement of student learning and program learning outcomes that are

consistent with professional practice.

Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Curriculum Committee, Nursing Faculty

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Evaluation methodologies	A variety of methodologies are used to assist the student in achievement of student learning and program outcomes.	Ongoing	ATI testing Clinical progress and summative evaluations. Test Blueprints	Faculty use a variety of methods to assist the students in achievement of student learning and program outcomes.	Ongoing curriculum review.

Systematic Plan for Program Evaluation: ADN

2009-2010

Criterion: 4.6 The curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research, and best practice

standards while allowing for innovation, flexibility, and technological advances.

Definition: The nursing curriculum utilizes educational theories, interdisciplinary collaboration, research and best practices to assist the student in

completion of student learning and program outcomes.

Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Curriculum Committee, Nursing Faculty

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Educational theory	All faculty will utilize the adult learner theory to assist students with achievement of student learner and program outcomes	Ongoing	Review of textbooks for reading level, update syllabi as needed to meet the needs of learners.	Textbooks are review each semester and syllabi are updates as needed.	Continue process.
Innovation, flexibility, technology	The curriculum design allows for innovation, flexibility, and use of technology.	Ongoing	Curriculum review for rigor.	Faculty is encouraged to use innovation, flexibility, and technology for instruction.	Continue process. Workshops for faculty to be proficient in using new technology as it becomes available. Initiated Advisory Council. Added Sympodiums to the classrooms. Purchased Sim Man G for campus lab.

Systematic Plan for Program Evaluation: ADN

2009-2010

Criterion: 4.7 Program length is congruent with the attainment of identified outcomes and consistent with the policies of the governing

organization, state and national standards, and best practices.

Definition: The program complies with PRCC, state and national standards, and incorporates best practice to meet the program length.

Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Curriculum Committee, Nursing Faculty

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Program length	2 academic years or 4 semesters	Annually	Comparison of program requirements, PRCC, state and national standards.	Program is in compliance	Continue to monitor Revise according to IHL standards as needed.

Systematic Plan for Program Evaluation: ADN

2009-2010

Criterion: 4.8 Practice learning environments are appropriate for student learning and support the achievement of student learning and

program outcomes; current written agreements specify expectations for all parties and ensure the protection of students.

Criterion 4.8.1 Clinical experiences reflect current best practices and nationally established patient health and safety goals.

Definition: Practice learning environments include Skills Lab, limited clinical simulation lab, and clinical facilities assist students with achieving

competencies consistent with professional standards of practice while developing a safe practitioner.

Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Curriculum Committee, Nursing Faculty

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Learning environment	Learning environments are appropriate for student leaning and support achievement of program outcomes	Ongoing	Informal evaluations of clinical agencies by faculty. Student evaluations of clinical agencies.	Clinical Communication Minutes 2009- 100% 2010- 100%	Continue to monitor, as needed. Develop a skills Lab evaluation form spring 2011.
Written agreements	100% of agency agreements will reflect specific expectations.	Annually and as needed.	Clinical Affiliation Agreements.	Clinical affiliation agreements reflect specific expectations.	Continue process.

Systematic Plan for Program Evaluation: ADN

2009-2010

Criterion: 4.8 Practice learning environments are appropriate for student learning and support the achievement of student learning and program

outcomes; current written agreements specify expectations for all parties and ensure the protection of students.

Criterion 4.8.1 Student clinical experiences reflect current best practices and nationally established patient health and safety goals.

Definition: Practice learning environments include Skills Lab, limited clinical simulation lab, and clinical facilities assist students with achieving

competencies consistent with professional standards of practice while developing a safe practitioner.

Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Curriculum Committee, Nursing Faculty

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Clinical experiences and current best practices	All faculty and students will follow clinical agency guidelines regarding patient health, safety, and current best practices.	Each semester	Clinical Agency orientations. Faculty clinical communication records.	All faculty and students comply with clinical agency guidelines.	Continue to monitor as needed.

Standard 5: Fiscal, physical, and learning resources promote the achievement of the goals and outcomes of the nursing education unit.

Systematic Plan for Program Evaluation: ADN **2009-2010**					
Criterion 5.1. Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization. **Definition:** Fiscal resources allow the nursing program to meet its goals as well as meet accreditation standards and program outcomes.					
Responsibility: Director of Nursing Education					
PLAN			**IMPLEMENTATION**		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Fiscal Resources and ADN Budget	100% of the ADN budget is utilized to support the Program.	Budget annually in March. Monthly review.	Submit request annually in Spring. Review the monthly reports. Revise as necessary.	100% of the budget was utilized in Expense & Salary.	Continue to revise Budget for program needs and provide input to administration concerning budgetary needs.

Systematic Plan for Program Evaluation: ADN

2009-2010

Criterion 5.2. Physical resources are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, staff, and students.

Definition: Physical facilities are appropriate to support the mission of the ADN Program. Physical facilities include classrooms, skills lab space,

conference room, and offices specifically dedicated to the nursing programs.

Responsibility: Director of Nursing Education, Faculty, and Staff.

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Physical Facilities: Classrooms, Skills Lab & Equipment, Computer Lab, Conference Room, and Office Spaces	The nursing facility is appropriate and does support the mission of the ADN Program. Faculty and Staff are satisfied with the physical facilities.	Every semester and as needed.	Inventory Review is done in the Spring Semester. Classrooms and offices are assessed every semester by faculty and staff. Skills & Computer Labs are assessed every semester and as needed by the Skills Lab Coordinator Routine Maintenance Checks on equipment are assessed in the summer and as needed.	100% of resources support the faculty and students in accomplishing the mission.	Continue to evaluate and maintain the components of the facility and make improvements.

Systematic Plan for Program Evaluation: ADN

2009-2010

Criterion 5.3. Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty and

students, including those engaged in alternative methods of delivery.

Definition: Learning resources and technology are considered those items necessary for students to access the information they need for learning.

Responsibility: : ADN Director, ADN Media Committee, and Skills Lab Coordinator

PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance, or Revision
Textbook	100% of resources will support faculty and students in order to accomplish the mission of the ADN Program.	Annually in the Fall Semester and results can be found in the Media Committee Minutes.	Evaluation tool is per student survey.	Rating scale used is: 80 %	ADN Media Committee review and share results. Recommendations are made as needed. Continue to have current textbooks available for ADN students.
Learning Resource Center	100% of resources will support faculty and students in order to accomplish the mission of the ADN Program.	Faculty review annually in the Spring and as needed. Students review annually in the Fall Semester per Campus Climate Survey.	Media Committee, ADN Faculty request	Results of participation from the Campus Climate Survey.	Media committee maintains contact with the Director of the Learning Resource Center.

Systematic Plan for Program Evaluation: ADN

2009-2010

Criterion 5.3. Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty

and students, including those engaged in alternative methods of delivery.

Definition: Learning resources and technology are considered those items necessary for students to access the information they need

for learning.

Responsibility: ADN Director, ADN Media Committee, and Skills Lab Coordinator

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Nursing Computer Lab	100% of resources will support faculty and students in order to accomplish the mission of the ADN Program.	Annually in Fall by Director, and Media Committee. Every semester by Lab Coordinator.	Review of programs and technology by faculty and Lab Coordinator.	100% of resources support the faculty and students in accomplishing the mission of the ADN Program.	Continue to maintain and or update holdings in Computer Lab and supplies and equipment in Skills Lab
Skills Lab	100% of resources will support faculty and students in order to accomplish the mission of the ADN Program.	Each semester per Skills Lab Coordinator.	Review of equipment and supplies by faculty and Skills Lab Coordinator.	100% of resources support the faculty and students in accomplishing the mission of the ADN Program.	Continue to maintain and or update equipment as needed. Develop a Student Evaluation of the Skills Lab.

Standard 6: Outcomes

Systematic Plan for Program Evaluation: ADN
2009-2010

Criterion 6.1: The Systematic Plan for Evaluation emphasizes the ongoing assessment and evaluation of the student learning and program

   outcomes of the nursing education unit and NLNAC standards.

Definition: The Systematic Plan for Evaluation incorporates assessment, aggregation, and trending of data related to aspects of the program

   identified by program, institutional, state, and national requirements. The findings are used to facilitate decision-making and

   program improvement and are shared with communities of interest as appropriate.

Responsibility: Director of Nursing Education, Assistant Director of Nursing Program, ADN Curriculum Committee, ADN Faculty

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Evaluation plan	The evaluation plan contains 100% of the required elements.	Ongoing basis and as needed	Faculty review and Evaluation Committee	100% of the required elements are included in the written evaluation plan.	Plan updated Fall 2009 during the self-study process. Additional elements were added to comply with NLNAC standards and the format was changed to reflect the NLNAC format.

Systematic Plan for Program Evaluation: ADN

2009-2010

Criterion 6.2: Aggregated evaluation findings inform program decision-making and are used to maintain or improve student learning outcomes.

Definition: The Systematic Plan for Evaluation incorporates assessment, aggregation, and trending of data related to aspects of the program

identified by program, institutional, state, and national requirements. The findings are used to facilitate decision-making and

program improvement and are shared with communities of interest as appropriate.

Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Curriculum Committee, ADN Faculty

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Evaluation findings are used for program improvement	100% of evaluation findings are used as necessary for decision-making	Annually	Student evaluations of: course, clinical, and curriculum	Curriculum revisions are based on results of students evaluations	- Class meeting time changed to assist with students success - Textbook changes - Classes rearranged in a block system to provide continuity - Cooperative testing utilized - Test review after test completion - Student support groups

Criterion 6.3: Evaluation findings are shared with communities of interest.

Definition: The Systematic Plan for Evaluation incorporates assessment, aggregation, and trending of data related to aspects of the program

identified by program, institutional, state, and national requirements. The findings are used to facilitate decision-making and

program improvement and are shared with communities of interest as appropriate.

Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Evaluation Committee, ADN Faculty

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Evaluation findings are shared with communities of interest	100% of evaluation findings are shared with appropriate communities of interest.	Each semester	Faculty Clinical Communication minutes, Faculty Meeting minutes, Director shares NCLEX results with PRCC administration, ADN Advisory Board, and the public. Director shares ongoing program results with IHL, PRCC Administration. Board of Trustees, and ADN Advisory Board	100% of evaluation findings are shared with appropriate communities of interest	Faculty continue to meet with clinical agency personnel and keep a record of Clinical Communication minutes, Director and Faculty continue to share findings in Faculty Meetings. Director continues to share program results with appropriate communities of interest.

