Parkland College

February 4-6, 2020

Accreditation Commission for Education and Nursing Self-Study

Presented by:

Nursing Faculty and Assistant Dean

Parkland College

2400 West Bradley Avenue

Champaign, IL 61821

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Section One: Executive Summary

Program Type

Associate Degree Nursing

Name and Address of Governing Organization

Parkland College

2400 West Bradley Avenue

Champaign, IL 61821

Name and Title of the Chief Executive Officer

Thomas R. Ramage, Ed.D., President

Name of the Governing Organization's Accrediting Body and Accreditation Status

Higher Learning Commission

Most recent affirmation of accreditation: 2012-2013

Assurance Review 11/7/2017 – Review Accepted

Name and Address of the Nursing Education Program

Parkland College Nursing Program

2400 West Bradley Avenue

Champaign, IL 61821

Name, Credentials, and Title of the Nurse Administrator of the Nursing Education Program

Diane Cousert, DNP, MS, RN

Assistant Dean Nursing and Health Professions Operations

Phone: (217)353-2135

Fax: (217)373-3830

Email: dcousert@parkland.edu

Name of the State Regulatory Agency for Nursing and Approval Status

Illinois Board of Nursing

Good standing continued 2018

Year Nursing Program Was Established

Associate Degree Program was established in 1968

ACEN Accreditation History

Initial Accreditation: December 1970

Previous Date of Review: 2012

Current Accreditation Status: Continuing Accreditation

Nursing Program Types Offered

Associate Degree

 LPN to ADN Bridge

 Paramedic to ADN Bridge

Practical Nursing Certificate

Length of Program

Associate Degree

 68 credit hours

 4 semesters

LPN to ADN Bridge

 68 credit hours

 Two or three semesters

Paramedic to ADN Bridge

 68 credit hours

 Three semesters

Number of General Education Credits and Nursing Credits That May Be Transferred Into the Program/Program Options

- Associate Degree: All general education credits may be transferred into the program. Course substitutions can be made for appropriate nursing courses. Fifteen credit hours must be completed at Parkland.

- LPN to ADN Bridge: In addition to the above, 18 credit hours are awarded as proficiency credit for having a Practical Nursing license.

- Paramedic to ADN Bridge: In addition to the above stated for the associate degree program, 10 credit hours are awarded as proficiency credit for having a Paramedic license.

Student Totals by Program Type and Disaggregated by Program Options

Program	NUR	177
	Paramedic Bridge	6
	LPN Bridge	5
	Total	188

Faculty Cohort (number of full-time and part-time by program type – exclusive to the program or shared with other programs).

Employment Status Full-Time	8
Employment Status (PT/FT) Part-Time	20

Method of Delivery and Percentage of Nursing Credits Delivered by Distance Education for All Program Options

We only deliver one, one credit hour nursing class out of 48 credits (2%) as distance education. All others (48%) are traditional.

All Program Locations

The primary location is 2400 West Bradley Avenue. Only clinicals are taught off-campus.

Other Nursing Accreditation

None

2017 ACEN Accreditation Standards and Criteria Are Used to Prepare the Self-Study Report

Introduction

<u>History of Parkland College and the Nursing Education Unit</u>

A steering committee composed of 54 citizens and area school officials worked diligently to promote the passage of the referendum that was to approve the establishment of a public community college. The committee envisioned a college that would offer a comprehensive program based on the needs of the communities it would serve. Parkland College was founded in 1966 and the first nursing class graduated in 1970. Providing an Associate in Applied Science Degree (AAS) in nursing was a priority for the College from the very beginning in response to community needs. A nursing shortage existed at the time and the University of Illinois did not offer a nursing program at the local campus. Approval was received in the fall of 1967 and the first class was admitted in 1968, beginning a distinguished history of producing excellent nursing graduates who are in high demand in the community.

Construction of the permanent campus began after voters approved a $7.5 million bond referendum in 1968 and it opened in 1973. The bulleted timeline below highlights other major construction milestones:
- 1976 – the Physical Education Building was completed
- 1980 – running track, baseball and softball diamonds, and tennis courts were completed
- 1983 – the South Building was completed
- 1984 – the A-wing was open containing administrative offices
- 1987 – William M. Staerkel Planetarium was completed
- 1995 – the Child Development Center was completed
- 2001 – the Tony Noel Agricultural Technology Applications Center was completed
- 2002 – the D-wing was completed
- 2009 – H-wing on Mattis Avenue opened house several Health Professions Programs
- 2010 – expansion of the Tony Noel Agricultural Applications Center
- 2012 – the Parkhill Applied Technology Center was opened

- 2013 – The University of Illinois entered an agreement to transfer ownership of the Institute of Aviation to Parkland College, and was opened in 2014
- 2014 – the Student Union was completed and opened

The Health Professions Department consists of 12 health professional programs. The associate degree nursing, respiratory therapy, radiologic technology, surgical technology, dental hygiene, veterinary technology, and sterile processing programs are located on main campus in the L-wing. The remaining programs, certified nursing assistant, practical nursing, medical office assisting, emergency medical services, massage therapy, occupational therapy assistant, and fire service technology are housed at the Mattis location called the H-wing. The simulation center is also located at the H-wing.

In 1988, Parkland College experienced major reorganization. As part of the reorganization, three programs (Associate Degree Nursing, Practical Nursing, and Nurse Assistant) were combined to form the Department of Nursing. Prior to the reorganization, these three programs were part of the Life Science Division. Reorganization for the Department of Nursing occurred again in July 1999. Due in part to the decreasing numbers of students in the nursing program and the decrease in number of nursing faculty, secondary to retirement, College administration decided to dissolve the Department of Nursing and place nursing as a program within the Health Professions Department. By this time the University of Illinois generic baccalaureate program had been in existence for five years which may also have attributed to the decrease in nursing students seeking enrollment in Parkland's Nursing Program. The Nursing Program also initiated a 1+1 program where the first year of nursing classes lead to completion of Practical Nursing requirements and the student could then take the licensure exam and/or continue on to complete the second year of nursing class to complete their AAS in nursing. As the Nursing Program raised their admission criteria, the enrollment in the LPN program declined so that there were no graduates for several years. In 2006, the practical nursing curriculum was revised to create a stand-alone program, and the program now

graduates approximately 32 students each year. In response to this change, the LPN to RN Bridge Program option was developed.

Parkland College now serves 12 counties and includes more than 2,908 square miles. The 55 represented communities have a population of approximately 244,000 and 25 high school districts. See Appendix A, Parkland at a Glance, for details. Currently, there are 177 students in the traditional associate degree nursing program with five LPN Bridge and six Paramedic Bridge students. The full-time faculty has been stable since the last accreditation in 2012 with one resignation in the Program Director role and one retirement. The Program Director was replaced in 2013 by the Assistant Dean of Nursing who has remained in that position. The retired faculty member was replaced. Due to the increase in admissions over the past few years from 36 a semester to 56, more qualified part-time faculty were hired.

The Assistant Dean of Nursing and Health Professions Operations is a 12 month administrative position and has oversight of the associate degree nursing program, practical nursing program, and the certified nursing program. The Health Professions Division is led by the Dean of Health Professions. The Chair of Health Professions maintains oversight of all other health profession programs.

<u>Accreditation</u>

Parkland College has been accredited by the Higher Learning Commission North Central Association of Colleges and Schools since 1972.

Parkland College Associate Degree Nursing Program was initially accredited by the National League for Nursing (NLN) in 1970 and has continued accreditation since that date. The last full accreditation visit was in February of 2012 and was approved for continuing accreditation with conditions. A Follow-Up Report was submitted in September of 2014 and was subsequently approved.

The Paramedic to RN Bridge was developed in 2016 after a need was identified within the community. The development of the new program resulted in an ACEN Focused Site Visit in March of 2017. In August of 2017 the ACEN Board of Commissioners voted to affirm continuing accreditation to the associate nursing program, including the implementation of the new Paramedic to RN program option. The Paramedic to RN Program was and remains to be the only such program in the state of Illinois. There have been two graduating cohorts with 100% pass rate on the Nursing Licensure Exam.

