

**Program Review**

**Nursing Program  
Associate in Applied Science in Nursing—CIP: 51.3801  
Certificate in Practical Nursing—CIP: 51.3901**

**Program Purpose**

<b>What is the published purpose/mission of the program?</b>
The purpose of the Nursing Program is to prepare associate degree nursing graduates for the National Council Licensure Examination (NCLEX-RN) leading to licensure and employment as a registered nurse and to prepare practical nursing graduates for the National Council Licensure Examination (NCLEX-PN) leading to licensure and employment as a licensed practical nurse.
<b>How does the program's purpose/mission fit into the overall mission of the college?</b>
The program supports mission goals two and three.
<b>Do any changes need to be made to the program's purpose/mission? Explain.</b>
No, the ultimate goal of the nursing student and the program is for the student to earn licensure and employment.
<b>Do any changes need to be made to how the program's purpose/mission fits into the overall college mission? Explain.</b>
No, the students completing the practical nursing program receive a certificate and the students continuing on to successfully complete the associate degree program receive an associate degree, the courses are accessible and affordable. Both programs are accredited by the Alabama Board of Nursing and the Accreditation Commission for Education in Nursing, which implies quality. Students who become licensed as registered nurses may transfer easily to an RN-BSN program to obtain a bachelor's degree in nursing. Both LPN and RN graduates are highly employable, as evidenced by the large number of facilities recruiting NACC nursing graduates.

## Program Learning Outcomes

### What are the program learning outcomes, and how are they assessed?

Associate Degree Program Learning Outcomes	
Outcome	Assessment
<p>Advocate for patients and families in ways that promote their self-determination, integrity and ongoing growth as human beings.</p> <p>The fall 2017 entering cohort will achieve an average ELA of 50% on the following topic:</p> <ul style="list-style-type: none"> <li>Abuse</li> </ul>	Kaplan NCLEX Q Banks during final semester
<p>Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values and needs.</p> <p>The fall 2017 entering cohort will achieve an average ELA of 50% on the following topics:</p> <ul style="list-style-type: none"> <li>QSEN Competencies</li> <li>Patient Centered Care</li> </ul>	Kaplan Integrated Test during final semester
<p>Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.</p> <p>The fall 2017 entering cohort will achieve an average ELA of 50% on the following topics:</p> <ul style="list-style-type: none"> <li>Community Health</li> <li>Safe, Effective Care Environment</li> </ul>	Kaplan NCLEX Q Banks during final semester
<p>Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.</p> <p>The fall 2017 entering cohort will achieve an average ELA of 50% on the following topics:</p> <ul style="list-style-type: none"> <li>QSEN KSA Competencies</li> <li>Informatics</li> </ul>	Kaplan Integrated Test during final semester
<p>Minimize risk of harm to patients and providers through both system effectiveness and individual performance.</p> <p>The fall 2017 entering cohort will achieve an average ELA of 50% on the following topic:</p> <ul style="list-style-type: none"> <li>QSEN KSA Competencies</li> </ul>	Kaplan NCLEX Q Bank during final semester
<p>Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.</p> <p>The fall 2017 entering cohort will achieve an average ELA of 50% on the following topics:</p> <ul style="list-style-type: none"> <li>Accreditation Categories</li> <li>Evidence-Based Practice</li> <li>Safety</li> </ul>	Kaplan NCLEX Q Bank during final semester

<b>Associate Degree Program Learning Outcomes (continued)</b>	
<b>Outcome</b>	<b>Assessment</b>
<p>Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.</p> <p>The fall 2017 entering cohort will achieve an average ELA of 50% on the following topics:</p> <ul style="list-style-type: none"> <li>• QSEN KSA</li> <li>• Teamwork and Collaboration</li> </ul>	Kaplan NCLEX Q Bank during final semester
<p>Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families and communities.</p> <p>The fall 2017 entering cohort will achieve an average ELA of 50% on the following topics:</p> <ul style="list-style-type: none"> <li>• QSEN KSA</li> <li>• Quality Improvement</li> </ul>	Kaplan test Management of Care during final semester
<p>Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.</p> <p>The fall 2017 entering cohort will achieve an average ELA of 50% on the following topics:</p> <ul style="list-style-type: none"> <li>• QSEN KSA</li> <li>• Quality Improvement</li> </ul>	Kaplan test Management of Care during final semester
<p>Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.</p> <p>The fall 2017 entering cohort will achieve an average ELA of 50% on the following topics:</p> <ul style="list-style-type: none"> <li>• Management of care</li> <li>• Client Needs</li> <li>• Psychosocial Integrity</li> </ul>	Kaplan NCLEX Q Bank during final semester
<p>Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.</p> <p>The fall 2017 entering cohort will achieve an average ELA of 50% on the following topics:</p> <ul style="list-style-type: none"> <li>• QSEN KSA</li> <li>• Teamwork and Collaboration</li> </ul>	Kaplan NCLEX Q Bank during final semester