Systematic Plan for Program Evaluation: ADN					
2009-2010					
Criterion 6.4: Graduates demonstrate achievement of competencies appropriate to role preparation.					
Definition: Program curriculum is based on NLN core competencies and are reflected in course and program outcomes.					
Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Curriculum Committee, ADN Faculty					
PLAN			**IMPLEMENTATION**		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Graduates achievement of competencies	100% of PRCC ADN graduates will demonstrate achievement of competencies	Each semester	Course exams, clinical application exercises, simulation scenarios, performance in clinical agencies and clinical summative evaluations, preceptorship evaluations, ATI testing	100% of graduates demonstrate achievement of competencies	Ongoing course review and changes made are based on evaluation results.

Systematic Plan for Program Evaluation: ADN

2009-2010

Criterion 6.5: The program demonstrates evidence of achievement in meeting program outcomes of performance on licensure exam, program

completion, program satisfaction, and job placement.

Criterion 6.5.1: Performance on licensure exam.

Definition: First write pass rate on NCLEX-RN will be at or above the national mean.

Responsibility: Director of Nursing Program, Assistant Director of Nursing Program, ADN Curriculum Committee, Nursing Faculty

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Performance on licensure exam	The percentage of graduates who pass the NCLEX-RN on the first write will be at or above the national mean (IHL, 2007-2009). Annual (calendar year) pass rates for all test takers (1st and repeat) will be at 80% or above over a 3 year period (IHL, 2010).	Each academic year.	State reports of PRCC graduates' pass rates	2007: PRCC/ State/ National 89.5 87.23 85.47 2008: PRCC/ State/ National 92.8 85.0 86.73 2009: PRCC/ State/ National 96.3 88.86 88.42 2010: Data not available at date of printing	

Systematic Plan for Program Evaluation: ADN

2009-2010

Criterion 6.5: The program demonstrates evidence of achievement in meeting program outcomes of performance on licensure exam, program

completion, program satisfaction, and job placement.

Criterion 6.5.2: Expected levels of achievement for program completion are determined by the faculty and reflect program demographics,

academic progression, and program history.

Definition: 60% or greater of students enrolled in the program will graduate within 150% of the stated program length.

Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Evaluation Committee, ADN Faculty

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Program completion	60% or greater of students enrolled in the program will graduate within 150% of the stated program length.	Each semester	Calculation of graduation rates	2007: 49% (This included the final students who were impacted by Hurricane Katrina) 2008: 55% 2009: 57%	Continue to monitor students utilizing a Risk Assessment plan, content review as needed, referral to the counseling center or other resources as needed

Systematic Plan for Program Evaluation: ADN

2009-2010

Criterion 6.5: The program demonstrates evidence of achievement in meeting program outcomes of performance on licensure exam, program

completion, program satisfaction, and job placement.

Criterion 6.5.3: Program satisfaction measures (qualitative and quantitative) address graduates and their employers.

Definition: Program satisfaction is the degree to which graduates and employers are satisfied with the preparation of the graduate after

graduation.

Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Evaluation Committee, ADN Faculty

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Graduate and employer program satisfaction.	90% of the graduate respondents will express satisfaction with the PRCC ADN program. 90% of employer respondents will express satisfaction with the nursing practice of a PRCC ADN graduate.	Six to nine months following graduation 12 to 18 months following graduation	Postcard Postcard	2007: 93% 2008: 84% 2009: 100% 2007: 100% 2008: 100% 2009: 100%	The response rate for the graduate satisfaction of the program and employer satisfaction with PRCC graduates has been low, approximately 14%. In an effort to increase the number of responses, an online graduate survey was implemented in Fall 2009. 2008 graduate satisfaction: Only one Spring 2008 graduate responded and the result was negative. The Spring 2008 class was involved in an appeal of grades for NUR 2203.

Systematic Plan for Program Evaluation: ADN

2009-2010

Criterion 6.5: The program demonstrates evidence of achievement in meeting the program outcomes of performance on licensure exam, program completion, program satisfaction, and job placement.

Criterion 6.5.4: Job placement rates are addressed through quantified measures that reflect program demographics and history.

Definition: Job placement is the graduate being employed in a role which requires a license as an RN.

Responsibility: Director of Nursing Education, Assistant Director of Nursing Education, ADN Evaluation Committee, ADN Faculty

PLAN			IMPLEMENTATION		
Component	**Expected Level of Achievement**	**Frequency of Assessment**	**Assessment Methods**	**Results of Data Collection and Analysis**	**Actions for Program Development, Maintenance, or Revision**
Job placement rates	90% of the respondents to the graduate survey will reflect employment in various health-care settings within a 70-mile radius of the PRCC district.	Six to nine months following graduation	Postcard	2007: 100% 2008: 100% 2009: 100%	Response rates for job placement have been low. Discussions are underway to implement a new evaluation method, such as online.

SECTION FOUR:

APPENDIX

PEARL RIVER COMMUNITY COLLEGE

DEPARTMENT OF NURSING EDUCATION

Associate Degree Nursing

The Associate Degree Nursing (ADN) program supports and functions within the mission statement and goals of Pearl River Community College (PRCC).

MISSION STATEMENT

The purpose of the ADN program is to prepare graduates to pass the NCLEX-RN Examination and function as registered nurses in diverse health care settings (NLN Educational Competencies, p. 5). The graduates of the ADN program contribute to the work force, health, and well-being of the community by providing safe, competent care in a professional manner (NLN Educational Competencies, p. 3).

PHILOSOPHY

The following statements reflect the collective beliefs of the ADN faculty regarding human, nursing practice, and nursing education. A Glossary of Terms is available at the end of this document.

* **HUMAN**

Humans interact with the environment in ways designed to maintain, enhance, and reproduce life. They respond as a unified whole in an attempt to satisfy their six basic needs. The six basic needs identified by this program are oxygenation, foods and fluids, safe environment, rest and activity, elimination, and psychosocial well-being. While relating inter-dependently with family, community, and society, humans progress through the stages of the life cycle where growth and development are predictable and orderly. Humans have the capacity for emotion, communication, and critical thinking. They determine their own destiny as influenced by their diverse nature.

In this philosophy, the term *human* will be synonymous with *patient.* The term *patient* may refer to an individual, a group, or a community.

*   **NURSING PRACTICE**

Nursing is the art and science of applying a specific body of knowledge and skills in providing evidence-based competent care. "The science of nursing is the knowledge base for the care that is given, and the art of nursing is the skilled [and caring] application of that knowledge to help others reach maximum health and quality of life" (LeMone & Lynn, 2008, p. 7). Nursing practice involves the nurse, "the patient, significant support person(s), and other members of the healthcare team to assist the patient to achieve positive outcomes" along the wellness-illness continuum (NLN Educational Competencies, p. 5). The practice of nursing takes place in diverse healthcare settings.

The individual moves toward wellness on the wellness-illness continuum as needs are met. At any point along the continuum, the individual may seek assistance of which nursing intervention may be a part. If there is interference with one's ability to meet basic needs, the individual moves to illness.

When nursing intervention is sought, the nursing process is used as the basis for nursing care decisions and patient interactions. The nursing process is a problem-solving approach for identifying patients' needs and utilizing nursing interventions to maintain, restore, or support health status. The major components of the process are assessment, diagnosis, planning, implementation, and evaluation. This process is based on scientific principles obtained from the biological, physical, and social sciences. Application of critical thinking, scientific knowledge, the nursing process, and the assessment of six basic needs along with growth and development allows the nurse to make responsible decisions while providing compassionate, competent, and safe nursing care to a diverse patient population. When the nursing process is utilized, the patient moves along the continuum toward wellness or is supported in a peaceful and dignified death.

The practice of nursing promotes wellness, restores health, prevents disease, or manages chronic conditions to prevent or delay complications. Health care consumers

are more responsible and knowledgeable regarding their personal health as health care shifts from the acute care setting into the home or community. As a result, the collaboration of members of the health care team is paramount and requires the use of information technology to communicate, share information, and manage patient care in a cost-effective manner. Nurses make decisions that maintain the quality of care and their professional or personal standards. These beliefs and changing trends influence the nurse's use of knowledge and skill to deliver care in the roles of Provider of Care, Manager of Care, and Member within the Discipline of Nursing.

* **NURSING EDUCATION**

Nursing education is an outcome-directed program of instruction which involves specialized skills, current technology and the application of evidence-based knowledge. The educational process takes place in institutions of higher learning and various healthcare settings. Education is provided to a diverse student population and is influenced by the communities of interest. The goal is to educate students to deliver evidence-based competent nursing care by incorporating the concepts of the roles of the nurse, the nursing process, growth and development, six basic needs, and the wellness-illness continuum into their nursing practice.

The teaching-learning process is a reciprocal interaction involving the student, the teacher, and the environment. Teaching involves the selection of strategies in the cognitive, affective, and psychomotor domains that provide opportunities for acquiring knowledge, skills, and attitudes. The teacher manages the classroom and clinical experiences to facilitate learning, accountability, and critical thinking by acquiring and sharing current knowledge.

Learning is the acquisition of new knowledge, attitudes, and competencies which incorporates cognitive activity and behavioral change to promote self-development throughout life. It is a self-directed activity requiring motivation, ability, and active participation by the student.

Associate degree nursing education prepares graduates to assume the roles of provider of care, manager of care, and member within the discipline of nursing. The associate degree registered nurse utilizes basic management principles in providing care to a group of patients and in supervising licensed and unlicensed health care personnel. Nursing judgments and decisions made in planning patient care results from evidence-based practice. Upon successful completion of the NCLEX-RN, the registered nurse with an associate degree education is able to practice nursing in diverse healthcare settings in the community and is able to advance in nursing through practice and through formal and/or informal educational opportunities.

PROGRAM OUTCOMES

The following are outcomes for the ADN program:

1. Sixty percent or greater of students admitted to the program will graduate within 150% of the time of the stated program length.

2. The percentage of graduates who pass NCLEX-RN on the first write will be at or above the national mean.

3. Ninety percent of the respondents to the graduate survey will reflect employment in various health care settings within a 70-mile radius of the PRCC district.

4. Ninety percent of the respondents to the program's graduate survey will rate the nursing program as satisfactory.

5. Ninety percent of the respondents to the program's employer survey will rate the nursing practice of a PRCC-ADN graduate as satisfactory.

STUDENT LEARNING OUTCOMES

Upon completion of the program, the PRCC-ADN graduate will demonstrate the following roles of nursing practice.

Provider of Care:

The graduate has current knowledge in nursing concepts, principles, and processes necessary to make decisions for competent nursing practice in various health care settings by:

A.   Utilizing critical thinking in the application of the nursing process.

B.   Assessing the patient for relevant data.

C.   Incorporating growth and development when implementing nursing interventions.

D.   Meeting the patient's six basic needs to maximize their level of wellness or to support a peaceful and dignified death.