Appendix B Accrediting Agency Report for Governing Organization Letter. Full report in Evidence File.

The State Regulatory Agency Decision Verification can be found via this link file:///N:/HEA-NUR/ACEN%202019%20Self%20Study/Appendix%20C%20IlApNursingEdProgPassRates.PDF and also in the Evidence File.

Analysis of Strengths and areas Needing Development

The Parkland College Associate Degree Nursing (ADN) Program is well supported by the Parkland College. Other departments work cooperatively with the ADN Program. The Nurse Administrator, the Assistant Dean of Nursing, is at an administrative level that allows her to have access to knowledge that is then disseminated to the Parkland ADN Faculty. The Nurse Administrator has been in place for over six years which lends stability and a strong knowledge base to the ADN Program.

The eight full-time faculty members have longevity with only one faculty member being replaced in the past seven years. Nineteen part-time faculty members teach many of the clinicals and labs. All faculty hold a master's degree in nursing. The number of part-time faculty has grown over the past few years decreasing the full-time to part-time faculty ratio. This has been a concern for the full-time faculty due to a dip in the NCLEX pass rate. The pass

rate is being watched and steps have been taken to improve. One of the things that is being monitored is the full-time to part-time faculty ratio.

Students voice satisfaction with student services offered by Parkland College in general and the ADN Program through feedback on Exit Surveys, College surveys, and informal conversations. Several use the Accessibility Services Department where they work together with Nursing Faculty to develop accommodations to assist the student in being successful.

The curriculum is strong and has been in place since the last ACEN accreditation. After the current accreditation, the ADN Faculty plan to do a full curriculum review to ensure that the new NCLEX test plan and other current practices are fully in place. Although the curriculum undergoes regular and continuous review for currency and rigor, the ADN Faculty recognize the need for a formal, comprehensive review. The ADN Faculty also plan to develop a Testing Committee to develop policies, guidelines, and a system for review of tests.

The ADN Faculty agree that resources including instructional supplies, equipment, classroom availability, faculty resources and continuing education are well supported by Parkland College. The faculty would like to have an additional full-time faculty member to support the work of the ADN Program, and smaller class sizes for lecture. The Dean of Health Professions has been open to discussing options for both items. The addition of full-time faculty is a College-wide decision that is very judiciously determined based on the declining overall College enrollment.

The ADN Program end of program student learning outcomes have been newly established to replace those in the previous Systematic Evaluation Plan. It is thought that these are solid evidence of student progression and readiness for graduation that have been reviewed each year for the past several years. Standard 6.4, Job Placement, was also greatly improved by the development of the internal survey system developed by the ADN Faculty.

Section Two: Standards 1-5

Standard I: Mission and Administrative Capacity

Mission and Administrative Capacity

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

Criterion 1.1

The mission and philosophy of the nursing education unit are congruent with the core values, mission, and goals of the governing organization.

The following table demonstrates the congruence between the Parkland governing organization and the Parkland Nursing Program Mission and Purposes.

Table 1.1.A Congruence between Governing and Nursing Unit Purposes

Parkland College Mission and Purpose	Parkland College Associate Degree Nursing Program Mission and Purpose
The following purposes are of equal importance in fulfilling the mission of Parkland College:	*The following purposes are of equal importance in fulfilling the mission of the nursing program:*
The Mission of Parkland College is to Engage the Community in Learning.	***The mission of Parkland College Associate Degree Nursing program is to provide a high-quality, balanced curriculum of general education, nursing theory, and skills essential for qualified people to function in their chosen field.***
• To guide and assist students in becoming active, responsible, ethical, and self-disciplined citizens in our democratic society.	• Prepare safe, qualified nursing graduates who meet the requirements for beginning practitioners in nursing.

• To provide technical-vocational and career education that meets the needs of students, business, and industry.	
• To prepare students for transfer to four-year colleges and universities.	• Assist students in preparing for articulation from secondary schools and to institutions of higher learning beyond this basic program.
• To provide developmental programs, courses, and services which prepare students to pursue college-level work successfully.	
• To develop and enrich students' general education, including effective written and oral communication; mathematical, scientific, and computer literacy; critical thinking; creativity; and a recognition of the cultural value of history, geography, literature, music, and art.	
• To provide lifelong learning opportunities for students to explore their potential, abilities, and interests.	• Provide academic advising that will assist students in achieving their career goals.
• To provide counseling, advising, assessment, and guidance services to help students attain their educational goals.	
• To provide support services to enhance students' learning experiences, to promote personal growth, and to supply employment information and placement assistance.	
• To actively engage members of the college community in the process of developing an appreciation for cultural diversity.	• Develop a climate where students feel free to discuss ideas and concerns regarding social and professional issues.
• To expand global awareness by providing opportunities for international studies and experiences.	
• To provide a climate, both in and out of the classroom, for the discussion of ideas, concerns, and social issues.	• Offer learning opportunities that allow for demonstration of caring behaviors.
• To provide services, training, programs, and resources to the public and to business, industry, agriculture, and labor that promote the intellectual, cultural, and economic development of Illinois Community College District 505.	• Maintain a state-of-the-art program of learning that meets the needs of students, the community and health care organizations.
• To provide a nurturing, quality work environment for all college personnel and to	• Provide a nurturing, quality work environment that allows for free

provide professional development opportunities to help meet the challenges of changes in technology, student needs, resource-delivery systems, and District demographics.	expression of ideas, implementation of a vision for the future and pedagogical methods that will enhance student learning.

Criterion 1.2

The governing organization and nursing education unit ensure representation of the nurse administrator and nursing faculty in governance activities; opportunities exist for student representation in governance activities.

The Assistant Dean of Nursing reports directly to the Dean of Health Professions and oversees the Associate Degree Nursing (ADN), Practical Nursing (PN), and the Certified Nursing Assistant (CNA) Programs. Two Program Coordinators report to the Assistant Dean for the ADN Program, and a Program Director reports to the Assistant Dean for the PN and CNA Programs.

The Assistant Dean brings Parkland College governing body information and issues to the faculty group for decision-making and implementation. The Nursing Program is taught by eight full-time faculty members and 19 part-time faculty members. The full-time faculty members, under the direction of the Assistant Dean lead the Parkland ADN Program. Each nursing class has a full-time faculty member as course coordinator except the Pediatrics and Paramedic Bridge classes which are coordinated by part-time faculty.

Faculty have the opportunity to participate in many college wide groups to advance the college and nursing. Recent faculty participation is summarized in the following table:

Table 1.2.A Involvement in Governance Activities 2016-2019

Name of Administrator/Faculty	List of Involvement in Government Activities

Diane Cousert	Academic Services Leadership, College Council, Parkland College Association, Health Professions Program Director, Information Technology Infrastructure and Security
Theresa Bosch	Student Nurses Association at Parkland (SNAP) Faculty Advisor
Deb Bucher	Interdisciplinary Simulation Council, Nursing Curriculum Committee
Megan Cross	Student Nurses Association at Parkland (SNAP) Faculty Advisor, Nursing Professional Development Committee, Simulation Council, Diversity Committee
Terri Ducey	Health Professions Policy and Procedure Committee, Nursing Curriculum Committee
Tami Kennett	Faculty Search Committee, Nursing Curriculum Committee
Michelle Matthews	Title IX Investigative Committee, Health Professions Program Director
Heidi Papenbrok	Sabbatical Committee, Working group for Non-native English Speaking Students, Instructional Technology Committee
James Roberts	Parkland College Association, Health Professions Program Director, Faculty Search Committees, Parkland College Gradebook Workgroup, Professional Council on Academic Evaluation, SNAP Faculty Advisor

The Parkland College Association (PCA) which is the shared governance committee with the widest representation of the college and includes:

- Teaching Faculty
- Non-Teaching Faculty
- Professional Support Staff
- Confidential Staff
- Administrative Staff
- Public Safety
- Part-time Faculty and Professional Support Staff
- Student Body Representatives

"The members of the PCA believe that their collective voice should be heard when college policies are being determined. Therefore, the PCA: participates in fostering an atmosphere that encourages the expression and exchange of ideas; involves itself in all matters concerning educational policies; and engages in as much self-government and self-regulation as the legally established structure of authority will permit."