<b>Practical Nursing Program Learning Outcomes</b>	
<b>Outcome</b>	<b>Assessment</b>
<p>Promote the human dignity, integrity, self-determination and personal growth of patients, oneself, and members of the health care team. The fall 2017 entering cohort will achieve an average ELA of 50% on the following topics:</p> <ul style="list-style-type: none"> <li>• Abuse</li> <li>• Advance Directives</li> <li>• Ageism</li> <li>• Client Privacy</li> <li>• Death</li> <li>• Fears</li> <li>• Growth &amp; Development</li> </ul>	Kaplan NCLEX Q Banks during final semester
<p>Advocate for the patient and family in the provision of compassionate and coordinated care to support the health, safety, and well-being of patients and families. The fall 2017 entering cohort will achieve an average ELA of 50% on the following topics:</p> <ul style="list-style-type: none"> <li>• Therapeutic communication</li> <li>• Making nursing judgments</li> </ul>	Kaplan NCLEX Q Banks during final semester
<p>Provide a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context. The fall 2017 entering cohort will achieve an average ELA of 50% on the following topic:</p> <ul style="list-style-type: none"> <li>• Safe, effective care environment</li> </ul>	Kaplan NCLEX Q Banks during final semester
<p>Incorporate information and technology within own scope of practice to support safe processes of care.</p> <ul style="list-style-type: none"> <li>• 100% of students will utilize Docucare EHR with an ELA of 80% or greater to document client plan of care within the scope of the licensed practical nurse.</li> </ul>	Collate grades from NUR 115 Docucare Rubric graduating cohort.
<p>Demonstrate awareness of good practice, boundaries of practice, and professional identity formation including knowledge and attitudes derived from self-understanding and empathy, ethical questions and choices that are gleaned from a situation, awareness of patient needs, and other contextual knowing. The fall 2017 entering cohort will achieve an average ELA of 50% on the following topics:</p> <ul style="list-style-type: none"> <li>• Safe, effective care environment</li> <li>• Legal issues</li> </ul>	Kaplan NCLEX Q Banks during final semester

<b>Practical Nursing Program Learning Outcomes (continued)</b>	
<b>Outcome</b>	<b>Assessment</b>
<p>Function competently within own scope of practice as a member of the health care team.                      100% of fall 2017 cohort in will achieve at least 90% on objective exam items on the following topics:</p> <ul style="list-style-type: none"> <li>• Role of the LPN</li> <li>• Scope of Practice</li> <li>• (ABN)</li> <li>• Five Rights of Delegation</li> <li>• Team Building</li> </ul>	<p>100% of the graduating cohort will complete at or greater than a 75% level of Satisfactory on a required exercise which includes researching the BON website and a written, directed assignment on the LPN Scope of Practice.</p>
<p>By collaborating with health care team members, utilize evidence, tradition, and patient preferences in predictable patient care situations to promote optimal health status.</p> <p>100% of students in NUR will score a minimum of 75% proficiency on Part II of the clinical evaluation which consists of the following:</p> <ul style="list-style-type: none"> <li>• Work cooperatively with others to achieve client outcomes</li> <li>• Utilize therapeutic communication skills when interacting with clients, significant support persons, and members of the healthcare team</li> <li>• Communicate relevant, accurate, and complete information in a concise and clear manner.</li> <li>• Report client information utilizing SBAR or agency guidelines within appropriate channels of communication.</li> </ul>	<p>Clinical Evaluation</p>
<p>Utilize various sources of information to review outcomes of care identifying potential areas for improvement of the quality and safety of care.                      Students will score a minimum average of 50% on the following areas in making nursing judgments:</p> <ul style="list-style-type: none"> <li>• Cardiac Disorders</li> <li>• Respiratory Disorders</li> <li>• Diabetes Mellitus</li> </ul>	<p>Kaplan NCLEX Q Banks during final semester</p>
<p>Implement evidence-based practice in the provision of individualized health care.                      Students will score a minimum of 50% on the following topic:                      Setting Priorities</p>	<p>Kaplan NCLEX Q Banks during final semester</p>
<p>Provide a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context.                      Students will score a minimum of 50% on the following topic:                      Safety and infection control</p>	<p>Kaplan NCLEX Q Banks during final semester</p>

**What can students do with the knowledge they have after completing the program?**

The graduate nurse will function competently within own his/her scope of practice as a member of the health care team, demonstrate awareness of good practice, boundaries of practice, and professional identity including knowledge, skills and attitudes.

**What are the plans for reviewing the program learning outcomes and revising them?**

Program learning outcomes are reviewed annually and represent the published purpose and mission of the nursing program.

**Assessed Needs and Assumptions**

**What are the occupational projections for careers for which the program trains?**

<b>Employment Projections by Occupational Group and Geographical Region</b>													
<b>Occupation</b>	<b>National Projections</b>				<b>Statewide Projections</b>				<b>North Alabama Works Region Projections</b>				
	<b>2016</b>	<b>2026</b>	<b>Net Change</b>	<b>% Change</b>	<b>2014</b>	<b>2024</b>	<b>Net Change</b>	<b>% Change</b>	<b>2014</b>	<b>2024</b>	<b>Net Change</b>	<b>% Change</b>	<b>Avg. Wage (2016)</b>
Registered Nurses (29-1141)	2,955,200	3,393,200	439,100	14.8%	45,920	52,570	6,650	14.5%	8,950	10,340	1,390	15.5%	\$53,168
Licensed Practical Nurses and Licensed Vocational Nurses (29-2061)	724,500	813,400	88,900	12.3%	14,480	16,530	2,050	14.2%	2,730	3,100	370	13.6%	\$35,254

Sources:

National Projections: Bureau of Labor Statistics, Employment Projections. ([https://www.bls.gov/emp/ep\\_table\\_102.htm](https://www.bls.gov/emp/ep_table_102.htm))

Statewide Projections: Alabama Department of Labor, Production Employment and Average Annual Job Openings. (<http://www2.labor.alabama.gov/Projections/occupational/statewide/Statewide2024.aspx>)

North Alabama Works Region Projections: Projections 2014 to 2024. (<http://www2.labor.alabama.gov/Projections/Occupational/Regions2024B.aspx>)

**Based on the occupational projections, what is the employment outlook for graduates of the program?**

Based on the occupational projections, the employment outlook for graduates of both the practical nursing and associate degree nursing programs is higher than the national projections. An increase of 15.5% for RN's and 13.6% for LPN's, which is equal to almost 2,000 nurses in the next 10 years, will likely stretch the abilities of nursing programs across the area to provide for the need.

**What is the outlook for the continued need of the program within the mission of the college?**

The outlook is very good. According to the U.S. Bureau of Labor Statistics, there is a significant shortage of nurses at this time, and add to that the increased need for nurses over the next 10 years. This is particularly true for hospitals. This is due to several reasons. Firstly, the population is aging and presents an increasingly complex variety of health problems. Secondly, the baby boomers that make up a large part of the current workforce are retiring, which means more job openings. This supports the college mission of instruction in career and technical programs that lead to the attainment of specified learning outcomes, certificates, associate degrees and employment in the field of study, nursing.