E.   Providing patient education for a diverse population in promoting wellness or restoring health.

F.   Communicating verbally, non-verbally, in writing or through information technology.

G.   Utilizing therapeutic communication skills when interacting with patients and support persons.

H.   Demonstrating competency in the performance of essential nursing skills.

Manager of Care:

The graduate possesses the knowledge and skills necessary for:

A.   Making appropriate decisions regarding priorities of nursing care.

B.   Delegating some aspects of nursing care and supervising other personnel.

C.   Managing time and resources efficiently and effectively.

D. Seeking assistance when needed.

E. Collaborating with health care team to provide evidence-based competent care.

Member within the Discipline of Nursing:

The graduate has acquired the knowledge for professional growth, continuous learning and self-development by:

A. Practicing within the ethical and legal framework of nursing and promoting standards of nursing practice.

B. Utilizing resources for life-long learning and self-development.

C. Using constructive criticism for improving nursing practice.

D. Recognizing the importance of and using nursing research.

E. Recognizing the importance of and participating in professional nursing organizations.

F. Practicing within the parameters of individual knowledge and experience.

CONCEPTUAL FRAMEWORK

Roles of the Nurse

- Provider of care
- Manager of Care
- Member within the Discipline of Nursing

Nurse

EDUCATOR

Basic Needs

Nursing Process

Growth & Development

Student

Patient

Satisfactory ↔ Needs Improvement ↔ Unsatisfactory

Wellness ↔ End of Life ↔ Illness

* Program operates within the Communities of Interest
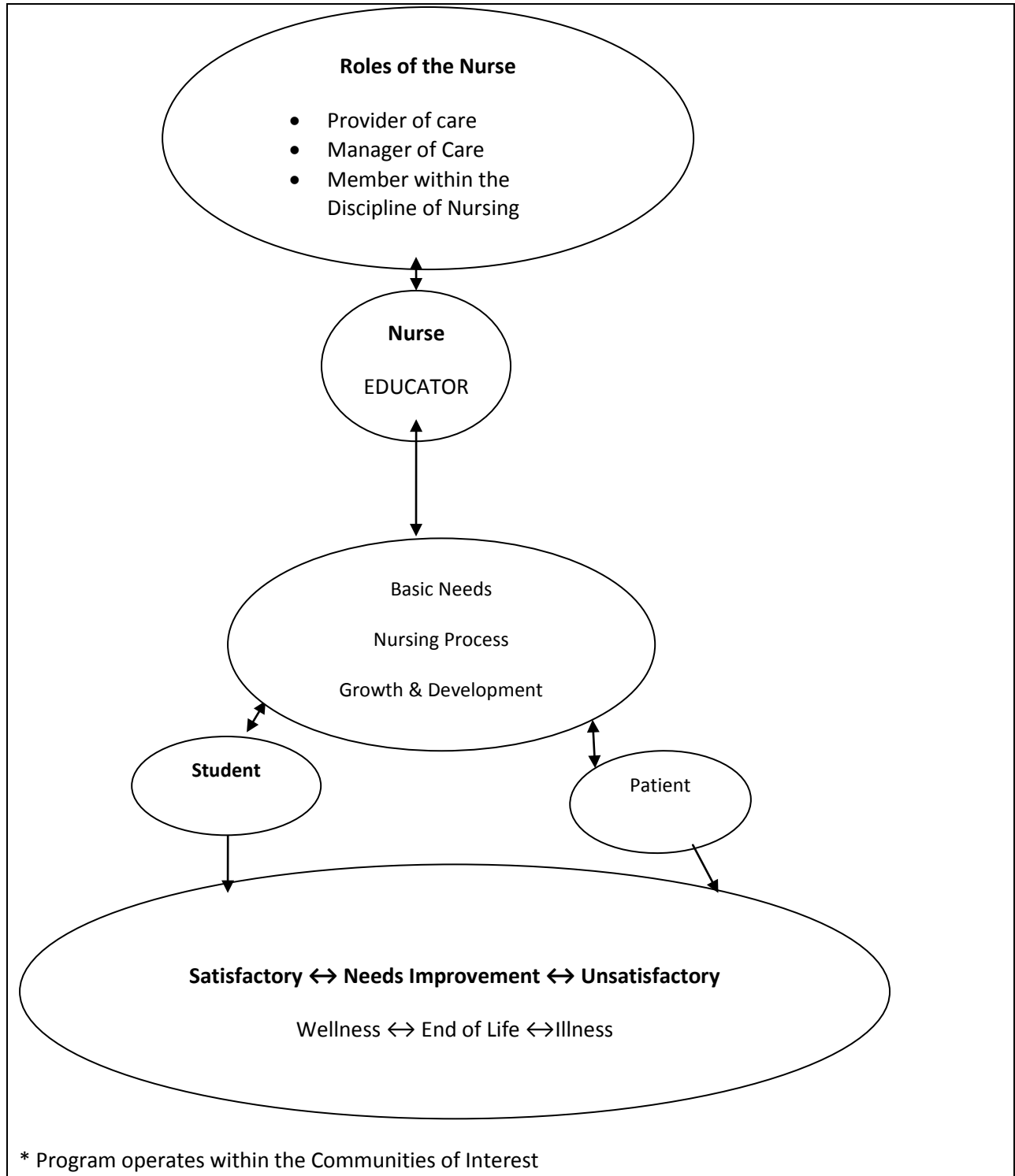
GLOSSARY OF TERMS

1. **CARING**: Having concern for the well-being of others; influences the way a person thinks and feels and is expressed in ways that are empathetic, compassionate and supportive. It is the essence of excellent nursing practice.

2. **COMMUNICATION**: "an interactive process through which there is an exchange of information that may occur verbally, non-verbally, in writing, or through information technology" (NLN Educational Competencies, p. 7).

3. **COMMUNITIES OF INTEREST**: "Persons, groups, agencies, and organizations that influence the mission, services, and graduates of the nursing education unit. Examples include: healthcare facilities, state board of nursing, nursing organizations, and the public" (NLNAC, 2008, p. Glossary - 01).

4. **COMMUNITY:** "A group of humans who reside [within a 70-mile radius of the PRCC district], share government, and often have a common cultural and historical heritage; a social, religious, occupation, or other group sharing common interests or a common heritage; the public; society" (NLN Educational Competencies, p. 19).

5. **COMPETENCIES:** "Measurable behaviors, knowledge, actions, and skills essential to the practice of nursing" (NLNAC, 2008, p. Glossary – 01).

6. **CRITICAL THINKING**: "A process of thinking that includes being reasonable and rational" (Morris, 2006, p. 112).

7. **DIVERSITY**: Anything that makes a human unique and different, such as age, gender, religion, race, environment, community, culture, belief, values, interests, and education; includes behavior, attitudes and values learned over time unique to each individual.

8. **ENVIRONMENT**: Surroundings, conditions or influences that affect humans.

9. **EVIDENCE-BASED:** "Actions, processes, or methodologies that are grounded in and flow from the translation of substantive and current research" (NLNAC, 2008, p. Glossary – 02).

10. **GROWTH AND DEVELOPMENT:**

    A. **GROWTH** – "The measurable aspect of a person's increase in physical dimensions. Growth indicators that are measureable including changes in height, weight, teeth and skeletal structures, and sexual characteristics" (Potter & Perry, 2007, p. 529).

    B. **DEVELOPMENT** – "The predictable physiological, psychosocial, and cognitive changes occurring over one's life span due to growth, maturation, and learning; and assumes that orderly and specific situations lead to new activities and behavior patterns" (Potts & Mandleco, 2007, p. 142).

11. **HEALTH CARE SETTING**: Any environment within the community where health care is provided.

12. **HEALTH CARE TEAM**: Consists of the patient, support persons, physician, nurse, and auxiliary personnel that work together to "promote, maintain, or preserve life and well-being" (Taber's 2009) as well as support the patient in a peaceful, dignified death.

13. **HUMAN**: A biological, psychological, intellectual, social, and spiritual being.

14. **ILLNESS:**

    A. **ACUTE ILLNESS** -- occurs rapidly, has a relatively short time span, and may be either self-treated or require medical treatment.

    B. **CHRONIC ILLNESS -**- has a slow onset, causes permanent change, and requires long-term medical and nursing care.

15. **LIFESPAN**: The maximal obtainable age by a member of a species (Taber's, 2009).

16. **NEED:** A fundamental physiological or psychosocial requirement for the well-being of a human.

A. **Elimination** -- Excretion of the body wastes by kidneys, lungs, skin, and intestines.

B. **Food and Fluids** -- Ingestion, absorption, and utilization of nutritive substances by the body.

C. **Oxygenation** -- The integrative functions of the cardio-pulmonary network that maintain the body's oxygen supply.

D. **Psychosocial Well-Being** -- The inter-relation of cultural and hereditary factors which influence the individual's mental processes, self-esteem, and ability to communicate.

E. **Rest and Activity** -- Activity is purposeful movement that is necessary for physical and psychological well-being. Rest is freedom from activity with mental and physical comfort.

F. **Safe Environment** -- Maintenance of physiological and psychological security by adapting the individual's surroundings.

17. **NURSING PROCESS**: A professional nurse's approach to identifying, diagnosing, and treating human responses to health and illness (American Nurses Association, 2003) (Potter and Perry 7th ed.). The process includes five steps: assessment, nursing diagnosis, planning, implementation, and evaluation (Potter and Perry, 7th ed.).

18. **PATIENT (CLIENT):** Human recipient of professional medical care or treatment from healthcare professionals of which nursing may be a part. This may include an individual, a group, or a community who share a common need and are members of the healthcare team. (NLN Educational Competencies, p. 19).

19. **PATIENT EDUCATION:** Teaching-learning processes that involve helping patients become better informed about their condition and to perform self-care activities effectively which optimize their level of wellness and/or end of life.

20. **ROLES OF THE NURSE:**

A. **Provider of Care** -- Nurses provide evidence based competent care to patients of all ages and cultures with acute and chronic illnesses by using critical thinking, communication, accountability, and a commitment to caring.

B. **Manager of Care** -- Nurses manage a group of patients by making decisions regarding priorities of care; delegating some aspects of care and guiding other personnel; efficiently using time, resources, and communication skills and knowing when to seek assistance or guidance. The role characterizes commitment, collaboration, communication, organization, delegation, accountability, advocacy, and respect for other members of healthcare team.

C. **Member within the Discipline of Nursing** -- Nurses practice within the ethical and legal framework of nursing, utilize resources for the commitment of life-long learning and self-development, participate in professional organizations, and use results of nursing research to support clinical decision-making.