Everyone in the group is a voting member with the exception of Part-time Faculty and Professional Support Staff and Student Body Representatives where only senator representing the group may vote on at-large issues. The Assistant Dean of Nursing is a member of the PCA. A full copy of the Constitution can be found in the Evidence File 1.2.

Students at Parkland College have the opportunity to participate in 30 plus clubs and organizations. The Student Organization Manuel can be found in the Evidence File 1.2.

The Parkland College Student Government Association (SGA) provides unique opportunities for students to build relations, enhance leadership skills, become civically engaged, and maximize their college experiences. Students enrolled in at least six credit hours and maintain a minimum GPA of 2.0 may run for Student Government. These students serve on campus committees as appointed by the SGA President. One of the members serves as Student Trustee on the Parkland College Board of Trustees.

In the Parkland ADN Nursing Program, student representation is facilitated with the Student Nurse Association at Parkland (SNAP) President or Vice-president present at the start of each faculty meeting. As a standing agenda item, they can bring concerns and updates to the faculty, and provide the student perspective to items up for discussion. A SNAP Faculty Advisor attends SNAP meetings.

Criterion 1.3

The assessment of end-of-program student learning outcomes and program outcomes is shared with communities of interest, and the communities of interest have input into program processes and decision-making.

Communities of interest are both internal and external to Parkland College. Internally, the Dean of Health Professions reports to the Executive Team and the Board of Trustees as needed. Information includes enrollment, pass rates, and any new changes or additions to curriculum or process.

Externally, the Illinois Community College Board receives a report on program outcomes every five years to assure continued alignment with state standards and expectations. The Illinois Department of Financial and Professional Regulation (IDFPR) Board of Nursing receives an annual report on student and faculty enrollment and demographics (Evidence File 1.3). The Workforce Innovation and Opportunity Act (WIOA) receives updates every two years on student participation and success. Annually, Carle Hospital, a major employer of Parkland ADN graduate nurses, meets to seek information on how to best meet the needs of their education partners. Information is also submitted for Perkins Grants to the Plan of Study Report.

The Parkland College Nursing Advisory Board meets annually and addresses both the ADN and PN Program issues to meet the needs of the community served. The following information is from the charter of this group. "Participation for a three-year term is asked of members, who represent a multitude of community interests, from acute care, ambulatory care, long term care and community-based care. Discussion includes NCLEX pass rates, job placement and admission and retention rates."

The Associate Degree Nursing Program Advisory Board is a group of persons chosen from the community partners, faculty and college administrators who provide important recommendations and assistance to the nursing programs at Parkland College. The committee

helps to keep the program current by providing information and data about employment trends in the field, recommendation of the addition of new knowledge and skills to the curriculum, and removal of outdated material.

The constituents of the Nursing Advisory Board represent various practice settings and include members of inpatient, ambulatory, home health, long term care, and critical access employers, as well as members of the Parkland nursing faculty including simulation and emeritus, and former and current students. The breadth of their knowledge and experience brings a rich perspective to the group.
 (Minutes in Evidence File 1.3)

Criterion 1.4

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

The Illinois Articulation Initiative (IAI) is a comprehensive statewide transfer agreement among colleges and universities in the state. This effort includes public community colleges, public universities, and private colleges and universities. (College Catalog, p. 56).
Parkland and Illinois State University have a dual enrollment and a 3 + 1 agreement in which current Parkland nursing students have the opportunity to be either dually or concurrently enrolled. Other schools that the Parkland ADN Program has articulation agreements with are:

- Eastern Illinois University
- Franklin University
- Indiana Wesleyan University
- Lakeview College of Nursing
- Olivet Nazarene University
- University of Illinois
- University of St. Francis

Carle Foundation financially supports administrative activities of the Parkland Nursing ADN Program.

Parkland College partners with over 350 organizations to offer students scholarships. Numerous scholarships are available specifically for nursing or health professions student. Some of the major partners are listed here as examples.

- Carle Auxiliary Scholarship – five $1000 scholarships awarded
- Carle Scholars – several $2500 - $5000 scholarships are awarded
- Christie Foundation Health Profession Scholarship - $500 - $1000
- Christie Foundation Scholarships – Over $125,000 variable amount scholarships are awarded
- Gibson Area Hospital and Health Services Scholarships – nine scholarships between $1000 - $2000

Below is a full list of Health Professions Scholarships that are available.

Alpha-Care Scholars Program at Parkland
Tonia Anding Memorial Scholarship
Ena Raaymakers Ballinger Surgical Technology Scholarship
Champaign Social Science Club Nursing Scholarship
Charles R . and Louise M . Bash Scholarship
Homer Harrison Bash Memorial Scholarship
Joseph S . and Sarah E . Bash Nursing Scholarship
Mary Elizabeth Bash Memorial Nursing Scholarship
Latasha Brize Scholarship
Julia F . Burnham Scholarship
Carle Auxiliary Scholarship
Carle Scholars at Parkland College
Champaign County Nursing Home Scholarship
F . Lorene Christians Nursing Scholarship
Christie Foundation Scholarship
The Greater Champaign County Chapter of AMBUCS Respiratory/Occupational Therapy Scholarship
Jean and Lloyd Helper Nursing Scholarship
Fran Hill Memorial Scholarship
Catherine and Leo Huff Memorial Scholarship
The Kirby Two Year Nursing Scholarship
Lykins Family Nursing Scholarship
Maurer Family Scholarship
McGrain-Huff Nursing Scholarship
Bill and Anna Mettler Nursing Scholarship
Sister Julia Moriarty Nursing Scholarship

Ragsdale Family Scholarship
Reifsteck Family Scholarship
Rachel J . and Vernie A . Schroeder Scholarship for Nursing
George T . Shapland Health Careers Scholarship
Ted Silver Scholarship
Star for Education Foundation, Inc . Scholarship
Sheri L . Stinson Registered Nurse Scholarship
Charles Thomas Memorial Scholarship
Lauretta Turner Memorial Scholarship
Thomas Wagner Memorial Scholarship
Judi Davis Weatherall Scholarship
Dr . Helen M . Widick Nursing Scholarship

Less formal partnerships involve SNAP and the promotion of food drives and volunteer work for on campus food bank, conduct bone marrow screening drives, check blood pressures, and administer flu vaccines on campus among other activities. Appendix C Letter from SNAP President (SNAP meeting minutes – Evidence File 1.4)

Criterion 1.5

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

The Nurse Administrator has been in place for six and a half years and holds a Doctorate in Nursing Practice, Master of Science in Nursing, and a Bachelor of Science in Nursing.
The Governing Body Organizational Chart and the Health Professions Organizational Chart illustrate where the Nurse Administrator fits into the organization as the Assistant Dean of Nursing and Health Professions Operations. Please see the red circled areas on Figures 1.5.A and 1.5.B for placement in the organizational chart. The Assistant Dean of Nursing reports to the Dean of Health Professions along with the Health Professions Chair. The Dean of Health Professions reports to the Executive Vice President who reports directly to the President. The Dean of Health Professions is among five Deans of Academic Services.