**Structure**

**What credentials does the program offer?**

The Nursing Program offers the following credentials:

- Associate in Applied Science Degree in Nursing
- Certificate in Practical Nursing

**What are the requirements for each credential?**

<b>AAS in Nursing (cohorts beginning in Fall 2016 and prior)</b>
<b>Area I: Written Composition (3 hours total)</b>
ENG 101—English Composition I (3 hours)
<b>Area II: Humanities and Fine Arts (6 hours total)</b>
SPH 107 (3 hours)
Humanities and Fine Arts elective (3 hours) Choose from ART 100, 203, 204; MUS 101; PHL 206; REL 100, 151, 152; SPA 201, 202; THR 120, 126; ENG 251, 252, 261, 262, 271, 272 (only after the completion of EH 102)
<b>Area III: Natural Science and Mathematics (15 hours total)</b>
MTH 100 (3 hours)
BIO 201 (4 hours)
BIO 202 (4 hours)
BIO 220 (4 hours)
<b>Area IV: History, Social, and Behavioral Sciences (6 hours total)</b>
PSY 200 (3 hours)
PSY 210 (3 hours)
<b>Area V: Pre-Professional, Major, and Elective Courses (42 hours total)</b>
NUR 102 (6 hours)
NUR 103 (1 hour)
NUR 104 (1 hour)
NUR 105 (8 hours)
NUR 106 (5 hours)
NUR 201 (5 hours)
NUR 202 (6 hours)
NUR 203 (6 hours)
NUR 204 (4 hours)
<b>Total Hours Required for Degree: 72</b>

<b>AAS in Nursing (cohorts beginning in Fall 2017 and after)</b>
<b>Area I: Written Composition (3 hours total)</b>
ENG 101—English Composition I (3 hours)
<b>Area II: Humanities and Fine Arts (6 hours total)</b>
SPH 107 (3 hours)
Humanities and Fine Arts elective (3 hours) Choose from ART 100, 203, 204; MUS 101; PHL 206; REL 100, 151, 152; SPA 201, 202; THR 120, 126; ENG 251, 252, 261, 262, 271, 272 (only after the completion of EH 102)
<b>Area III: Natural Science and Mathematics (15 hours total)</b>
MTH 100 (3 hours)
BIO 201 (4 hours)
BIO 202 (4 hours)
BIO 220 (4 hours)
<b>Area IV: History, Social, and Behavioral Sciences (6 hours total)</b>
PSY 200 (3 hours)
PSY 210 (3 hours)
<b>Area V: Pre-Professional, Major, and Elective Courses (39 hours total)</b>
NUR 112 (7 hours)
NUR 113 (8 hours)
NUR 114 (8 hours)
NUR 115 (2 hours)
NUR 211 (7 hours)
NUR 221 (7 hours)
<b>Total Hours Required for Degree: 69</b>

<b>Certificate in Practical Nursing</b>
ENG 101 (3 hours)
SPH 107 (3 hours)
BIO 201 (4 hours)
BIO 202 (4 hours)
MTH 100 (3 hours)
PSY 200 (3 hours)
NUR 112 (7 hours)
NUR 113 (8 hours)
NUR 114 (8 hours)
NUR 115 (2 hours)
<b>Total Hours Required for Certificate: 45</b>

**How often are the requirements for the degree reviewed?**

At least annually. Discussion of degree requirements are held two times a year at the Alabama Community College System Nursing Deans and Directors meetings and as required by the NACC College Curriculum Committee.

**Are there any plans for revising the degree requirements?**

Degree requirements were revised for the fall 2018 nursing cohort and there are no plans at this time to revise the requirements. The hours and courses included in the degree requirements meet both the student learning outcomes for general education and specifically for the AAS-Nursing degree. NACC program learning outcomes are based on the principle that each graduate should exhibit, in a professional manner, the knowledge and skills of a qualified practitioner in the field.

## Accreditation

### What is the institutional accreditation for the program?

The Nursing Program is within the institutional accreditation granted by the SACSCOC and reaffirmed in 2015.

### Does the program have any program-specific accreditations?

Both the Practical Nursing and Associate Degree Nursing Programs are accredited by the Accreditation Commission for Education in Nursing and have full approval of the Alabama Board of Nursing.

## Instructors

### Who are the current instructors in the program, and what are their credentials?

Name	Degree/Qualifications
Donna Bruce (full-time)	<ul style="list-style-type: none"> <li>M.S. in Nursing. Troy University. 1995.</li> <li>Registered Nurse—Alabama Board of Nursing</li> </ul>
Rachel Bloodworth (full-time)	<ul style="list-style-type: none"> <li>M.S. in Nursing. University of Alabama at Birmingham. 2013.</li> <li>Registered Nurse—Alabama Board of Nursing</li> </ul>
Lauren Cain (full-time)	<ul style="list-style-type: none"> <li>M.S. in Nursing. Auburn University. 2012.</li> <li>Registered Nurse—Alabama Board of Nursing</li> </ul>
Doilene Frasier (full-time)	<ul style="list-style-type: none"> <li>M.S. in Nursing. The University of Alabama in Huntsville. 2010.</li> <li>Registered Nurse—Alabama Board of Nursing</li> </ul>
Stacey Hart (full-time)	<ul style="list-style-type: none"> <li>M.S. in Nursing. The University of Alabama in Huntsville. 2005.</li> <li>Registered Nurse—Alabama Board of Nursing</li> </ul>
Wendy Holloway (full-time)	<ul style="list-style-type: none"> <li>M.S. in Nursing. Jacksonville State University. 2016.</li> <li>Registered Nurse—Alabama Board of Nursing</li> </ul>
Jane Hopson (full-time)	<ul style="list-style-type: none"> <li>M.S. in Nursing. The University of Alabama in Huntsville. 1993.</li> <li>Registered Nurse—Alabama Board of Nursing</li> </ul>
Stacy Mikel (full-time)	<ul style="list-style-type: none"> <li>M.S. in Nursing. Jacksonville State University. 2015.</li> <li>Registered Nurse—Alabama Board of Nursing</li> </ul>
Lauren Obenlander (full-time)	<ul style="list-style-type: none"> <li>M.S. in Nursing. University of Alabama at Birmingham. 2014.</li> <li>Registered Nurse—Alabama Board of Nursing</li> </ul>
Christine Rains (full-time)	<ul style="list-style-type: none"> <li>M.S. in Nursing—Nurse Educator. Kaplan University. 2015.</li> <li>Registered Nurse—Alabama Board of Nursing</li> </ul>