21. **WELLNESS**: The conscious and deliberate effort to stay healthy and achieve the highest potential for well-being. A person's wellness is a continuous process of seeking to improve one's best in all areas of life. Wellness strategies include assisting the individual to take an active role in making responsible choices towards a positive lifestyle and in making use of his/her potential (Adapted from Potter & Perry, 2007, p. 9).

Rev. 11/02, 9/09, 10/10, 1/11

Student Assessment Form

Student Name:_____ Date:_____

Nursing Course:_____ Advisor:_____

    1. EMPLOYMENT

           Are you employed? _____Yes _____No   If yes, answer below.

           Name of Employment_____

           Location_____

           Shift Schedule_____

           *How many hours per week do you work? _____

    2. COLLEGE COURSES

           Are you enrolled in college courses in addition to nursing? Yes _____No _____

           If yes, answer below.

           Name of Class(es)_____

           Location: Poplarville _____Hancock _____Forrest _____Online _____

           *Number of credit hours_____

    3. HEALTH CONCERNS

           Do you have any health concerns? Yes _____No _____   If yes, answer below.

           List diagnosis and medical treatments.

           *How will these health concerns affect your class/clinical performances?

            Not at all _____   Somewhat _____   Greatly _____

    4. FAMILY

           List the people and their ages living with you.

           List any family concerns and responsibilities of the people living with you.

           *How will these family concerns/responsibilities affect your time to

            prepare for class/clinical?

            Not at all_____   Somewhat _____   Greatly _____

5. TIME MANAGEMENT
   *Do you manage your time effectively?

   Yes_____ No _____ If no, explain._____

6. DISABILITY
   *Do you have a documented learning disability?

   Yes_____ No_____ If yes, explain._____

7. COMMUTE TIME
   *What is your commute time to school?_____

8. EXTRACURRICULAR ACTIVITIES
   Are you involved in other activities outside of the nursing program?

   Yes_____ No _____

   *If yes, how many hours per week._____

9. DEVELOPMENTAL COURSES
   *Have you previously taken any developmental courses?

   Yes_____ No _____

   If yes, list the courses.

10. REPEATED COURSES
    *Have you ever repeated a nursing course or a required general education

    course?

    Yes_____ No _____

    If yes, list the course(s).

11. FULL TIME STATUS
    *Did you maintain full time status (12 hours or more) prior to entering the

    nursing program?

    Yes_____ No _____

    If no, explain.

    Modified and used with permission. Ramsberg, L. (2007). Strive for Success: A
    Successful Retention Program for Associate of Science in Nursing Students. Teaching
    and Learning in Nursing, 2, (1), 12-16.

Instructor Comments Below: 8/10 ms

DEPARTMENT OF NURSING EDUCATION

COMMITTEE ASSIGNMENTS

2011 NLNAC

<u>**CURRICULUM COMMITTEE**</u>

Arlene Jones   Chair

Holly Carney

Jerry Collins

Belinda Holden

Verena Johnson

Rebecca Pullens

Queen Walters

<u>**EVALUATION COMMITTEE**</u>

Christy Meador   Chair

Joyce Buie

Cathy Clark

Candace Entrekin

Christie Sumrall

<u>**ADN BY-LAWS**</u>

Peggy Dease   Director

Belinda Holden

Queen Walters

<u>**SNA ADVISORS**</u>

Ella Mae Penton Chair

Cathy Clark

<u>**PINNING COMMITTEE**</u>

Arlene Jones   Chair

Joyce Buie

Cathy Clark

Verena Johnson

<u>**RULES AND REGULATIONS**</u>

Marlene Shivers Chair

Amanda Estes

Elaine Kersh

Jennifer Laborde

Pat Ladner

Ella Mae Penton

Pam Waddle

<u>**MEDIA COMMITTEE**</u>

Brenda Lee   Chair

Lindsay Loustalot

Sharon Nightengale

Melinda Spiers

<u>**FACULTY BENEVOLENT**</u>

Amanda Estes

Christie Meador

Peggy Dease

<u>**SOCIAL EVENTS**</u>

Holly Carney

Jerry Collins

Ella Mae Penton

FACULTY SECRETARY- Lindsay Loustalot

FACULTY DATA FORM – A

Institution: **Pearl River Community College**   Date: **2011**

Name	Date of Appointment	Current Rank	Current Status FT/PT	Education					
				Undergraduate			Graduate		
				Degree	Year	Major	Degree	Year	Nursing Major
Buie, Joyce	2003	Level II Instructor	FT	BSN	1974	Nursing	MN	1997	Family Nurse Practitioner
Carney, Holly	2004	Level I Instructor	PT	BSN	2000	Nursing	MSN	2004	Adult Health Nursing
Clark, Cathy	2003	Level II Instructor, Liaison	FT	BSN	1992	Nursing	MSN	2002	Infant / Neonatal Nurse Practitioner
Collins, Jerryl	January 2004	Level I Instructor	FT	BSN	1985	Nursing	MS	2004	Nursing Education / Dialysis Nursing
Dease, Peggy	1976 – 1993 1993	Director of Nursing Education	FT	BSN	1973	Nursing	MS	1981	Cross Cultural / Mental Health/Education
Entrekin, Candice	2006	Level I Instructor	FT	BSN	1999	Nursing	MSN	2005	Nursing
Estes, Amanda	January 2005	Level I Instructor	FT	BSN	2002	Nursing	MSN	2004	Adult Health / Education
Hemba, Jessica	January 2008	Level II Instructor	FT	LPN ADN BSN	1993 1997 2007	Nursing	MS	2008	Nursing Education
Holden, Belinda	1977	Assistant Director of Nursing Education	FT	BSN	1975	Nursing	MS	1978	Mental Health / Administration
Johnson, Verena	2004	Level II Instructor, Liaison	FT	ADN BSN	1999 2003	Nursing	MSN	2004	Adult Health / Nursing Education
Jones, Arlene	2006	Level I & II Instructor	FT	BS	1989	Nursing Minor: Biology	MSN	1993	Neonatal Nurse Practitioner
Kersh, Elaine	1977	Level I Instructor	PT	BS	1977	Nursing	MS	1981	Mental Health Nursing
Laborde, Jennifer	2004	Level I Instructor	FT	BA	1991	Psychology Sociology	MSN	2004	Administration / Education

Name		Role		Degree	Year	Field	Degree	Year	Specialization
				BSN	1994	Minor: Chemistry Nursing			
Ladner, Patricia	2000 – LPN Instructor 2002 – ADN Instructor	Level I Instructor	FT	ADN BSN	1979 1986	Nursing	MSN	1993	Administration / Community
Lee, Brenda	1992	Level II Instructor, Liaison	FT	BSN	1973	Nursing	MS	1977	Administration / Mental Health
Loustalot, Lindsay	1981	Level II Instructor / Wellness Coordinator	FT	BS	1977	Nursing	MS	1981	Administration / Mental Health
McGehee, Kelly	2007	Level II Instructor	PT	BSN	1989	Nursing	MSN	2007	Nursing Education
Meador, Christina	2007	Level II Instructor	FT	BSN	1996	Nursing	MSN	2001	Women's Health Nurse Practitioner
Nightengale, Sharon	1997	Skills Lab Coordinator	FT	BSN	1989	Nursing			
Penton, Ella Mae	2004	Level I Instructor	FT	ADN BSN	1985 1999	Nursing	MSN	2004	Adult Health / Education
Pullen, Rebecca	2000	Level I Instructor	FT	ADN BSN	1981 1997	Nursing	MSN	2000	Adult Health
Shivers, F. Marlene	2003	Level I Instructor, Liaison	FT	BSN	1998	Nursing	MSN	2003	Adult Health Nursing
Spiers, Melinda	2005	Level II Instructor	FT	ADN BSN	1985 2000	Nursing	MSN	2004	Education / Adult Health
Sumrall, Christie	2010	Level II Instructor	FT	ADN BSN	1997 1999	Nursing	MSN	2002	Community Health
Waddle, Pamela	1997	Level II Instructor, Liaison	FT	BSN	1983	Nursing	MSN	1996	Adult Health Nursing
Walters, Queen	1999	Level I Instructor, Liaison, Remediation Advisor	FT	ADN	1988	Nursing	MSN	1997	Community Health / Education

FACULTY DATA FORM – B

Institution: **Pearl River Community College**   Date: **2011**

Name	Education		Experience			Community Involvement	Awards, Certifications, and Memberships to Nursing Organizations	Committees and Appointments to Local, State, National or International Organizations
	Teaching		**Nursing Service**					
	Type of Program	**Years**	**Position**	**Years**	**Other**			
Buie, Joyce	ADN	7	Staff FNP- Women's Health Peds Family	28 2 1.5 3		Bogalusa Church of Christ – Sunday School	N-OADN, M-OADN, AANP	ADN - Evaluation Committee, Resource Committee; PRCC – Women's Health Symposium Committee
Carney, Holly	ADN	5.5	Staff Educator	5 5		Church – Choir, World Missions Team Coordinator, Leading Ladies; American Red Cross Volunteer	Sigma Theta Tau, M-OADN	ADN - Curriculum Committee
Clark, Cathy	ADN	7	Staff / Charge	17	PT – Case Management	Church Youth Group	N-OADN, M-OADN	Family Outreach; ADN - Evaluation Committee, SNA Faculty Advisor
Collins, Jerryl	ADN	6	Staff Charge/Supervisor	4 17		Mount Olive Baptist Church -	N-OADN, M-OADN, Sigma Theta Tau	ADN - NLNAC Steering Committee, Curriculum Committee; PRCC -

						Sunday School Teacher; Diabetic Walk Leader; Camp Bluebird Coordinator		Women's Health Symposium Committee, Student Advisory Committee; Integrated Learner Support System
Dease, Peggy	ADN	26	Staff/Charge Supervisor	3 17			N-OADN, M-OADN	
Entrekin, Candice	ADN	5	Staff/Charge	10		Church Worship Committee, Staff of Life Cooperative	Sigma Theta Tau, NLN, AHA - CPR Instructor, Society for Simulation in Healthcare	ADN - Evaluation Committee
Estes, Amanda	ADN	5.5	Staff Nurse Manager	3 1.5		St. Thomas Catholic Church	Sigma Theta Tau	ADN - Rules & Regulations Committee, Sunshine Fund Committee Co-chair
Hemba, Jessica	LPN ADN	1 2	Staff	16			N-OADN, M-OADN, NLN	ADN - NLNAC Standard III Sub-committee
Holden, Belinda	ADN	19	Staff Psych	3.5 3.5			N-OADN, M-OADN, NLN	ADN - Curriculum Committee, NLNAC Steering Committee