Figure 1.5.A Governing Organizational Chart
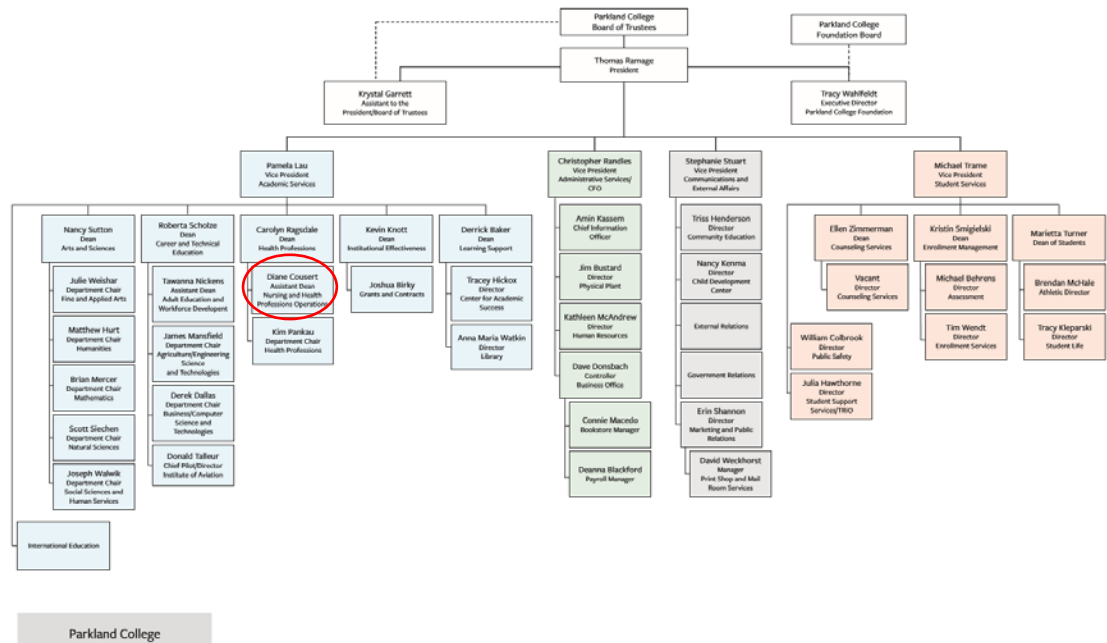
Figure 1.5.B Health Professions Organizational Chart
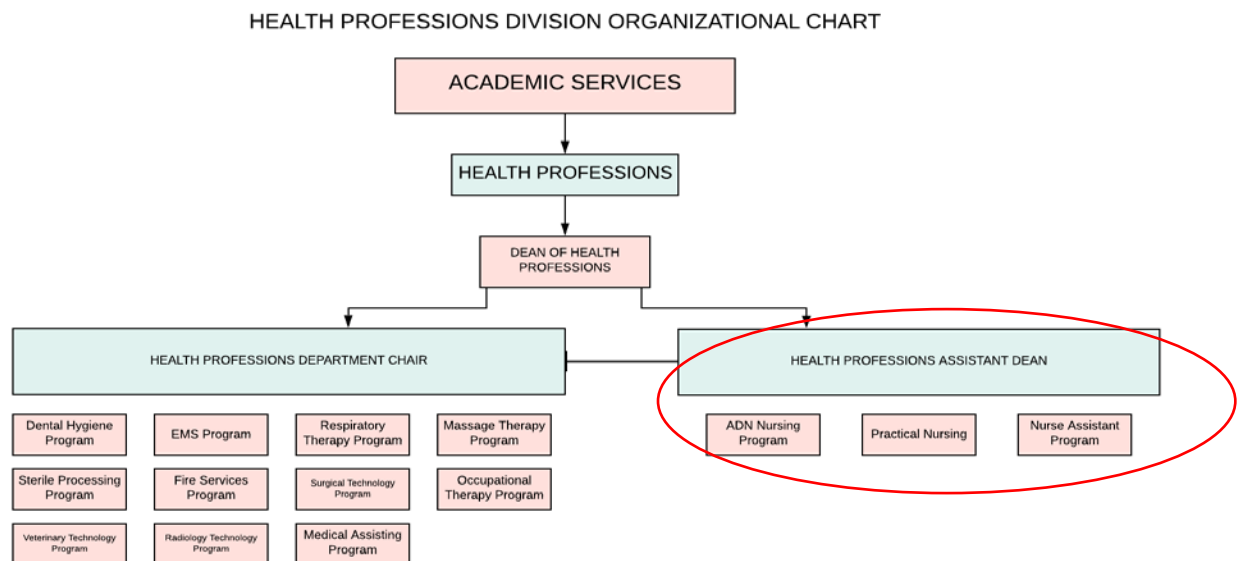
Criterion 1.6

The nurse administrator (Assistant Dean of Nursing) is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.

The Assistant Dean of Nursing has had 20 plus years of progressive nursing leadership experience in the hospital and educational settings, and a background in teaching clinical and on-line doctoral level nursing courses. The Assistant Dean of Nursing has experience with accreditation, human resource, budget development, team development, and curriculum development. (Appendix D Assistant Dean Curriculum Vitae and Job Description)

The Assistant Dean was oriented and mentored to the role by the previous Program Director of Nursing and Department Chair of Health Professions who was a nurse and previously held the same position at a different community college. The preceding structure of the ADN program consisted of a Program Director, who was a member of the ADN faculty group. This person reported directly to the Health Professions Chair. Subsequently, the structure changed to include a Health Professions Dean (former Health Professions Chair) at which time the Assistant Dean role was developed as strictly an administrative position reporting directly to the new Dean position. The addition of one Program Coordinator for ADN Nursing reported directly to the Assistant Dean of Nursing and was member of the faculty. After a couple of years, an additional Program Coordinator was added, and the duties were split between the two Program Coordinators. Despite the changes, the orientation and mentorship were effective in the development of the Assistant Dean of Nursing role.

In addition to the weekly and as needed meetings that the Assistant Dean of Nursing and her mentors had, the Assistant Dean of Nursing attended many educational events that were offered by the college.

Criterion 1.7

When present, nursing program coordinators and/or faculty who assist with program administration are academically and experientially qualified.

The two Parkland Nursing Program Coordinators are experienced Parkland Nursing Faculty and are academically and experientially qualified. They share duties that are aligned here under the direction of the Assistant Dean of Nursing. CVs in Evidence File 1.7. Nursing Program responsibilities are outlined below in Table 1.7.A.

Table 1.7.A Nursing Program Responsibilities

Diane – Assistant Dean of Nursing		
Jim – Co-coordinator – 3.5 ECH per semester of release time		
Michelle – Co-coordinator – 3 ECH per semester of release time		
Rachel – CB specialist		
Fall Semester		
Director meetings	Monthly	Diane/Jim
Castle Branch TB, CPR updates	July 15	Diane/Rachel
Student Master list	June-Aug	Rachel
Lists for logins – Carle, OSF	July	Rachel
Advising List	August	Michelle
Faculty schedule – fill all positions for lec, lab, and clin	March-Aug	Jim
Load	August	Jim
Pinning invitations, programs, video	Sept-Dec	Michelle
Update Student Handbook	August	Faculty/Diane
List for student life for badges	August	Michelle
New student orientation/Bootcamp	August	Jim
Monitor LMS	August	Faculty
Send verification forms to OSF	August	Rachel
Send verification to Carle	August	Rachel
EHR Tutor and Kaplan lists sent	August	Diane – finance item
Specs	Aug-Oct	Jim
Advising new student candidates	September	Diane/Jim

Pairings	September	Semester Coordinators
Registration	October	Michelle
Castle Branch Flu	October 15	Diane – Facility required
Admissions – review calculated scores	October	Diane, Jim, Michelle
Send letters	October	Diane/Molly
Conduct orientation	October	Jim with M, T, and D
Faculty schedule – fill all positions for lec, lab, and clin	Oct-Dec	Jim
Load	Dec	Jim
Pinning invitations, programs, video	Feb-May	Michelle
Verify graduation and send list to Continental Testing	December	Diane
Spring Semester		
Director Meetings	Monthly	Diane/Jim
Castle Branch update TB, CPR	December 15	Diane/Rachel
Student Master list	December-January	Rachel
Lists for logins – Carle, OSF	January	Rachel
List for student life for badges	January	Michelle
EHR Tutor and Kaplan lists sent	January	Diane-finance item
Advising List	January	Michelle
New student orientation/Bootcamp	January	Jim
Monitor LMS	January	Faculty
Send verification forms to OSF	January	Rachel
Send verification to Carle	January	Rachel
Specs	Jan-March	Jim
Advising new student candidates	February	Diane/Jim
Pairings	February	Semester Coordinators
Registration	March	Michelle
Admissions – review calculated scores	March	Diane, Jim, Michelle
Send letters	March	Diane/Molly
Conduct orientation	March	Jim with M, T, and D
Verify graduation and send list to Continental Testing	May	Diane
Castle Branch TB, CPR updates	May 15	Rachel

Criterion 1.8

The nurse administrator has authority and responsibility for the development and administration of the program and has sufficient time and resources to fulfill the role responsibilities.