**How have the instructors in the program developed professionally over the past two years?****2015-2016**

33rd Annual Midyear Career Planning Conference: Faculty Program. Atlanta, Georgia.
Accreditation Success: Meeting the CCNE Standards, sponsored by Nurse Tim Incorporated. Webinar.
AHE 603: College and University Teaching, University of Alabama.
Alabama Council of Administrators of Professional Nursing Education Programs: Current Issues in Nursing Education. Montgomery, Alabama.
Alabama League of Nursing Annual Conference. Birmingham, Alabama.
BEP 541: Learning Theories and Design of Learning Environments.
BLS Instructor Update, Heartsaver Instructor update, sponsored by Highlands Medical Center. Scottsboro, Alabama.
Breast Cancer Survivorship and What's New in Breast Cancer Research, sponsored by Highlands Medical Center. Scottsboro, Alabama.
Canvas Training: Structuring your Canvas Course. NACC.
Canvas Training: User Interface. NACC.
Clinical Redesign-Is Your Program Ready for Today's Needs? Sponsored by Wolters Kluwer. Webinar.
Concept-based Curriculum from the Ground Up. Part 1. Facilitated by Amy Hall, PhD, RN, CNE, Susan Hendricks, EdD, RN, CNE, and L. Jane Rosati, EdD, MSN, RN-BC sponsored by NurseTim, Inc. Webinar.
Debriefing in Simulation: Synthesis for Success, sponsored by Nurse Tim Incorporated. Webinar.
Documentation of Clinical Deficiency and Failure facilitated by Thena Parrott, PhD, RN, sponsored by NurseTim Incorporated. Webinar.
FACE Lab: Flipped, Action-packed, contextualized, and experimental facilitated by Raney Linck, MSN, RN sponsored by NurseTim, Inc. Webinar.
Healthcare Workshop/Elsevier; Five Learning Strategies to Inspire Conceptual Nursing Practice presented by Dr. Susan Sportsman. Birmingham, Alabama.
Healthcare Workshop: Working Toward Success presented by Jean Graham. Birmingham, Alabama.
How to Utilize DocuCare in the Classroom and Simulation, sponsored by Wolters Kluwer Nursing Education. NACC.
Kaplan Resources Refresher with Rebecca Oglesby. NACC.
LWW Online Resource Overview with Tanya Koch. NACC.
Managing the Clinical Learning Environment: Strategies for Success, facilitated by Lynn Englemann, EdD, RN, CNE, sponsored by NurseTim Incorporated. Webinar.
Nursing Skills Lab Teaching Strategies: Learning and Assessment facilitated by Fara Bowler, MS, APRN, ANP-C, sponsored by NurseTim Incorporated. Webinar.
Shadow Health Instructor Endorsement Program: Navigating the Digital Clinical Experience, sponsored by Shadowhealth. NACC.
Simulation and Technology in Nursing, sponsored by UAB School of Nursing. Birmingham, Alabama.
Test Development and Item Writing, sponsored by National Council of State Boards of Nursing. Webinar.
Test Item Writing and Test Analysis, sponsored by Kaplan. NACC.
Trauma Unleashed: Adult and Pediatric Assessment, Pathophysiology & Management, sponsored by Highlands Medical Center. Scottsboro, Alabama.
Trends In Nursing-Implications for Community College Education presented by Dr. Martha Lavender, sponsored by Alabama Community College System. Birmingham, Alabama.
Updates on NCLEX Test Plan and How to Integrate NCLEX Testing into the curriculum. Sponsored by Tim Bristol, PhD, RN, CNE, ANEF of NurseTim Incorporated. Webinar.