Johnson, Verena	ADN	6	Staff Charge	7 3	Currently PRN	Plymouth Rock Baptist Church, Committee - Elks Health Fair, Volunteer – Christian Services Food Ministry, Relay for Life; Forrest County Agricultural High School Booster Club	N-OADN, M-OADN, NLN, Sigma Theta Tau, ACLS, PALS, Certification - Tuberculosis Skin Testing	PRCC - Women's Health Symposium Committee, Title III Student Advisement Committee; ADN - NLNAC Steering Committee
Jones, Arlene	BSN ADN	2 5	Staff/Charge NNP	4 17	Currently PT - NNP	Member & CCD Teacher - St. Joseph's Catholic Church; Neonatal Resuscitation Program Hospital Based Instructor; Resolve Through Sharing – Counselor; PRCC - Faculty Association	N-OADN, MOADN, NLN,ANA,NANN, Sigma Theta Tau, NCC,NSRMC – Nurse of the Year	ADN - Curriculum Committee, NLNAC Steering Committee, NLNAC Standard II Sub-committee Chair; PRCC - Women's Health Symposium Committee
Kersh, Elaine	ADN	32	Staff Supervisor	2 18		St. John Lutheran Church – Deaconess, Choir, Health Care Ministry; PRCC - Faculty Association	N-OADN,MOADN, NLN, Sigma Theta Tau, PRCC -Lamplighter Award for Outstanding Teachers	ADN - Rules & Regulations Committee, NLNAC Standard II Sub-committee
Laborde, Jennifer	ADN	5	Staff/Charge Manager	10 2		New Palestine Baptist Church;	Who's Who in Psychiatric Nursing,	ADN - Rules & Regulations Committee, NLNAC Standard II Sub-committee

						Relay for Life	Sigma Theta Tau	
Ladner, Patricia	LPN ADN	1.5 1	Staff Med-Surg Manager Hospice Director	6 10 8	Currently – PRN	Church Camp Bluebird	N-OADN, M-OADN, NLN, Hospice Care – Certification	ADN - Rules & Regulations Committee
Lee, Brenda	BSN ADN	2 9	Staff	1			N-OADN, M-OADN, NLN	ADN – NLNAC Standard II Sub-committee
Loustalot, Lindsay	ADN	29	LPN Staff RN Staff	4 10		PRCC - Faculty Association; Shelter Nurse Manager - American Red Cross; Certified Yoga Teacher-Kripalu	N-OADN, M-OADN, NLN, Sigma Theta Tau, PRCC - Lamplighter Award for Outstanding Teachers, Kripalu Yoga Center - Recipient of $4000 grant, Developing K-12 Health Related Programs - Recipient of $50,000 grant, SafeTalk Certified/Suicide Alertness	ADN – Media Committee Chair, NLNAC Standard III Sub-committee; PRCC- Legislative Committee, Women's Health Symposium Committee, Wellness Center Committee; USM Alumni Association
Meador, Christina	ADN	3	Staff WHCNP	6 8			N-OADN, M-OADN, Sigma Theta Tau, WHCNP – Certification	ADN - Sunshine Committee Co-chair, Evaluation Committee; Family Outreach
Nightengale, Sharon	ADN	13	Staff	6			N-OADN, M-OADN, NLN	ADN - Media Committee
Penton, Ella	ADN	5	Staff	9		West Union Baptist	N-OADN, M-OADN,	ADN - SNA Faculty Advisor,

Name			Position			Community	Organizations	Committees
Mae			Supervisor Nurse Manager	3 15		Church, American Lung Association Asthma Coalition Member, ALA Lung Walk, Boulevard Cruisers Member	NLN, Sigma Theta Tau, William Carey College Honor Society	NLNAC Standard III Sub-committee, Rules & Regulations Committee, Social Committee, Forum II & III Advisor
Pullens, Rebecca	ADN	10	Staff/Supervisor	18.5			N-OADN, M-OADN, NLN	ADN - Curriculum Committee, NLNAC Standard II Sub-committee
Shivers, F. Marlene	ADN	7	ICU Staff Perioperative	1.5 8		Salvation Army's Women Auxilliary, First Baptist Church, PRCC Faculty Association	N-OADN, M-OADN, NLN	ADN - NLNAC Steering Committee, Rules & Regulations Committee Chair
Spiers, Melinda	LPN ADN	1 5	Staff/Charge Education Supervisor Coordinator Management	19		West Union Baptist Church - WMU Director; Classic Car Club; Pearl River Central Community Health Care Committee; Boys/Girls Club – Nurse; Relay for Life	N-OADN,M-OADN, NLN, Sigma Theta Tau, UOP Honor Society, BLS Instructor, Nursing Award – Sheriff's Department for Healthy Kids Club, SafeTalk Certified/Suicide Alertness, CNA Instructor, William Carey College Honor Society	ADN – NLNAC Steering Committee, NLNAC Standard 5 Sub-committee Chair, Media Committee; PRCC – Title III Student Advisement Committee

Waddle, Pamela	ADN	13	Staff/Assistant Nurse Manager	27	Currently – PRN	Hattiesburg Junior Auxiliary Lifetime Member, Active Member Parkway Heights UMC, Past VBS Director & Recreation Leader, Member of Navajo VBS Mission Team, Outreach Auction Committee, Lay Leadership Committee, Member of Hattiesburg High Parent Forensic Booster Club, Active Judge for Debate Tournaments, PRCC – Faculty Association	N-OADN, M -OADN, NLN, End of Life Education Trainer, BLS – Instructor, ACLS, Conscious Sedation - Trained	ADN - Rules & Regulations Committee, NLNAC Steering Committee Co-chair, NLNAC Standard 6 Subcommittee Chair; PRCC – Women's Health Symposium Committee
Walters, Queen	BSN ADN	1 12	Staff Hospital Education Education Remediation Sim-man G Coordinator	20 2		American Heart Association	N-OADN, MOADN, NLN,ANA/MNA, Sigma Theta Tau, Med-Surg Certification, BLS – Instructor, PRCC Faculty Association, Cambridge Who's Who Society for Simulation in Healthcare	ADN - Curriculum Committee, Admission/Readmission Committee, NLNAC Steering Committee Co-chair , Standard IV Chair

DEPARTMENT OF NURSING EDUCATION ORGANIZATIONAL CHART
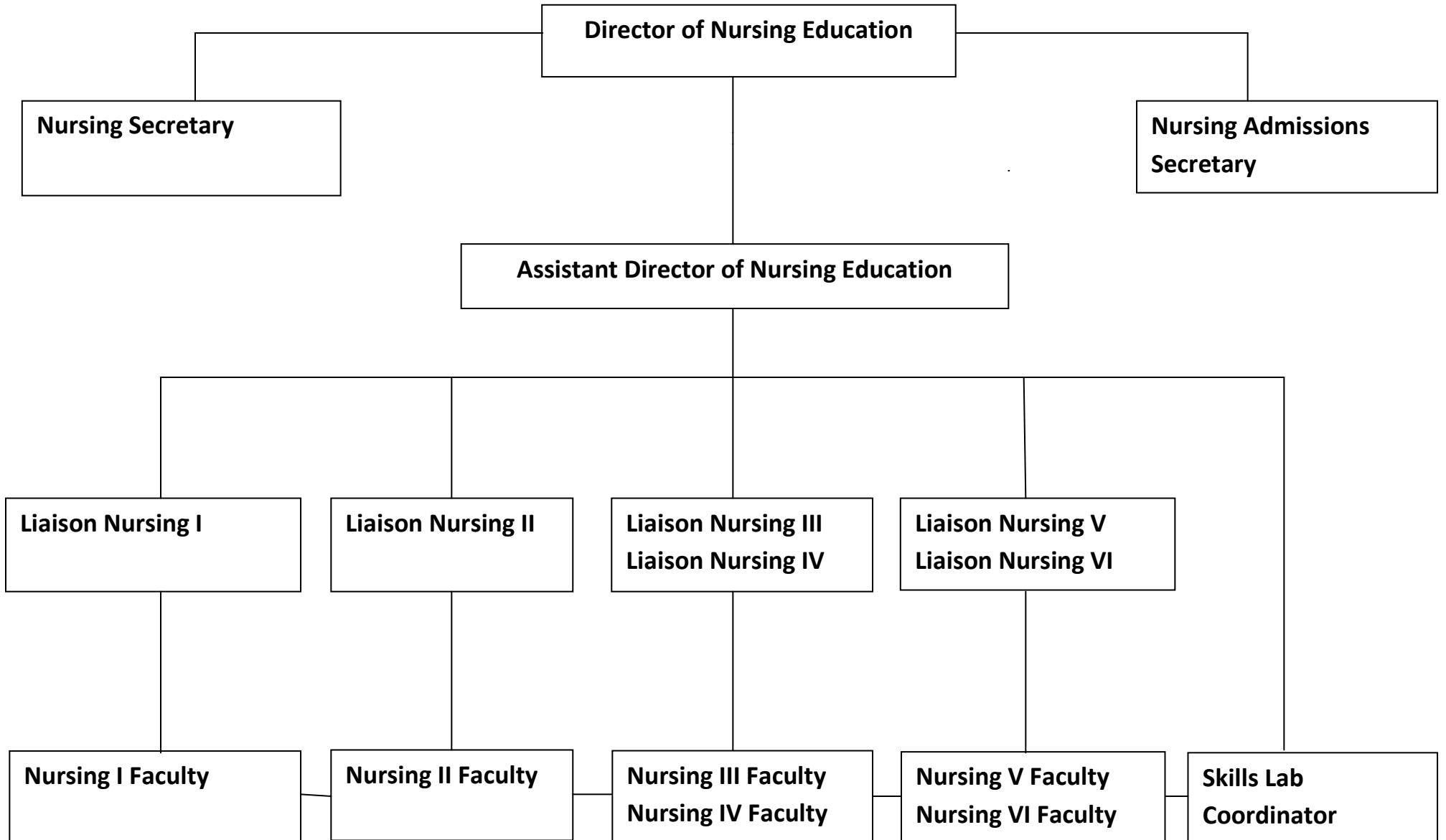
Director of Nursing Education

Nursing Secretary

Nursing Admissions Secretary

Assistant Director of Nursing Education

Liaison Nursing I

Liaison Nursing II

Liaison Nursing III
Liaison Nursing IV

Liaison Nursing V
Liaison Nursing VI

Nursing I Faculty

Nursing II Faculty

Nursing III Faculty
Nursing IV Faculty

Nursing V Faculty
Nursing VI Faculty

Skills Lab Coordinator

PEARL RIVER COMMUNITY COLLEGE

Department of Nursing Education

Associate Degree Nursing

Spring 2011

COURSE TITLE: Nursing II – Medical Surgical Nursing

COURSE NUMBER: NUR 121

CREDIT HOURS: 10

ASSISTANT DIRECTOR OF NURSING EDUCATION: B. Holden Admin. Suite: Ext. 1022

NURSING II INSTRUCTORS:

Collins, J.	Office 105; Ext. 1064
Penton, E.	Office 111; Ext. 1063
Pullens, R.	Office 107; Ext. 1066
Sumrall C.	Office 415: Ext. 1077
Walters, Q.	Office 406: Ext. 1081

NURSING/WELLNESS COORDINATOR: Loustalot, L.   Office 103; Ext. 1062

CAMPUS LAB COORDINATOR: Nightengale, S.   Office 303A; Ext. 1088

OFFICE HOURS: Individual daily schedules will be posted on the bulletin board outside each faculty office.