The Assistant Dean of Nursing has full authority over the Parkland ADN Program in addition to the PN and CNA Programs. Duties include hiring and evaluation of faculty, ensuring student admission and graduation requirements are met, approval of faculty workload, budget development and approval, policy and procedure administration, reporting to outside agencies and development and oversight of affiliation and articulation agreements.

In 2016, a change in duties occurred when a change in structure took place as the other Assistant Dean resigned, and a Faculty Chair position was added instead. The Faculty Chair position was added to align more directly with the rest of the academic departments of the college. The non-nursing Health Profession Programs have transitioned to reporting to the Faculty Chair. These include Dental Hygiene, Emergency Medical Technology, Fire Science, Massage Therapy, Medical Office Assisting, Occupational Therapy Assistant, Radiation Technology, Respiratory Technology, and Surgical Technology. These are smaller programs that all have a designated Program Director, unlike Nursing.

The Faculty Chair and the Assistant Dean of Nursing report directly to the Dean of Health Professions. At that time, duties were further divided between the Chair and Assistant Dean where the Assistant Dean now advises all prospective nursing students instead of the Chair, who advises the rest of the health professions prospective students. Health Profession advising occurs close to the time of application after most of the students have already been to Parkland College Advisors.

The Assistant Dean of Nursing also assumed the oversight of the background, drug, and health information for all Health Profession Students instead of the former Assistant Dean. The Health Professions Leadership Team, consisting of the Dean, Assistant Dean, and Chair is supported by two Administrative Assistants. As a result of the expanded role of the Assistant Dean of Nursing, the Nursing Coordinators have received more release time and taken on more duties as outlined in Table 1.7.A Nursing Program Responsibilities.

The Assistant Dean of Nursing has sufficient time, resources, and support from the Dean of Health Professions to fulfill the role of nurse administrator. When situations arise or change, the Dean of Health Professions and Executive Vice President are open and supportive.

Criterion 1.9

The nurse administrator has the authority to prepare and administer the program budget with faculty input.

Budget requests are prepared by the Department Chairs/Directors after consultation with their department's faculty/unit professional members. The requests are forwarded to the appropriate Vice President or the Vice President for Administrative Services/Chief Financial Officer for approval.

The Assistant Dean of Nursing has responsibility for submitting budget modification requests annually, as well as oversight of both operational and capital budgets for the program, with faculty input and in collaboration with the Dean of Health Professions.

Full-time faculty members are solicited on an annual basis and as needed for budgetary needs including changes in instructional supplies, technology, capital equipment, personnel, and other needed resulting from programmatic changes. This communication happens via e-mail and at faculty meetings.

Two years ago, at the request of the Parkland ADN Nursing Faculty, the Assistant Dean was able to negotiate for a full-time Simulation Coordinator. The Simulation Coordinator was hired to manage the Parkland Health Professions Inter-professional Simulation Program and also the Parkland ADN Program Sills Lab. Prior to this time, there was only a part-time person coordinating the Simulation Program, and the Nursing Skills Lab was run with a full-time person who was also dedicated to other duties. After the Simulation Coordinator was hired, a number things were updated in both areas. As a result of collaboration of the Simulation Council, where there is nursing faculty representation and with the input of the nursing faculty, recommendations were made to update the simulation areas which included the nursing skills lab. The budget process supported changes and updates that were made in both areas through a variety of means including budgeted money for remodeling, capital equipment disposition, Perkins grants, and foundation donations.

Whenever faculty request additional part-time faculty, the Assistant Dean is able to hire part-time faculty to support the full-time nursing faculty workloads in the clinical and lab settings. The number of part-time faculty members has tripled in the past few years.

Criterion 1.10

Policies for nursing faculty and staff are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the purpose and outcomes of the nursing program.

Health Professions policies and procedures for faculty and staff may deviate from the college whenever needed to satisfy clinical facility, state for licensure, or accrediting body requirements.

Academic Services Handbook and Parkland Policies and Procedures Manual are found in Evidence File 1.10.

Criterion 1.11

Distance education, when utilized, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

All the Parkland ADN courses can be found in the on-line learning management system (LMS), Cobra, which lends itself to distance education by communicating with students in an on-line format. The college is fully supportive of Cobra by having a full-time Learning Management Specialist supporting the LMS and the use by faculty.

Students are satisfied with the level of face to face instruction and have not indicated that they would like to increase the amount of on-line classes offered in the Parkland ADN Program. All of the ADN nursing faculty use Cobra to enhance instruction. Methods of delivery include distribution of written and recorded material, discussion boards, assignment submission and feedback, and communication.

Only one, one-credit hour course is 100% on-line and is offered in the last semester of the program. This course is focused on transition to practice and the online format encourages open, in depth discussions. Students are required to post on different points of view on a topic to improve their capacity for crucial conversations. It allows them a forum to share ideas for NCLEX prep and interview and job search strategies. Ideally, this class prepares them for the numerous difficult and ethically challenging moments they will encounter in a career of nursing. The didactic portion of the LPN to RN bridge course is also on-line; however, there is a lab portion that is face to face.

Qualified and credentialed faculty are sufficient in number to ensure the achievement of the end-of-program student learning outcomes and program outcomes. Sufficient and qualified staff are available to support the nursing program. Full-and part-time faculty include those individuals teaching and/or evaluating students in didactic, clinical, and/or laboratory settings.

Criterion 2.1

Full-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

The Illinois Department of Financial and Professional Regulation (IDFPR) and the legislature of the State of Illinois articulate requirements for nursing faculty in pre-licensure programs that prepare graduate for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The requirements are as follows:

1. Minimum of a master's degree with a major in nursing.
2. Licensure as a professional Registered Nurse (RN) in the state of Illinois.
3. Minimum of two years of clinical practice experience as a registered nurse.

The Parkland College ADN Program employs eight full-time faculty. Per state regulation, all full-time faculty are master's prepared nurses, licensed by the IDFPR, and are qualified to teach specific nursing courses based on experience and preparation. All faculty members maintain expertise in their area of responsibility. The nursing faculty members satisfy all Parkland College requirements for employment and meet the requirements of the college's accrediting agency, the Higher Learning Commission (HLC).

Criterion 2.2

Part-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

All part-time clinical faculty of the Parkland College ADN program hold a master's degree in nursing, are licensed by the Illinois Department of Financial and Professional Regulation Board of Nursing and maintain expertise in their area of responsibility. Nineteen master's prepared nurses teach clinical, lab, and didactic portions of the Parkland ADN Program under the direction of the Course Coordinators.

Criterion 2.3

Non-nurse faculty teaching nursing courses to hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

Non-nurse faculty do not teach nursing courses in the Parkland College ADN Program.

Criterion 2.4

Preceptors, when utilized, are academically and experientially qualified, oriented, mentored, and monitored, and have clearly documented roles and responsibilities.

Preceptors are not used in the Parkland College ADN Program.

Criterion 2.5

***The number of full-time faculty is sufficient to ensure that the end-of-program student
learning outcomes and program outcomes are achieved.***

The Parkland ADN Program has met the minimum requirement NCLEX pass rate of 80%
required by ACEN for the past two years. The pass rate dropped significantly in 2016 after it
had been in the 90's for several years. See Table 2.4.A NCLEX Pass Rates. The 2016 pass rate
reflects the spring and fall 2015 nursing graduates. The faculty members were surprised and
very concerned with this significant change in the NCLEX pass rate, so they performed a
thorough evaluation. The results of the evaluation are found in Standard 6. Several themes
were identified including student engagement, relaxed admission criteria, and change in full-
time to part-time faculty ratio. Here, the faculty ratio changes are described relating to the
potential effect the faculty ratio may have had on the EOPSLOs and program outcomes being
achieved.