<b>2016-2017</b>
ACAPNEP Annual Meeting and ACCS meeting. Montgomery, AL
Accreditation Success: Meeting the ACEN Standards, sponsored by NurseTim, Inc. Webinar.
ACEN Deans and Directors Meeting. Montgomery, AL
ACEN Self-Study Forum. Atlanta, GA
ACLS Re-Certification. Marshall Medical Center South.
Active Learning Strategies Evaluation, sponsored by Kaplan Nursing. Webinar.
Advanced Cardiac Life Support Provider Certification, sponsored by the American Heart Association and DeKalb Regional Medical Center. Webinar.
Alabama Board of Nursing: 2016/2017 NCLEX Workshop. Birmingham, AL.
Assessing and Promoting Students Clinical Performance, sponsored by NurseTim Incorporated. Webinar.
Cardiology update sponsored by Alabama Cardiovascular Group. Birmingham, A
Current Issues in Nursing Education Spring 2017 Conference for Nurse Educators, sponsored by ACAPNEP. Montgomery, AL
Evidence to Guide Your Teaching in Nursing. Webinar.
Flipping the Classroom: A Magical Approach to Learning Part 1 and Part 2. Webinar.
Inside NCLEX: Getting Down to the Nitty Gritty, sponsored by Kaplan. Webinar.
Interactive, Engaging Learning: What's the Big Deal, sponsored by Wolters Kluwer. Webinar.
Navigating the New ACEN Standards, sponsored by NurseTim, Inc. Webinar.
NCLEX Across the Curriculum, Parts 1 & 2, Tim Bristol, PhD, RN, CNE, ANEF. Webinar.
NCLEX Regional Workshop. Hoover, AL
Nuts and Bolts of Accreditation: Is Your Program Ready, sponsored by Wolters Kluwer. Webinar.
Test Item Writing. Webinar.
The United States of Numb, sponsored by Bradford Health. Scottsboro, AL
Thinking like a Nurse, sponsored by Pearson. Webinar.
Simulation Debriefing-Making it Count, UAB SON. Birmingham, AL.
Clinical Assessment 1: Daily Feedback that Matters. Nurse Tim. Webinar.
Assessing and Promoting Students Clinical Performance. Nurse Tim. Webinar.
Alternate Format and Innovative Test Items-Critical Thinking Matters. Nurse Tim. Webinar.
Systemic Evaluation Plan for Nursing Programs. Alabama Board of Nursing. Webinar.
NCLEX Seminar. Birmingham, AL.
Graduate Certificate in Nursing Education. Jacksonville State University. Jacksonville, AL.
Test Writing & Evidence to Guide Teaching. Nurse Tim. Webinar.
Flipping the Classroom Part I & II. Nurse Tim. Webinar.
ACLS Recertification. Guntersville, AL.
Safe Use of Opioids. MMCS. Boaz, AL.
Every Nursing Program is Unique: Learn How to Optimize Yours. National League of Nursing. Webinar.
Concept-based Learning: Connecting Concepts in Simulation, Labs, Clinical. Nurse Tim. Webinar.
NACADA Advising Conference. Atlanta, GA.
NCLEX Regional Workshop. Alabama Board of Nursing. Birmingham, AL.
Understanding Category Comparisons, Utilizing CBC Integrated Exams. Kaplan, Hallie Bensinger. NACC.

<b>What are any planned professional development activities for instructors in the program?</b>
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Accreditation Commission for Education in Nursing Annual Nursing Education Accreditation Conference National League for Nursing 25th Annual Education Summit NCLEX Program Reports Professional Development Seminar
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<b>Are any additional instructors anticipated within the next five years? If so, please explain.</b>
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No, at this point the nursing program is fully staffed with Master's prepared nursing instructors.
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**Instructional Quality and Enhancements/Curriculum Design**

<b>How is the general education core incorporated into the course of study for this program?</b>
The AAS degree includes 30 credit hours of general education in the 69 credit-hour total: ENG 101; SPH 107; three credit hours of humanities or fine arts; MTH 100; BIO 201; BIO 202; BIO 220; PSY 200; and PSY 210.
<b>Are all course syllabi current and posted on the NACC website? Explain.</b>
Yes
<b>How is the curriculum of each program option evaluated to ensure it is relevant and current? Examples include advisory committee suggestions, student learning outcome evaluations, student evaluations, etc.</b>
The Nursing Advisory Board meets annually and has the opportunity to offer insights verbally during the meeting. There is also an open relationship between each facility's nursing executive and the nursing program director, whereby e-mails and phone calls are welcome. Students in the nursing program evaluate each course in nursing every semester via anonymous surveys prepared by the Office of Institutional Effectiveness. The survey results are reviewed by the nursing faculty for strengths and weaknesses in the curriculum regarding current evidence based nursing practice. Student learning outcomes are evaluated according to the Systematic Plan for Evaluation formulated by the nursing faculty. Each outcome is evaluated informally on an ongoing basis and formally according to the SPE.
<b>Describe changes that have been made in the delivery of the courses in each option of the program as a result of review of the program learning outcomes over the last five years.</b>
The nursing program has one set of admission criteria and the student is admitted to a seamless practical nursing to associate degree nursing program. Delivery of the courses are the same in both options. Most course information is delivered in the learning management system, Canvas, which in the past would have been delivered verbally, in handouts or in handbook form. The syllabi, module outcomes and course outcomes are easily accessible in Canvas. Canvas is utilized as a primary communication tool between students and faculty, and between students (discussion boards) in all nursing courses. Nursing courses are taught in a blended format, with 25%-35% in Canvas. One nursing course is being piloted completely on-line in the summer 2018 semester.
<b>Are courses in the program scheduled to maintain availability and accessibility in accordance with the college's mission? Explain.</b>
Yes, nursing courses are scheduled with student accessibility in mind.



**Program Resources****Describe the physical facilities and resources, including any laboratories, used in the program. Are the physical facilities and resources adequate? Explain.**

NACC physical facilities and resources are adequate. Nursing courses are taught in the Health Education building which contains current and comprehensive instructional technology. Classroom equipment includes theatre projection connected to a podium with a PC, microphone, DVD/VCR capabilities, Elmo projection, wireless internet access and desktop power sources for students' devices. The Health Education building has a dedicated computer lab for nursing use only. There are 30 "thin-client" virtual computer terminals in the lab. There is also a podium with PC and large screen projection for small group activities.

The campus laboratory has an ample variety and quantity of equipment and supplies to present educational experiences which support student attainment of learning outcomes. The laboratory is furnished with 12 hospital beds, overbed tables, bedside tables and headwall systems. There are two mid-fidelity adult mannequins, two mid-fidelity pediatric mannequins, and one high-fidelity obstetric mannequin, including a newborn. Capabilities of the mannequins include realistic heart and lung sounds, palpable pulses, EKG displays of cardiac rhythms, voice responses and realistic birthing experiences with and without complications. There are two chest models that produce lung and heart sounds, audible with specialized stethoscopes. IV arm models, lower trunk catheter models, breast self-exam models, cervical dilation model and blood pressure arm models are available. DeKalb Regional Medical Center recently donated 50 IV pumps and tubing to the nursing department, which allows more availability of equipment for student practice. The nursing department received a state community college grant through Alabama Workforce Development for over \$300,000 and NACC purchased a high-fidelity pediatric, adult and an additional obstetric mannequin which can double as an adult. Five up to date hospital beds and three working headwall systems, as well as an automated medication distribution system and numerous skills practice and simulation supplies were also purchased.