COURSE DESCRIPTION: This beginning medical-surgical nursing course focuses on the roles of the nurse, utilization of critical thinking, nursing process, basic needs, growth and development, and scientific principles from the biological, physical, and psychosocial sciences. While students focus on the process of learning, they plan and provide care to patients in diverse health care settings. The patient's position on the wellness-illness continuum is recognized as the student deals with the patient's response to illness. Emphasis is placed on nutrition, pharmacology, diagnostic tests, verbal and written communication, and dosage calculations. This course requires six class hours and twelve clinical hours per week.

PREREQUISITES: **BIO 2511, BIO 2513, MAT 1313, NUR 1101, NUR 1110, PSY 1513**

COREQUISITES: BIO 2521, BIO 2523, ENG 1113, EPY 2533

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

PROVIDER OF CARE

1. Assess the patient's cultural, ethnic, and spirituality differences, developmental stage, basic needs, and position on the wellness-illness continuum.
2. Utilize therapeutic communication skills when interacting with patients and support persons.
3. Assess the patient's response to actual or potential health problems and the response to interventions.
4. Utilize assessment and reassessment data to plan nursing care.
5. Communicate relevant, accurate, and complete information in a concise and clear manner.
6. Document assessments, interventions, and progress toward achieving expected outcomes using appropriate technology.
7. Utilize critical thinking skills to provide accurate and safe nursing care to meet patient's basic needs.
8. Perform nursing skills competently and provide a safe physical and psychosocial environment for the patient.
9. Assist the patient and support persons in coping with and adapting to stressful events and/or changes in health status.
10. Demonstrate appropriate patient education in selected situations.
11. Protect and promote the patient's dignity.
12. Demonstrate caring behavior toward the patient and support persons.
13. Evaluate the effectiveness of care provided in meeting patient outcomes and modify care as indicated.

MANAGER OF CARE

14. Make clinical decisions to ensure accurate and safe care, seeking assistance when necessary.
15. Prioritize patient care.
16. Implement strategies to provide effective and cost efficient care.
17. Collaborate with other health team members to solve problems and achieve patient outcomes.
18. Demonstrate competence with current technologies.
19.

MEMBER WITHIN THE DISCIPLINE OF NURSING

20. Demonstrate professional, ethical, and legal behaviors consistent with the roles of the nurse.
21. Demonstrate accountability for nursing care.
22. Use standards of nursing practice to perform and evaluate patient care.
23. Recognize patient rights and maintain organizational and client confidentiality.
24. Recognize the purposes of professional nursing organizations.
25. Recognize and pursue guidance and resources to meet learning needs.
26. Use constructive criticism for improving nursing practice.
27. Relate the importance of nursing research to the provision of nursing care.

STUDENT LEARNING OUTCOMES: Upon completion of the program, the PRCC-ADN graduate will demonstrate the following roles of nursing practice.

PROVIDER OF CARE

The graduate has current knowledge in nursing concepts, principles, and processes necessary to make decisions for competent nursing practice in various health care settings by:

1. Utilizing critical thinking in the application of the nursing process.

2. Assessing the patient for relevant data.

3. Incorporating growth and development when implementing nursing interventions.

4. Meeting the patient's basic needs to maximize their level of wellness or to support a peaceful and dignified death.

5. Providing patient education for a diverse population in promoting wellness or restoring health.

6. Communicating verbally, non-verbally, in writing or through information technology.

7. Utilizing therapeutic communication skills when interacting with patients and support persons.

8. Demonstrating competency in the performance of essential nursing skills.

MANAGER OF CARE

The graduate possesses the knowledge and skills necessary for managing the delivery of safe effective nursing care.

9. Making appropriate decisions regarding priorities of nursing care.

10. Delegating some aspects of nursing care and supervising other personnel.

11. Managing time and resources efficiently and effectively.

12. Seeking assistance when needed.

13. Collaborating with health care team to provide evidence-based competent care.

MEMBER WITHIN THE DISCIPLINE OF NURSING

The graduate has acquired the knowledge for professional growth, continuous learning and self-development by:

14. Practicing within the ethical and legal framework of nursing and promoting standards of nursing practice.

15. Utilizing resources for life-long learning and self-development.

16. Using constructive criticism for improving nursing practice.

17. Recognizing the importance of and using nursing research.

18. Recognizing the importance of and participating in professional nursing organizations.

19. Practicing within the parameters of individual knowledge and experience.

COURSE REQUIREMENTS:

1. Adhere to the policies and procedures in the PRCC <u>Cat Country Guide</u>, <u>ADN Student</u> <u>Handbook</u>, and clinical agencies.
2. Complete all assignments, quizzes, tests, designated reviews, computer tests, and final exam.
3. Achieve a minimum grade of "80". This nursing course consists of a theory and clinical component, and a student must pass both components to successfully complete the course. The theory component will be assigned a numerical grade; the clinical component will be assigned a pass or fail. Failure in the clinical component will constitute a failure in the course and will be recorded regardless of the theory numerical grade.
4. Maintain current CPR certification and Mantoux as stated in the <u>ADN Student Handbook</u>.
5. Spend a minimum of ten (10) hours in the computer lab. A computer lab weekly time sheet will be provided to you for recording your time and attendance in the lab and must be shown to your advisor upon request.
6. Spend a minimum of ten (10) hours in the skills lab. A time sheet will be provided to you for recording your time and attendance in the lab. This sheet must be signed each time by the lab coordinator.

GRADING PROCEDURE:

Minor Grades:	Quizzes (scheduled and unscheduled)*	25%
Assignments*		
Major Grades:	Unit (Hour) Tests	45%
Final Exam		<u>30%</u>
	Semester Total	100%

To pass clinical component, the student must receive a "Pass" on the Summative Evaluation Tool.

*Unit quizzes and/or assignments given during a unit will be averaged for one minor grade for the unit. See Grade Conversion Chart in ADN Student Handbook for mid-term progress grade/report average.

PS 5/08; Rev. 1/09

Rev. 12/01/10 QW

Department of Nursing Education

Associate Degree Nursing

M/S I - NUR 1210

GRADE WORK SHEET

Student_____   ID#   _____

Minor Grades 25%	Major Grades 45%	
		MID-TERM PROGRESS GRADE Minor Grades = Major Grades = Progress Grade = Instructor_____ Student_____ Date_____
_____ =	_____ =	**Final Exam 30%**
X 0.25 =	X 0.45 =	X 0.30 =

Minor Grades _____ + Major Grades _____ prior to Final Exam   Date_____

Instructor Signature_____Student Signature_____

+ Final Exam _____ =

Course Grade _____   Instructor Initials_____Date_____

Rev. 12/04; 1/09

TEXTBOOKS:

REQUIRED:

Chabner, D. E. (2005). <u>Medical Terminology A short Course</u> (4th ed.). St. Louis:

  Elsevier.

Malarkey, L.M. & McMorrow, M.E. (2005). Saunders Nursing Guide to Laboratory and Diagnostic Tests (1st ed.) St. Louis: Elsevier (Saunders).

Morris, D.G. (2006). <u>Calculate with Confidence</u> (4th ed.). St. Louis: Elsevier.

Nugent, P.M. & Vitale, B.B. (2000). <u>Test Success: Test-Taking Techniques for Beginning Nursing Students</u>. Philadelphia: F.A. Davis.

Potter, P.A. & Perry, A.G. (2006). <u>Basic Nursing: Essentials for Practice</u> (6th ed.). St. Louis: Elsevier.

Potter, P.A. & Perry, A.G. (2006). <u>Nursing Skills Online for Basic Nursing</u> (User Guide & Access Code). St. Louis: Elsevier.

Riley, J.B. (2004). <u>Communication in Nursing</u> (5th ed.). St. Louis: Elsevier.

_____ (2005). Taber's: <u>Cyclopedic Medical Dictionary</u> (20th ed.). Philadelphia: F.A. Davis Company.

Skidmore-Roth, L. (2007). <u>Mosby's Drug Guide for Nurses</u> (7th ed.). St. Louis: Mosby.

Smeltzer, S. (2010). <u>Brunner& Suddarth's Textbook of Medical-Surgical Nursing</u> (12th ed.) Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.

REFERENCE:

Cohn, E.G. & Gilroy-Dodran, M. (2002) <u>Flip and See ECG</u> (2nd ed.). Philadelphia: W.B. Saunders Co.

Myers, E. (2003). <u>RNotes Nurse's Clinical Pocket Guide</u>. Philadelphia: F.A. Davis Company.

Rev. 1/09, 12/10

GENERAL INFORMATION FOR THEORY:

1. Attendance: See <u>ADN Student Handbook.</u>
2. Quizzes and Tests: See <u>ADN Student Handbook.</u>
3. Make-up work for assignments, quizzes, or tests: See <u>ADN Student Handbook.</u>
4. Talking, unless directed by the instructor, any disruptive or irrespective behavior will not be tolerated. Any student not complying will be asked to leave the classroom and will be unable to return to the classroom until conferenced by an advisor.
5. Cell phones and pagers are not allowed in the classroom.
6. Audio or video taping of lectures or classroom activities is not allowed.
7. It is suggested that the student subscribe to a professional nursing journals and read each current issue.
8. The use of instructor test banks is not allowed for studying/reference.
9. If you have a disability that qualifies under the Americans with Disabilities Act and you require special assistance or accommodations, you should contact the designated coordinator for your campus for information on appropriate guidelines and procedures: Poplarville campus, Ms. Tonia Moody at
601-403-1060 or tmoody@prcc.edu. Distance learning students who require special assistance, accommodations, and/or need for alternate format should contact Tonia Moody.

AD 1/09, QW 12/10

GENERAL INFORMATION FOR CLINICAL/CAMPUS LAB:

1. Attendance: See <u>ADN Student Handbook</u>.
2. Critical Incidents: See <u>ADN Student Handbook</u>
3. Dress Code: See <u>ADN Student Handbook.</u>

4. Guidelines for Campus Skills Lab and Clinical Practice:

   a. Nursing Skills Performance: Prior to clinical, each student is required to satisfactorily demonstrate all the critical behaviors for the designated nursing skills, (i.e. those skills that are required in the campus lab).
   b. Each skill must be satisfactorily completed with the instructor in attendance prior to clinical. No more than 3 attempts will be allowed for satisfactory completion of the assigned skill. If the student is not satisfactory in skill performance on the 3rd attempt, the student will be dismissed from Nursing II at that time.
   c. It is the student's responsibility to:
      1. Practice all skills.