Table 2.4.A NCLEX Pass Rates

ADN	2014	2015	2016	2017	2018
Traditional program	92%	89%	75%	83%	80%
LPN-to-RN Bridge Program	100%	90%	75%	62%	80%
Paramedic-to-RN Program	N/A	N/A	N/A	N/A	100%
Aggregate	93%	90%	75%	80%	82%

Historically, the Parkland College Nursing Program maintained a 70-80% ratio, and had a goal of
60% full-time equated credit hours of instruction to part-time equated credit hours of
instruction. Please see the graph of the past three years. Graph 2.4.A Full-time to Part-time
Instructional Ratio depicts the full-time to part-time ratios using instructional hours taught. In
2014 it was 80% full-time with a steady decline to 57% at the present time. The Parkland ADN
Program currently uses eight full-time and 19 part-time nursing faculty.

Graph 2.4.A Full-time to Part-time Instructional Ratio

Full-time to Part-time ECH Ratio

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019
Full time ECH	152.8	125.2	133.7	151.7	147.4	147.15	155.65	149.1	151.85	154.8	148.66
Part time ECH	38.4	42.4	67.5	70.8	81.6	96.4	123.85	106.2	139.05	135.3	114.04
Total ECH	191.2	167.6	201.2	222.5	229	243.55	279.5	255.3	290.9	290.1	262.7
% Full time	80%	75%	66%	68%	64%	60%	56%	58%	52%	53%	57%
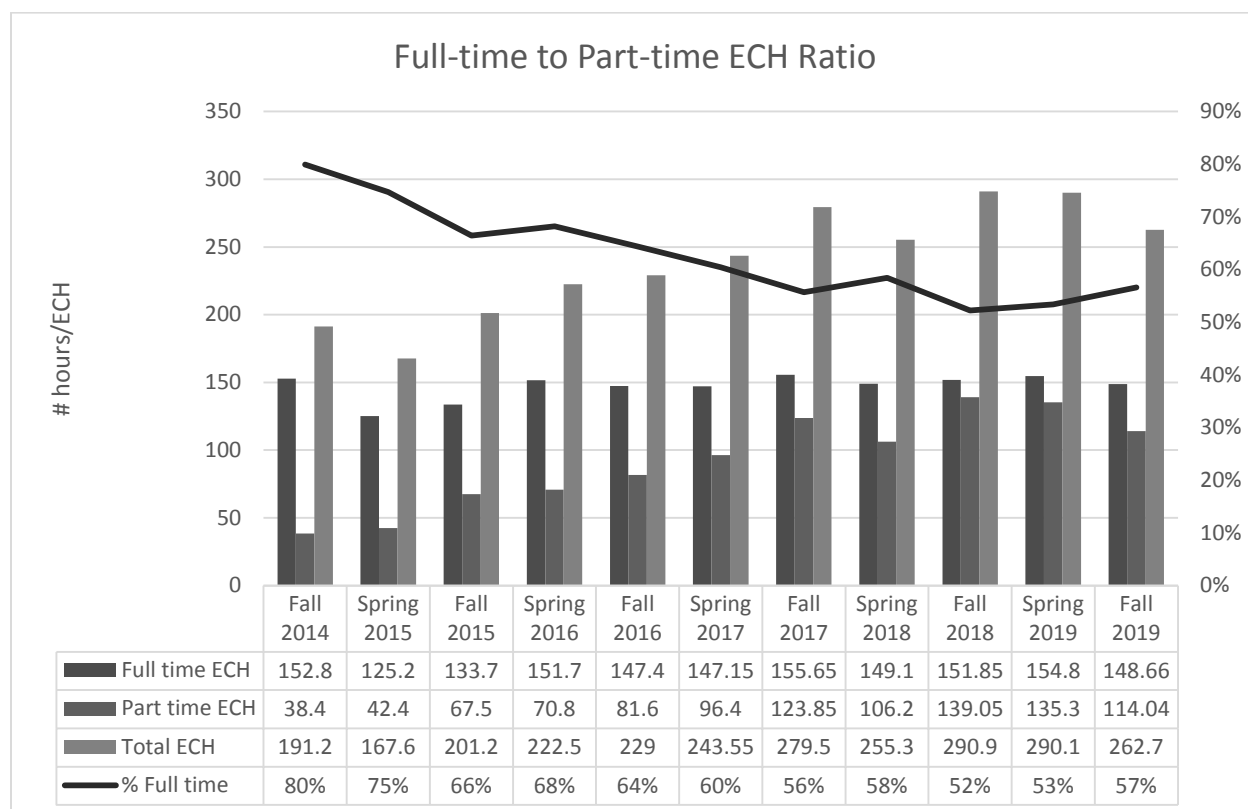
In 2016 the State of Illinois budget was frozen which affected some of the funding that Parkland was budgeted to receive, and addition, Parkland Enrollment has steadily declined (See Table 2.4.B Enrollment).   As a result, Parkland College entered a time when the hiring of full-time faculty was scrutinized, but part-time faculty could be considered instead. The trend in the decreased pass rates along with the increase in part-time faculty led the faculty to consider this as a possible contributing factor. The concern was that the increase in part-time faculty potentially began to dilute the effectiveness of instruction.

Table 2.4.B Enrollment

Year	Head Count	Full Time Equivalent
Fall 2017	7159	4386
Fall 2018	7074	4297
Fall 2019	6510	4003

As more students were admitted to the program, and after the approval of the Paramedic to RN Bridge option, the need for faculty increased. Instead of hiring any additional full-time faculty, more part-time faculty were hired to teach lab and clinical, which decreased the full-time to part-time ratio. It was thought that the influx of new faculty and the dilution of the faculty may have had a negative impact on the EOPSLOs and program outcomes. The measures that were taken was to stabilize the number of students admitted to the program at 48 per semester. See Graph 2.4.B Students Admitted by Program.

Graph 2.4.B Students Admitted by Program
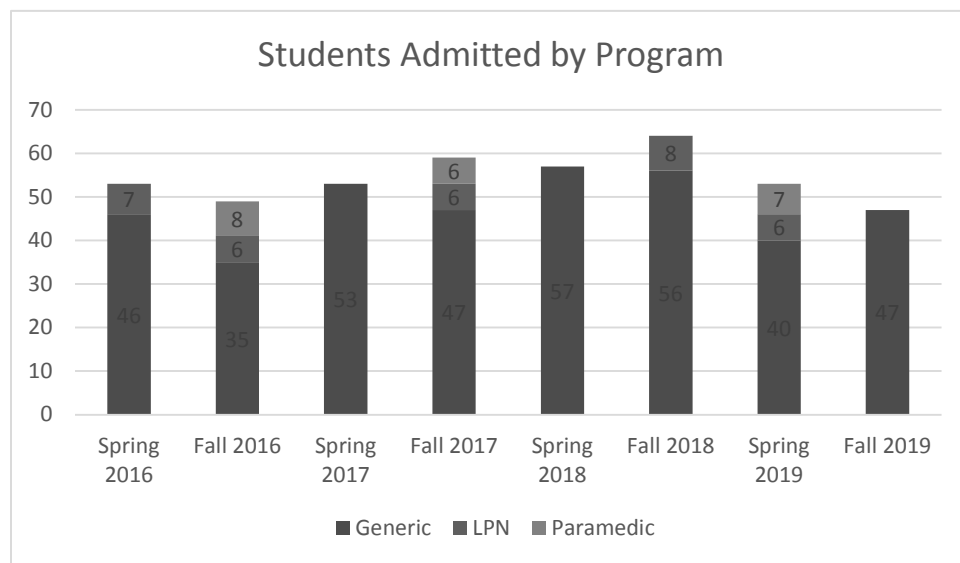
The pass rate has steadily increased since 2016. The goal is that when it is back up into the 90's, the faculty would like to increase enrollment in the Parkland ADN Program, but for now they want to ensure that any changes that have been made have a positive effect on the NCLEX upward trend.