**Are there any plans for major expansion or upgrade of facilities or major replacement/expansion of equipment? Explain the rationale and include projected costs.**

One classroom is being repurposed to house a high-fidelity simulation lab.  
Cost approximately \$25,000

**Describe the technological resources used in the program. Are the technological resources adequate? Explain.**

Besides those technological resources already cited, the student resources are all digital. No textbooks are required.

**Are there any plans for major expansion or upgrade of technological resources? Explain the rationale and include projected costs.**

No.

**Describe the library resources that are available to the program.**

Examples of library resources provided by the NACC Learning Resources Center include the following: books, eBooks (full-text electronic books), and full-text journal, magazine, and newspaper articles. Depending on format, these items may be accessed electronically or in print. Online tutorials, as well as program-specific LibGuides pages, provide instruction in the use of these resources. Library staff are available to assist students and faculty in person, online, and by phone.

**Are the library resources for the program adequate? Explain.**

Faculty and students have access to library databases through the NACC Cecil B. Word Learning Resource Center link (<http://libguides.nacc.edu/nursing>). The library has a course shell in Canvas for ease of access to resources for students and faculty.

**Are there any plans for expansion or upgrade of library resources for the program? Explain the rationale and include projected costs.**

No.

**Advisory Committee**

**Is an advisory committee in place for the program? If so, list the committee members and their affiliation in the community. If not, are plans in place to establish an advisory committee?**

Dr. David Campbell (ex officio).....NACC President  
 Sara Haynes, Administrator .....The ARC Achievement Center  
 Corey Ewing, Administrator..... DeKalb Regional Medical Center  
 Patsy Craig, RN ..... Employee Health/Infection Control DeKalb Regional Medical Center  
 Stormy Dismuke, CRNP, CNO..... Hospice of Marshall County  
 Marquita Bailey, RN ..... Vice President of Patient Care Services, DeKalb Regional Medical Center  
 Ruth Bischoff, MSN,RN.....Nurse Executor, Marshall Medical Center South  
 Lisa Bearden, RN..... Education Director, Marshall Medical Center North  
 Myron Gargis, Executive Director.....Mountain Lakes Behavioral Health Care  
 John Hawes, RN.....Nurse Executive, Highlands Medical Center  
 David Dodd, Attorney.....DeKalb County  
 Sara Romano, RN ..... Chief Nurse Executive, Mountain View Hospital  
 Cheryl Hayes, RN..... Administrator, Marshall Medical Center North  
 Kathy Woodruff, RN.....Chief Nursing Officer, Marshall Medical Center North  
 Patty Whisenant, RN..... Nurse Manager, Highlands Medical Center

**What is the purpose and role of the advisory committee?**

The purpose of the Nursing Advisory Committee is to assist in attaining the goals and objectives of the Associate Degree and Practical Nursing programs. Membership consists of individuals from the service area of the College who have made their competencies and resources available to facilitate the efforts of the nursing programs in meeting the needs of the community.

Responsibilities

1. Assess the needs of the programs as identified by the community
2. Identify the goals of the nursing programs within the community
3. Promote and support the Associate Degree Nursing program and Practical Nursing program throughout the community and across the state
4. Evaluate recommendations and innovative ideas for program improvement, changes and/or redirection to meet community needs

Meetings

The committee meets annually, with additional meetings as needed.

**Describe any changes that have been made to the program as a result of advisory committee activity or suggestions.**

NACC NCLEX-RN first time applicant scores were 71% in 2012 and 2013. As a result of suggestions to increase the rigor of the program and prepare graduates for NCLEX-RN, the Kaplan suite of products, including mandatory review and remediation, were introduced in Spring 2015.

## Enrollment and Completions

### What are the enrollment trends in the program over the last five years?

Number of Students Enrolled in NUR Courses AY 2012-2013 through AY 2016-2017				
2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
219	209	211	194	168*

\* Due to the change in curriculum, there was not a new LPN cohort in the 2016-2017 academic year.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. 29 January 2018.

### What are the enrollment trends in the program over the last five years by gender?

Number of Students Enrolled in NUR Courses by Gender AY 2012-2013 through AY 2016-2017					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>Male</b>	28	25	38	29	16
<b>Female</b>	191	184	173	165	152
<b>Total</b>	<b>219</b>	<b>209</b>	<b>211</b>	<b>194</b>	<b>168*</b>

\* Due to the change in curriculum, there was not a new LPN cohort in the 2016-2017 academic year.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. 29 January 2018.

### What are the enrollment trends in the program over the last five years by race/ethnicity?

Number of Students Enrolled in NUR Courses by Race/Ethnicity AY 2012-2013 through AY 2016-2017					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>African American</b>	6	1	3	5	4
<b>Asian</b>	3	1	0	0	0
<b>Hispanic</b>	7	17	17	17	16
<b>Native American</b>	10	6	3	3	6
<b>Other</b>	2	1	2	2	1
<b>White</b>	191	183	186	167	141
<b>Total</b>	<b>219</b>	<b>209</b>	<b>211</b>	<b>194</b>	<b>168*</b>

\* Due to the change in curriculum, there was not a new LPN cohort in the 2016-2017 academic year.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. 29 January 2018.

**What are the total number of enrollments and the credit-hour production over the last five academic years?**

<b>Total Enrollments and Credit-Hour Production NUR Courses AY 2012-2013 through AY 2016-2017</b>					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>Total Enrollments</b>	954	842	812	716	675
<b>CHP</b>	4,317	3,689	3,630	3,137	2,982

Note: "Total Enrollments" is a duplicated headcount. If a student enrolled in more than one NUR course, that student is counted multiple times. Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. 29 January 2018.