      2. Attend all lab practice sessions.

      3. Utilize campus skills lab if additional practice is needed.

      4. Attend designated check-off time.

      5. View required audio-visuals prior to campus lab practice.

      6. Review dosage and solutions calculations

   D. Preparation for clinical: Please review the clinical information provided by the clinical instructor. Information in the packet will be specific to the clinical agency and the clinical instructor's requirements. The student is expected to be prepared to give safe and quality patient care. If a student is not prepared at the start of the clinical day, he/she will be sent home.
   E. Daily Clinical Objectives: The student in clinical will:
      1. Assess each assigned patient utilizing critical thinking, nursing process, the basic needs, cultural influences, principles of growth and development, and position on the wellness-illness continuum.
      2. Analyze patient's actual or risk-for problems and develop nursing diagnoses.
      3. Plan and implement nursing interventions by setting priorities, goals, and outcome criteria.
      4. Evaluate goals and outcome criteria.
      5. Perform selected nursing procedures correctly.
      6. Observe/recognize signs of nutritional deficiencies and correlate this with dietary inconsistencies.
      7. Make complete, concise and accurate records and verbal/written reports.
      8. Use knowledge about laboratory test results as a basis for decision-making when providing care.
      9. Utilize drug knowledge and the six rights in the administration of medications.

10. Document drug administration according to clinical agency policy.
11. Evaluate the effectiveness of drug therapy and document this response.
12. Demonstrate the ability to interact therapeutically and evaluate the interactions.
13. Complete clinical written work within specified time frame.

F. Procedures: Review the procedure manual in the health care facility. Perform procedures only under instructor's supervision unless otherwise instructed.

G. Specialty Areas: During the clinical rotation, the student may participate in various clinical settings.   These may include: OR, PACU, Respiratory Therapy, Same Day/Ambulatory Surgery, ER, Cardiac Cath Lab, Endoscopy, Specialty Clinics, Cardiac Rehab, Rural Health   Clinic, OutPatient Clinic, Peritoneal and Hemodialysis, Physical Therapy Wound Care, and Radiology. Students must prepare for the specialty area by completing the required assignments for each area. Complete the written report for the clinical experience.

Clinical instructors reserve the right to cancel specialty area experiences.

H. Conduct: Students who exhibit loud, disruptive, or inappropriate laughter/conversation/behaviors may be asked to leave the clinical area. A conference with the clinical instructor is required.

I. Confidentiality: The student will maintain patient confidentiality at all times.

J. The student is expected to be prepared to give safe and quality patient care. If a student is not prepared at the start of the clinical day, he/she will be sent home.

K. *Never give any medication without instructor's permission or supervision.*

L. Notify instructor and primary nurse of any patient abnormalities.

M. Do not leave the clinical unit without instructor's permission.

5. Clinical Evaluation Progress & Criteria: If any behaviors are evaluated as unsatisfactory at midterm, there must be documentation that the behavior has become satisfactory by the end of the semester. If any behavior is evaluated as unsatisfactory on the Summative Clinical Evaluation, the student receives an unsatisfactory for the clinical component of the course and fails the course.

1. If you have a disability that qualifies under the Americans with Disabilities Act and you require special assistance or accommodations, you should contact the designated coordinator for your campus for information on appropriate guidelines and procedures: Poplarville campus, Ms. Tonia Moody at
601-403-1060 or tmoody@prcc.edu. Distance Learning Students who require special assistance, accommodations, and/or need for alternate format should contact Tonia Moody.

PS 5/07; rev. 1/09

PEARL RIVER COMMUNITY COLLEGE

Associate Degree Nursing

CLINICAL PROGRESS REPORT

The purpose of the clinical progress report is to provide feedback for student learning.

The instructor will complete the clinical progress report at the end of each rotation and periodically, i.e. whenever an instructor feels the need to provide feedback to the student regarding clinical performance. Care plans (written or verbalized), and actual clinical performance will be considered as evidence of the student's performance.

Clinical Evaluation Progress & Criteria

If any behaviors are evaluated as unsatisfactory at midterm, there must be documentation that the behavior has become satisfactory by the end of the clinical experience. If any behavior is evaluated as unsatisfactory on the Summative Evaluation, the student receives an unsatisfactory for the clinical component of the course and fails the course.

The following definitions will be used to provide feedback of clinical performance:

> **Satisfactory (S)** = The student consistently performs the expected outcome.

> **Needs Improvement (NI)** = Performance is minimal; however, does not warrant unsatisfactory at this time. The student needs to demonstrate more knowledge and skill through practice, study, and self-discipline. Failure to show progress will result in unsatisfactory on subsequent progress reports.

> **Unsatisfactory (U)** = The student consistently fails to perform the expected outcome.

> **Not Applicable (NA)**

CLINICAL ASSIGNMENTS

Written work will be evaluated as either satisfactory or incomplete. Incomplete work must be revised and returned to the instructor on the designated date. Any revised assignment evaluated as unsatisfactory will be recorded on the progress note as "U".

Clinical Progress Report

> Students are required to review and sign as directed by the clinical instructor.

5/97; Rev. 1/09

Pearl River Community College

Department of Nursing Education

Associate Degree Nursing

Clinical Progress Report Guidelines

1. The clinical instructor will complete the evaluation tool daily on each student. Anecdotal notes will be written on the form related to any incidents, positive or negative in nature. Students and faculty should review the form together at regular intervals during the clinical rotation. Students should initial that they have reviewed the evaluation.
2. An evaluation of "needs improvement" does not necessarily precede an evaluation of "unsatisfactory".
3. When a student earns a "needs improvement", the student is then expected to improve performance in the area of deficiency.
4. An "unsatisfactory" clinical day will result from two "needs improvements" scores on any one item, an inappropriately handled clinical absence or any behavior that may violate patient safety.
5. Any student who receives an "unsatisfactory" evaluation will be counseled by the instructor prior to the next clinical experience. At this time, the student may address the evaluation in written form and attach the response to the form.
6. If a student receives two "unsatisfactory" scores on any one item, the student will meet with level instructors to address the student's inappropriate handling of clinical absences or performances. Course instructors will determine if the student's behavior warrants continuation of clinical with stipulations or a clinical failure.
7. Any one "unsatisfactory" score can result in a clinical failure.
8. Upon completion of the clinical rotation, the instructor and student will review the evaluation and both will sign the form to verify review.

ADN FACULTY FALL 2009

PEARL RIVER COMMUNITY COLLEGE

Department of Nursing Education

Associate Degree Nursing

NUR 1210-Nursing II

CLINICAL PROGRESS REPORT

LEGEND: S=SATISFACTORY; NI=NEEDS IMPROVEMENT; U=UNSATISFACTORY; NA=NOT APPLICABLE

Student:_____   **Instructor**_____

STUDENT LEARNING OUTCOMES

DATE:											
PROVIDER OF CARE											
ASSESSMENT											
Clinical											
Demonstrates knowledge of patient's medical diagnosis and understands the pathology of the disease.											
Understands how a previous disease process may or may not relate to the primary diagnoses.											
Demonstrates knowledge of ADL's, diet, plan of care, labs, diagnostic procedures; is able to find results and relate results to plan of care.											
Checks MD orders and compares to MAR											
Accurately and completely assesses the patient's basic needs, growth and development, and position on the wellness-illness continuum.											
Accurately completes a physical assessment of patient in a timely manner; reports abnormalities to instructor and primary nurse.											
Accurately documents critical data and communicates this data to instructor.											
Introduces self (instructor if present), identifies patient, uses open-ended questions, asks appropriate questions to obtain assessment data.											
Care Plan/Written Work **All areas are complete and accurate.**											
Thorough completion of assessment of body systems, basic needs, growth and development, position on wellness-illness continuum											
DIAGNOSIS											
Clinical Ensure patient is in a safe environment.											

Verbalize rationale for abnormal lab results and checks lab prior to administering certain medications.										
Check vital signs if indicated prior to giving certain medications.										
Written Work **Identifies appropriate nursing diagnoses for assigned patients and rationale for nursing diagnoses.**										
PLAN										
Clinical Plan and organizes actions to resolve the problem in the nursing diagnosis that will ultimately meet the patient's needs.										
Demonstrates critical thinking skills in prioritizing patient care; is adaptable to changes as patient's needs change.										
Prioritizes care; is adaptable to changes as patient's needs change.										
Written Work **Identifies goals, outcome criteria, and nursing actions to meet patient needs.**										
Formulates expected outcomes that are pertinent and measurable										
IMPLEMENTATION										
Clinical Safely implements appropriate interventions and/or skills to meet patient needs.										
Verbalizes correct rationale for medications; verbalizes important side effects to monitor.										
Knows medications and safely administers medications, including six rights.										
Identifies patient in 3 ways prior to giving medications.										
Communicates to patient the medications being given and why.										
Demonstrates satisfactory skill performance.										
Provides for patient education, including family/significant others in teaching, if appropriate.										
Accurately documents in chart/MAR – uses correct terminology, spelling and grammar.										
Maintains standard precautions.										
Written Work **Identifies nursing interventions.**										
EVALUATES: Clinical										
Evaluates nursing care and re-adjusts based on patient needs.										
Written Work: Evaluates nursing care and redesigns as needed.										

Evaluates achievement of goal/outcome criteria.										
MANAGER OF CARE										
Clinical Manages care of assigned patient using good time management; completes documentation in assigned time.										
Demonstrates critical thinking skills in managing patient care.										
Collaborates with members of the health care team regarding patient care or problems and takes appropriate action.										
Communicates with patient's primary nurse as it relates to patient's care.										
MEMBER WITHIN THE DISCIPLINE										
Clinical/Written Work Adheres to expectations of the discipline of nursing.										
Seeks learning experiences.										
Demonstrates professional behavior before, during, and after clinical.										
On time for clinical assignment.										
Paperwork completed and turned in on time.										
Attended all clinical assignments.										
Receives report and gives report.										
Follows the policies and procedures of the school of nursing and the assigned agency.										
STUDENT INITIAL/ **DATE OF PERFORMANCE REVIEW**										

Comment:

Instructor Signature/Date_____ Student
Signature/Date:_____Rev: 5/09

PEARL RIVER COMMUNITY COLLEGE

Associate Degree Nursing

CLINICAL SUMMATIVE EVALUATION

The purpose of the summative clinical evaluation is to determine satisfactory clinical performance.