The Parkland College ADN Program continues to maintain a 1:8 faculty to student ratio in the clinical setting. Didactic course faculty to student ratios typically have one full-time faculty member to 48-56 students. Certain faculty members have expressed interest in decreasing didactic course size to allow for more interactive teaching methodologies in the classroom. The Dean of Health Professions has offered dialogue and ideas on moving forward with a plan in

certain areas. The addition of lecture courses would require the addition of part-time faculty and would need to be evaluated.

Criterion 2.6

Faculty (full-and part-time) maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices.

Parkland College Nursing Faculty is dedicated to providing evidence-based teaching and clinical practices. Many of both full and part-time faculty continue to work in either a part-time or per diem capacity in local healthcare facilities to maintain their skill/knowledge in their areas of expertise.

All full and part-time nursing faculty members have been required to participate in an online simulation training course created by the Parkland College Simulation Coordinator. See below for the Document 2.6.A EDU 971 Simulation Facilitator Workshop Syllabus.

Document 2.6.A EDU 971 Simulation Facilitator Workshop Syllabus

> ### EDU 971 Simulation Facilitator Workshop
> Actions for EDU 971-002NW Simulation Facilitator Workshop
>
> In Fall 2014 the Parkland College Simulation Council recommended that all full and part-time clinical faculty participating in simulation must complete EDU 971 to assist in professional preparation to facilitate clinical simulation.
>
> EDU 971 is an online course that provides full-time and part-time Health Professions faculty opportunity to participate in a simulation facilitator workshop. All full-time and part-time faculty participating in clinical simulation are required to complete:
>
> > The 8 online modules included in *Teaching with Simulation* from the University of Washington. (https:/ collaborate.uw.edu/teaching-with-technology/simulation/)
> > Please complete the **post-quizzes after each Teaching with Simulation Module and submit proof of completion to dropbox**

> Complete the modules for EHRTutor(http:/ ehrtutor.com Login:
> pinstructor@parkland.edu password: park)
> Participate in all Discussions found under Discussion by posting an initial
> discussion response to each Discussion Topic as well as at least one response per
> discussion topic to another students' post.
> Complete the *Simulation Orientation for Health Professions (located under Course*
> *Content)*
>
> Participants will receive a Certificate of 6 Contact Hours that can be submitted to Illinois
> Department of Professional Regulations which count toward professional required *CEU's.*
> Full-time faculty will also receive 6 contact hours toward the *Faculty Academy.*
> You must complete these course activities by the end of week 4 of the semester.

The Parkland College Professional Development Subcommittee for Faculty (PDSF) is a Parkland College Association (PCA) committee which recommends actions on faculty professional development, advises and makes recommendations to Professional Development and Instructional Technology (PDIT) department on issues related to faculty development, and communicates professional development ideas to and from academic departments.

Professional Development and Instructional Technology (PDIT) facilitates a culture of innovation and excellence by supporting the adoption of innovative and effective practices in teaching, learning, and instructional technology. PDIT supports faculty by helping them implement their ideas, find solutions to their challenges, and improve their teaching practice. This support includes a variety of workshops and professional development initiative offered through the Center for Excellence in Teaching and Learning (CETL).

Several nursing faculty have participated in the Faculty Academy that is offered through CETL. Full-time faculty who complete 15 credit hours of approved professional development receive a $500 increment to their base salary.

Parkland College's commitment to faculty development incorporates the following ongoing courses, offered when resources and instructors are available:

EDU 972: Orientation to Teaching at Parkland College (required of all new full and part-time faculty)
EDU 911: Instructional Technology Skills Development
EDU 914: Instructional Skills, Design and Pedagogy (EDU 911 and 914 currently make up the College's online teaching certification)
EDU 920: Introduction to Classroom Assessment and Research
EDU 974: Student Engagement Techniques
EDU 975: Assessment Certification Training
EDU 921: Creating Accessible Course Resources
EDU 971: Department-specific training(s)

In addition, faculty are allowed $1800 per year for continuing education through the Parkland College Faculty Union. Health Professions administration supports continuing education and professional development by providing additional funds for faculty to stay current through conferences and courses.

Criterion 2.7

The number and qualifications of staff within the nursing education unit are sufficient to support the nursing program.

In 2018, Carolyn Ragsdale was appointed Dean of Health Professions. Dean Ragsdale has been a faculty member at Parkland College for 30 years and has extensive knowledge of not only Parkland College, but more specifically Health Professions, where she has served in a variety of leadership roles. Dean Ragsdale was full-time faculty and Program Director of the Surgical Technology Program prior to the appointment of Dean of Health Professions.

Two full-time administrative assistants support the Parkland Health Professions. The Administrative Assistants support the nursing education unit by answering phone calls, communicating basic information about the nursing program, maintaining lists and files of faculty and students, compiling documents, ordering copies and office supplies, and submitting work orders.

A full-time, MSN prepared Simulation Coordinator was hired two years ago. The Simulation Coordinator oversees the Parkland Simulation Program and the Nursing Skills Lab. A part-time, BSN prepared nurse has responsibility for stocking, organizing, ordering, opening and closing, and communicating with faculty about the Nursing Skills Lab and also facilitates simulation scenarios. Three part-time MSN prepared Simulation Facilitators assist in running the simulation scenarios. The Parkland ADN Faculty are able to incorporate the maximum amount of simulation into their courses as allowed by the State of Illinois Board of Nursing that is set at 25% of clinical instruction substitution as a result of the support of the simulation team. Please see Appendix E for Simulation Coordinator job description.

Criterion 2.8

Faculty (full-and part-time) are oriented and mentored in their areas of responsibility.

The Center for Excellence at Parkland College provides an orientation to Parkland College for new full and part-time faculty. The goal is that new full-time faculty are assigned a nursing faculty preceptor by the Assistant Dean of Nursing in addition to an appropriate mentor. New part-time faculty are oriented at the course level by the course coordinator. The Program Coordinator communicates updates and administrative changes to the part-time faculty via e-mail. See Minutes 2.8.A August 14, 2017 Faculty Meeting and Minutes 2.8.B August 13, 2018 Faculty Meeting below. There was not one held in 2019 due to the absence of PT faculty being hired.

Minutes 2.8.A August 14, 2017 Faculty Meeting

Agenda Items	Discussion Summary	Action (to do, resolve, completed)	Accountable (who/when)
Introductions	Full and part-time faculty introduced		
Attendance and sub forms - Diane	Diane reviewed form location and required completion	All faculty are responsible for form completion	
Syllabus - Jim	Reviewed syllabus for fall 2017 with faculty.	Updates made	

1:1 orientation	Faculty broke into small groups for clinical direction		

Minutes 2.8.B August 13, 2018 Faculty Meeting

Full and part-time faculty orientation.	Introductions	
Carle	Carle has a new process for LMS modules. Everyone teaching Carle clinical must do the boot camp. Students are encouraged also.	Diane to check to see if she invited JR
Parkland and Cobra	The new website was reviewed for both Parkland and the nursing program. The new Cobra design was reviewed	
Teaching Resources	Part-time faculty were shown how to access courses Reviewed the importance of student evaluations, midterms and final Reviewed the Student and Risk form Reviewed one week turn around for grading clinical paperwork. Importance of syllabus and new additions.	
Parkland Union	Reviewed seniority and union policy	

Criterion 2.9

Faculty (full-and part-time) performance is regularly evaluated in accordance with the governing organization's policy/procedures and demonstrates effectiveness in assigned area(s) of responsibility.

Per the Parkland Academic Employee (PAE) Contract: the performance evaluation process is directed toward promoting excellence in teaching and learning. The activities and materials reviewed in the course of the performance evaluation are to identify areas of strength and areas for improvement in the bargaining unit member's performance of in-class and out-of-class responsibilities. If there are areas for a bargaining unit member's improvement, the department chair and the bargaining unit member will set goals for development. The performance evaluation is not intended as a punitive instrument or a disciplinary procedure, as provided in the Illinois Public Community College Act as Amended, Ch. 122-103 (B).