**What are the course success and retention rates in the program over the last three academic years?**

<b>Course Success and Retention Rates NUR Courses AY 2014-2015 through AY 2016-2017</b>									
Year	Enrollments	Withdrawal Rate		Failure Rate		Pass Rate (A-D)		Success Rate (A-C)	
		No.	%	No.	%	No.	%	No.	%
<b>2014-2015</b>	812	52	6%	5	1%	755	93%	688	85%
<b>2015-2016</b>	716	69	10%	13	2%	634	89%	559	78%
<b>2016-2017</b>	675	72	11%	11	2%	592	88%	555	82%

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. 29 January 2018.

**What are the retention rates in the program over the last five academic years?**

<b>Student Fall-to-Fall Retention NUR Program Fall Cohorts 2012-2017</b>				
Fall 2012- Fall 2013	Fall 2013- Fall 2014	Fall 2014- Fall 2015	Fall 2015- Fall 2016	Fall 2016- Fall 2017
73%	68%	67%	53%	61%

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. 29 January 2018.

\*Fall-to-Fall Retention refers to the percent of degree-seeking students who were enrolled in a NUR course during one fall semester and either completed a credential in the program or were enrolled in a NUR course the following fall semester.

**What do the data indicate about enrollment and student retention in the program?**

Enrollment has decreased, primarily due to the implementation of a new curriculum with new admission criteria, and the number of students applying who did not meet the admission criteria. Retention decreased dramatically in Fall 2015-2016 but went back up in Fall 2016-2017, due to specific strategies put in place by faculty to increase retention.

**What are the plans for increasing enrollment and retention rates in the program?**

NACC nursing has traditionally since 2006, accepted 125 students in each fall cohort. Routinely, only 100-110

actually enrolled. In fall 2017, that number was reduced to 100 due to the new admission criteria requiring an ACT of 18, and 78 actually enrolled. Fall 2018, 125 applicants who applied met the admission criteria and all 125 were accepted.

A Healthcare Success Coach was employed in February, 2018, to assist with increased retention and graduation rates. The Healthcare Success Coach took part in training to monitor, advise, and ensure exam as well as skill preparation for all students in the nursing program. The students' educational, emotional and social needs are monitored on a monthly basis. The Healthcare Success Coach works collaboratively with the faculty in regards to students who are in need of assistance with study skills, test taking skills, or psychomotor skills. Recognition of students needing supplemental preparation was developed with participation from the NACC Center for College Success, the Healthcare Success Coach, the nursing faculty and the Director of Nursing. Collaboration with current nursing faculty to achieve the objectives of the Healthcare Success Coach Program are facilitated by the Health Science Division Director.

**How many students have earned a credential in the program in the last five academic years?**

<b>Completers in Nursing Academic Years 2012-2013 through 2016-2017</b>					
<b>Credential</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
AAS	64	45	57	35	41
CER	26	21	23	14	17

Note: A student who earned multiple awards is counted in all applicable rows.

Source: Office of Institutional Planning and Assessment. NACC ACCESS/400 database system. 29 January 2018.

**What are the cohort completion rates in the program?**

<b>Completion Rates Associate Degree Nursing Program Fall 2012 through Fall 2014 Cohorts</b>	
<b>Cohort</b>	<b>Completion Rate</b>
2012 Fall Cohort	65.5%
2013 Fall Cohort	51.7%
2014 Fall Cohort	49.0%

Note: Completion Rate refers to the percentage of the beginning cohort that completed the AAS degree within 150% of time (three years).

Source: Student Achievement Outcome Data 2014-2016. <https://www.nacc.edu/faculty-and-staff/publications-and-reports/public-disclosure-of-nursing-program-outcomes>

<b>Completion Rates Practical Nursing Program Summer 2012 through Summer 2014 Cohorts</b>	
<b>Cohort</b>	<b>Completion Rate</b>
2012 Summer Cohort	46%
2013 Summer Cohort	40%
2014 Summer Cohort	40%

Note: Completion Rate refers to the percentage of the beginning cohort that completed the CER within 150% of time.

Source: Student Achievement Outcome Data 2014-2016. <https://www.nacc.edu/faculty-and-staff/publications-and-reports/public-disclosure-of-nursing-program-outcomes>

**What are the plans for increasing the completion rates in the program?**

All students who were admitted to the 2018 fall cohort and are successful through three semesters will receive a Practical Nursing Certificate. This will increase the completion rates simply due to numbers. In the past 45 students were admitted to the PN program in the fall. This past fall's admission of 78 students will likely inflate the percentage dramatically. Projected completion percentage is 71%.

Collaborative testing, used commonly in general education courses, has been instituted in the nursing program. More emphasis is being placed on remediation for students scoring 75% or lower on exams.

**Licensure passage rates**

**Does the program lead to the opportunity for licensure? If so, what are the licensure opportunities?**

Yes, Licensed Practical Nurse and Registered Nurse.

**What are the licensure pass rates, if applicable?**

<b>NCLEX-RN Pass Rates Associate Degree Nursing Program 2015-2017 Graduating Classes</b>	
<b>Year</b>	<b>Completion Rate</b>
2015	77.2%
2016	88.6%
2017	92.7%

Source: Student Achievement Outcome Data 2014-2016. <https://www.nacc.edu/faculty-and-staff/publications-and-reports/public-disclosure-of-nursing-program-outcomes>

<b>NCLEX-PN Pass Rates Practical Nursing Program 2015-2017 Graduating Classes</b>	
<b>Year</b>	<b>Completion Rate</b>
2015	100.0%
2016	84.2%
2017	100.0%

Source: Student Achievement Outcome Data 2014-2016. <https://www.nacc.edu/faculty-and-staff/publications-and-reports/public-disclosure-of-nursing-program-outcomes>

**Does the program or any coursework in the program lead to any type of industry certification? If so, what are the certifications?**