At the end of each semester, the student's achievement of the expected clinical outcomes will be evaluated.

The student must receive satisfactory in every area to pass the clinical component of the course.

The following definitions will be used to evaluate each outcome:

      Satisfactory (S) = The student consistently performs the expected outcome.

      Unsatisfactory (U) = The student consistently fails to perform the expected outcome.

The student is accountable for the knowledge and skills learned in all previous nursing course(s).

The following summative evaluation form is based on the philosophy of the ADN program and course objectives.

CLINICAL ASSIGNMENTS

Written work will be evaluated as either satisfactory or incomplete. Incomplete work <u>must</u> be revised and returned to the instructor on the designated date.

Clinical Summative Evaluation

      Students are required to review and sign as directed by the clinical instructor.

DR 4/96; Rev. 12/97

PEARL RIVER COMMUNITY COLLEGE

Associate Degree Nursing

CLINICAL SUMMATIVE EVALUATION FORM

Name:_____ Course:_____ Date:_____

EXPECTED OUTCOMES	*S	*U	COMMENTS
PROVIDER OF CARE			
Assessment: Demonstrates knowledge of patient's medical diagnosis, pathology, treatments, orders, and drugs.			
Accurately and completely assesses the patient's basic needs, growth and development, and position on the wellness-illness continuum.			
Diagnosis: Demonstrates critical thinking skills in prioritizing patient care.			
Identifies appropriate nursing diagnoses for assigned clients.			
Plan: Plans and organizes nursing actions to meet patient's needs.			
Implementation: Safely implements appropriate and caring interventions and/or skills to meet patient needs.			
Communicates effectively			
Provides for patient education Acute Care__ Wellness/Community			
Accurately documents			
Evaluates: Evaluates nursing care and redesigns as needed.			
MANAGER OF CARE			
Demonstrates critical thinking skill in managing patient care.			
Safely manages care of assigned patients in a timely manner and collaborates with members of the health care team.			
MEMBER WITHIN THE DISCIPLINE OF NURSING			
Maintains professional behavior and adheres to expectation of the discipline of nursing.			

*S=Satisfactory   *U=Unsatisfactory Clinical Component: Passed ____   Failed ___

Student's Comments: **Instructor's Comments:**

Student's Signature _____Instructor's Signature/Date :_____DR 4/96; Rev. 11/02

PEARL RIVER COMMUNITY COLLEGE

ASSSOCIATE DEGREE NURSING

BY-LAWS

ARTICLE I- NAME

The name of the organization shall be The Pearl River Community College Associate Degree Nursing Faculty Organization.

ARTICLE II- PURPOSE

The purpose of this organization shall be to create and provide a structure for the achievement of the objectives of the organization.

ARTICLE III- OBJECTIVES

The objective of this organization shall be to:

- Conduct the academic affairs of the program.
- Formulate and implement rules and regulations for the organization in harmony with the policies of Pearl River Community College.
- Promote communication with administration and faculty members of Pearl River Community College and members of other professional educational and nursing organizations.
- Determine and share budget needs with the Director.
- Prepare and implement a systematic plan for periodic program evaluation.
- Maintain an environment conducive to learning in the clinical and classroom setting.
- Recommend support services for students in the areas of counseling and financial aid.
- Promote professional growth of members.
- Participate in the selection of nurse educators to complete faculty positions.
- Participate in health promotion activities on campus and within the community.

ARTICLE IV- MEMBERSHIP

Section 1:

The membership of this organization shall consist of the Director of Nursing Education, the Assistant Director of Nursing Education, all nursing faculty, the campus lab coordinator, and secretaries of the department.

Section 2:

All members shall have one vote. The departmental secretaries shall be non-voting members.

ARTICLE V- MEETINGS

Section 1:

The Associate Degree Nursing Faculty Organization shall meet a minimum of once a month during the academic school term.

Section 2:

The Director of Nursing Education shall plan the meetings and any additional meetings as deemed necessary.

Section 3:

The business will be conducted with a planned agenda following Robert's Rules of Order.

Section 4:

Business shall be conducted by the Director or a faculty member appointed by the Director.

Section 5:

The agenda will be prepared by the Director, with faculty input, and distributed to members prior to the meeting.

Section 6:

A quorum is constituted by the presence of two-thirds (2/3) of the faculty.

Section 7:

The minutes shall be attended to by the Recording Secretary.

ARTICLE VI- RECORDING SECRETARY

Section 1:

The Recording Secretary shall maintain the organization's minutes.

Section 2:

The position of recording secretary will be selected at the first meeting of the organization at the beginning of each academic year.

Section 3:

Recording Secretary's responsibilities include:

- Taking minutes at each meeting. All minutes shall follow the standard format to be determined by the organization's members.
- Signing and distributing copies of the minutes with attachments to members of the organization.
- Maintaining a file for each academic year of approved minutes with attachments.

ARTICLE VII- STANDING COMMITTEES

Section 1:

The standing committees of this organization shall be:

- Admission
- Attendance
- Curriculum
- Evaluation
- Media
- Pinning Ceremony
- Rules and Regulations
- Social

Section 2:

All minutes from committees shall follow the same format to be determined by the organization.

Section 3:

- Faculty selection for committees will be based on teaching level, course, and shall be determined by the Director at the beginning of each academic year.
- There shall be a minimum of three (3) faculty members serving on each standing committee.
- The Assistant Director will be a member of the curriculum, attendance, and admission committees.
- The Director is an adjunct member to all standing committees.

Section 4:

There shall be a chairperson appointed by the Director and secretary appointed by the committee members.

Section 5:

The chairperson of each committee shall preside at meetings and shall give reports of recommendations at the organization's meetings.

Section 6:

The recording secretary of each committee shall record minutes of the standing committee, disseminate the minutes to the members and the Director, and maintain a yearly file of the minutes.

Section 7:

- There shall be student representation on the following committees: curriculum, rules and regulations, evaluation, and pinning. These students shall be volunteers and should be in good academic standing.
- Good academic standing means maintaining the present nursing class average of 80 or higher.

Section 8:

The duties of the student representative on standing committees shall be:

- Attend all committee meetings.
- Participate in the activities of each committee.
- Disseminate information to the student body regarding the committee's activities.

Section 9:

ADMISSIONS

- To implement and review criteria of new and/or transfer students seeking admission to the ADN program.
- To review the status of students seeking re-admission to the ADN program.
- To recommend students for admission.
- To review procedures and criteria for admission annually for possible revisions.
- To make recommendations for changes in the admission criteria or procedure to faculty and administration.

ATTENDANCE

- To review with students and clinical advisor reason for clinical absence.
- To make recommendations according to the rule for absences in clinical.
- To meet weekly or when necessary to review clinical absences.
- To maintain a file of absences each academic year.

CURRICULUM

- To implement the master plan of evaluation for the curriculum (philosophy, conceptual framework, curriculum, education outcomes, and course objectives).
- To periodically review the curriculum for content of nursing courses, and relevance to NLNAC standards and criteria.
- To evaluate the curriculum, nursing courses, clinical agencies, and clinical instructors.
- To utilize instruments for data collection and analyze the data obtained.
- To recommend revisions to the nursing curriculum.
- Evaluate suggested curriculum revisions made by the faculty.
- To implement changes approved by the faculty.
- To maintain a file of curriculum minutes including revisions to the curriculum.

EVALUATION

- To implement the master plan of evaluation in the areas of program outcomes.
- To review evaluation tools and recommend revisions as necessary.
- To create and distribute evaluations to the graduates and employers and analyze returns for statistics.
- To summarize and maintain a file of statistical evaluation results related to the program outcomes.
- To evaluate suggested program outcome revisions from the faculty.
- To maintain a file of evaluation minutes each year including statistics and changes to the program outcomes and evaluation tools.

MEDIA

- To review, update, and share with nursing faculty the procedure for ordering complimentary copies of textbooks, required course textbooks, changing required textbooks, and ordering software and audiovisual materials.
- To assist with ordering materials.
- To notify faculty of deadlines for adoption of course textbooks for academic year.
- To contact textbook publishing company representative and order desk copies directly from the publishing companies as needed for nursing faculty.
- Order required student textbooks bi-annually by completing data Forms produced by the PRCC Bookstore Director. To inform faculty of their need to order supplemental textbooks by informing the bookstore Director.
- To perform bi-annual student evaluations of textbook/computer software and audiovisual materials used by the nursing department. To report results to specific course faculty.

- To notify the bookstore of textbook changes, and references need for each semester.
- To maintain a file of media minutes including changes to media utilized by the program.

PINNING

- To plan and execute pinning ceremony.
- The Director will have input into the ceremony.

RULES and REGULATIONS

- To periodically review all rules and regulations of the organization.
- To recommend changes in rules and regulations as necessary.
- To evaluate suggested rule and regulations changes made by faculty.
- To revise and maintain the ADN student handbook.
- To maintain a file of rule and regulation minutes with new rules and regulation changes to existing rules and regulations.

SOCIAL

- To plan and organize social functions throughout the academic year.
- To obtain volunteers to assist with the planned function(s).

ARTICLE VIII- HOC COMMITTEE

Section 1:

The Director shall appoint AD HOC committees as needed.

Section 2:

Members of the committee shall be appointed by the Director or volunteer to serve.

Section 3:

Amendments to the By-Laws shall be submitted to faculty one week in advance.

Section 4:

By-Laws may be amended at any general faculty meeting by two-thirds (2/3) vote of members.

Revised: 11/02, 1/03, DR

12/10, QW

STEERING COMMITTEE AND SUB-COMMITTEE MEMBERS

Steering Committee

Queen Walters- Co-Chair
Pam Waddle-   Co-Chair

Belinda Holden
Cathy Clark
Jerryl Collins
Verena Johnson
Arlene Jones
Marlene Shivers
Melinda Spiers

Subcommittees

Standard I

Peggy Dease- Chair
Belinda Holden

Standard II

Arlene Jones- Chair
Elaine Kersh
Jennifer Laborde
Rebecca Pullens

Standard III

Marlene Shivers- Chair
Jessica Hemba
Lindsay Loustalot
Christie Meador
Ella Mae Penton

Standard IV

Queen Walters- Chair
Holly Carney
Jerryl Collins
Amanda Estes
Belinda Holden
Verena Johnson

Standard V

Melinda Spiers- Chair
Joyce Buie
Brenda Lee
Sharon Nightengale

Standard VI

Pam Waddle- Chair
Cathy Clark
Candace Entrekin
Pat Ladner
Kelli McGehee

Exhibits

Candace Entrekin
Amanda Estes
Jennifer Laborde