No

**What are the industry certification pass rates, if applicable?**

N/A

## Job Placement Rates and Employer Satisfaction

### What are the job placement rates for graduates of the program?

<b>Job Placement Rates</b> <b>Associate Degree Nursing Program</b> <b>2015-2017 Graduating Classes</b>	
<b>Year</b>	<b>Completion Rate</b>
2015	92%
2016	97%
2017	95%

Source: Student Achievement Outcome Data 2014-2016. <https://www.nacc.edu/faculty-and-staff/publications-and-reports/public-disclosure-of-nursing-program-outcomes>

<b>Job Placement Rates Rates</b> <b>Associate Degree Nursing Program</b> <b>2015-2017 Graduating Classes</b>	
<b>Year</b>	<b>Completion Rate</b>
2015	97%
2016	92%
2017	100%

Source: Student Achievement Outcome Data 2014-2016. <https://www.nacc.edu/faculty-and-staff/publications-and-reports/public-disclosure-of-nursing-program-outcomes>

### Is employer satisfaction of graduates assessed? If so, are employers satisfied with graduates of the program? Please describe.

Employer satisfaction has always been 95%-100%. As of 2018, employer satisfaction surveys are no longer required by accrediting agencies due to repeated low response and high satisfaction rates.

## Student Follow-Up Reports

### Is student satisfaction with the program assessed? If so, are students in the program satisfied with the program? Please describe.

Yes, overall program satisfaction rate of students in the program is 90%-95%.

### Is alumni satisfaction with the program assessed? If so, are alumni of the program satisfied with the program? Please describe.

Alumni satisfaction is not assessed due to the extremely low response rate to surveys.



## Findings of Review

### What are the strengths of the program?

- NACC administration, faculty and staff are very supportive of the nursing program and provide the adequate resources necessary for achievement of SLO's and EOP SLO's.
- Faculty are well qualified, with all but one faculty member having either a graduate degree in Nursing Education or graduate courses in nursing education. All faculty engage in professional development activities centered on the latest developments and best practices in nursing education. The Nursing Director has over thirty years of experience in the Alabama Community College System, one faculty member has completed a post-master's certificate program in Nursing Education and another faculty is enrolled in an EdD in Nursing Education program.
- The Health Education building provides ample classroom and campus lab space, as well as up-to-date technology. Low to high fidelity simulators offer a variety of teaching/learning scenarios for students. The campus lab is equipped with adequate supplies. Fifty refurbished IV pumps were donated by DeKalb Medical Center. Highlands Medical Center as well as Crowne Healthcare also donate supplies. Necessary supplies are ordered and paid for by the college. Having adequate resources to practice required skills, as well as incorporate clinical decision making in a variety of simulation scenarios, is necessary to attain EOP SLO's.
- NACC enjoys strong support from clinical agencies, their administration and staff, many of whom are graduates of the PN or ADN program.
- Cumulative quizzes and exams were instituted in 2016. Each semester questions from previous exams and semesters are included in next exam. At the beginning of summer semester, for example, the quiz/exam for module B would also include questions from module A; the module C quiz/exam would include questions from modules A, B, and C, and so forth. This repeated exposure to course material should reinforce important concepts and information which support the End Of Program Student Learning Outcomes.
- An additional examination strategy which has been implemented is to give a comprehensive exam at the beginning of the semester which covers material from all previous courses. For example, an exam will administered at the beginning of NUR 113 which includes questions covering material from NUR 112. This not only serves to provide continuous exposure to questions from previous material, but also serves as motivation for students to review previous content in order to keep the information current in their minds. This testing will progress with each semester in NUR 114, NUR 211 and NUR 221.
- Clinical evaluations for all nursing courses have been updated to be consistent with the CBC to demonstrate progression based on the course SLO's.
- Clinical evaluations include a weekly feedback component for the clinical instructor and student to communicate strengths and areas needing improvement.
- Continued faculty development to enhance proficiency in teaching in a CBC. ACCS and Jacksonville State University have entered into a Mutual Understanding Agreement to encourage nurse educators to enroll in JSU's Post-Graduate Nurse Educator certificate program. The agreement includes waiving all fees and decreased tuition. NACC applied for Perkins funds to offset the employee's tuition costs. The purpose is to improve quality of teaching, improve job satisfaction, improve learning outcome rates and improve teaching and evaluation techniques.
- Successful partnerships exist with area employers and BSN programs in Alabama, Georgia and Tennessee to recruit graduates, with over 25 booths at the April 2017 Nursing Career Fair.
- North Alabama Works, part of Alabama Works, is a workforce development initiative of interconnected workforce providers. One of the clusters is the healthcare industry, which provides documentation for community colleges to assist with the needs of the employers.

### What are recommendations for improvement?

Faculty development in nursing education is a continuous process. Recognizing innovative strategies to decrease the inherent stress of nursing on students and faculty in the nursing program.

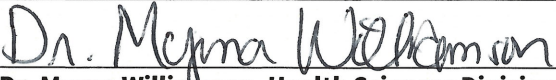

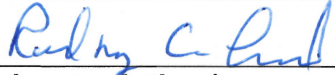
### Please provide any other findings that are pertinent to the review.

None

**Report Affirmed by:**

<b>Signed:</b>	<b>Date:</b>
<b>Jane Hopson, Health Sciences Division Director</b>	
<b>Signed:</b>	<b>Date:</b>
<b>Chad Gorham, Interim Dean of Instruction</b>	
<b>Signed:</b>	<b>Date:</b>
<b>Rodney Land, Chemistry Instructor and Chair of the Curriculum Committee</b>	

**Report Affirmed by:**

<b>Signed:</b> 	<b>Date:</b> 10/29/19
<b>Dr. Myrna Williamson, Health Sciences Division Director</b>	
<b>Signed:</b> 	<b>Date:</b> 10-29-19
<b>Chad Gorham, Interim Dean of Instruction</b>	
<b>Signed:</b> 	<b>Date:</b> 10/29/19
<b>Rodney Land, Chemistry Instructor and Chair of the Curriculum Committee</b>	