Full evaluations for full-time faculty are normally required during the first, third, and fifth semesters and then during the sixth and ninth years and every fourth year thereafter per PAE contract. (Evidence File 2.9)

Part-time nursing faculty are evaluated one semester out of six and must occur every fourth year thereafter by the Course Coordinator.   See Appendix F Part-time Faculty Clinical Evaluation Form.

Evaluations for non-tenured full-time faculty will be conducted the fall semester each year. The Parkland ADN Program does not currently have any non-tenure track full-time faculty.

Criterion 2.10

Faculty (full-and part-time) engage in ongoing development and receive support for instructional and distance technologies.

All nursing courses in the Parkland College ADN program utilize Cobra (Desire 2 Learn) Learning Management System for instructional materials, assignments, student communication, and grading. Ongoing support and training are available through the Center for Excellence in Teaching and learning as well as from mentors and other faculty members. Two on-line faculty certification classes are offered, EDU 911 and EDU 914. See Appendix G for On-line Certification Syllabi.

Student policies and services support the achievement of the end of program student learning outcomes and program outcomes of the nursing education unit.

Criterion 3.1

Policies for nursing students are congruent with those of the governing organization as well as the state, when applicable, and are publicly accessible, non-discriminatory, and consistently applied; differences are justified by the end-of-program student learning outcomes and program outcomes.

Policies for the Parkland ADN Students are consistent with the Parkland College Student Policies. Deviations are generally only those needed to promote safe patient care and to comply with clinical agency assignments.

The Parkland College Student Handbook and the Parkland College ADN Student Handbook can be found at Evidence File 3.1.

The handbook informs the reader that the Parkland ADN Program complies with all student polices approved by the Parkland College Board of Trustees, including items such as the Student Conduct Code, Student Grievance Policies and Procedures, Student Rights and Responsibilities, and Student Dismissal. The Health Professions Department has created a set of policies that are more stringent than those of the general college, to protect the students, faculty, and patients who are encountered beyond the traditional college setting. While Parkland College has an open admissions policy, the Parkland ADN Program has selective admissions to ensure academic success. Progression, attendance policy, grading, re-admission, withdrawal, and dismissal policies are more rigorous for nursing students. Health and safety, alcohol and drug, clinical, and dress code policies are different for nursing students in accordance with requirements for working in a health-related field and to meet the requirement of various

clinical agencies. The Parkland College student policies including the nursing student policies are consistently applied and are publicly accessible in the Parkland College Catalog, the Parkland College Nursing Student Handbook, and on the Parkland ADN website www.parkland.edu/nursing.

Specific Health Professions policies are listed below.

Specific Health Professions Student Policies:

HIPAA Policy

Spoken and Written English Scores

Social Networking Policy

Clinical Failure and Grading Withdrawal

Intent to Dismiss or Suspend

Student Immunization, Drug, Alcohol and Background Policy and Procedures

Inter-professionalism

Name Change on Graduation Policy

Health Professions Code of Conduct

Accommodations Guidelines for Health Professions

(Hard copies in Evidence File 3.1)

Criterion 3.2

Public information is accurate, clear, consistent, and accessible, including the program's accreditation status and the ACEN contact information.

The accreditation status for Parkland College and all career programs offered at Parkland, including nursing, can be found on Parkland's website at the following link: https://www.parkland.edu/Main/About-Parkland/Accreditation. This information can also be found in the Parkland College catalog. Additionally, the public can access general information about the Parkland ADN Program at Parkland and the ACEN contact information at the

following link: https://www.parkland.edu/Main/Academics/Departments/Health-Professions/Areas-of-Study/Nursing-ADN.

Criterion 3.3

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

The Parkland College ADN Program Nursing Student Policy Handbook contains policies, procedures, and program information and is updated annually and on an as needed basis. The Parkland College website, the Parkland College Catalog, and the Nursing Program Student Policy Handbook are revised annually. Information is disseminated via e-mail, on Cobra, and through in-class announcements. Every nursing faculty member posts the updated Nursing Student Policy Handbook to his or her respective course homepage, making it accessible to all nursing students. Students are responsible for reading the updated Nursing Student Policy Handbook and signing a document that acknowledges that they understand any policy or program changes each year. To verify that the communication about changes has been adequate, exit surveys completed by graduating students agree that policy and procedure changes have been clearly communicated.

Criterion 3.4

Student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery.

Parkland College offers many support services for students through the departments of Admissions, Assessment Testing, Library, Technical Services, Public Safety, Counseling Services, and Accessibility Services. The Center for Academic Success houses the Academic Development Lab, Advising and Personal Planning, Math Faculty Tutoring, Peer Tutoring, Study Skills, and

Writing Lab. Parkland College key performance indicator for Support of Learners meets the benchmark and scores higher than medium colleges on the Community College Survey of Student Engagement for 2018.

Internally to the Nursing Program, each student is assigned a Nursing Faculty Advisor who is a full-time nursing faculty member. Students meet with their advisor at least once each semester to ensure that they are on track with graduation requirements and for counseling on any difficulties they are experiencing in the Parkland ADN Program. Nursing Faculty maintain office hours for one to one meetings to answer questions about class content, assignments, testing outcomes, and a variety of other issues.

Students who may be needing accommodations are encouraged to contact Accessibility Services to discuss a range of options, including accommodations, for removing perceived learning barriers in the course. Students are also encouraged to self-advocate by communicating with their instructor to address their learning needs in the class. In accordance with the requirement of Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA), Parkland College will not discriminate against qualified individuals with disabilities on the basis of disability in its service, programs, or activities. Every semester Nursing Faculty learn more about alternative methods of delivery related to disabilities. Most recently the Nursing Faculty and the Accessibility Services Specialists worked together to support a hearing impaired student with devices and methods of instruction to assist in the student's success in the Parkland ADN Program.

Criterion 3.5

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

Parkland College follows the Illinois Student Records Act and Records Disposal guidelines. Educational records are maintained under the guidelines and regulations of the Illinois Community College Board, the United States Department of Education, Family Educational Rights and Privacy Act, and the Freedom of Information Act. According to Parkland Policy 8.07, Parkland College maintains permanently the academic record of each person who has enrolled. A student is furnished with a transcript of his/her records upon request or from a person or organization duly authorized by the student to make such a request. In addition, all student admission/academic files and documents for students enrolling at the College will be maintained for five years after graduation or after the date of last attendance. These documents will be maintained as hard copy or images of the original documents. Audits of any changes made in the academic status are maintained permanently on the student record system.

The Parkland ADN Program student documents are hard copies and are kept for five years in locked files in the Health Professions Administrative Office and Room L247. At the end of the retention period, documents are destroyed by shredding, incineration, or other method that assures confidentiality.

Criterion 3.6

Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including default rates and the results of financial or compliance audits.

A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available. The Financial Aid Department offers counseling before and after awarding assistance, and the repayment process is explained to students at these times. Students complete loan entrance counseling and exit counseling online. Students are informed of their ethical responsibilities regarding

financial assistance. Information regarding Financial Aid and student responsibilities are explained in the Parkland College Catalog on pages 26-31. (Evidence File 3.6)

https://www.parkland.edu/Portals/3/Global/Documents/Catalogs/Catalog_2019-20.pdf?ver=2019-05-17-095047-083.

The recent default rates are:
2016:	19.5
2015:	21.4
2014:	25.4
2013:	24.3

According to the Parkland College Financial Aid staff:

We are always working to lower our default rate. Since we are required to offer all students loans we are limited in what we can do. We use messaging whenever possible. We require students requesting an additional unsubsidized loan to submit paperwork and meet with a Financial Aid advisor for extensive loan counseling. If student withdraws from all of their classes they have to meet with a financial aid advisor who explains the repercussions on their loan. Through an IDEAS grant we were able to enlist the help of SALT who had a terrific financial literacy program we provided to our students. They also reached out to our borrowers as they were coming up on repayment in an attempt to keep them from defaulting. SALT did help to lower our default rate, however they are no longer in the default aversion business. We have looked at several other companies who offer default aversion but we were unable to secure funding to contract with them. We do currently send out emails to all of our loan borrowers who have entered their grace period for loan repayment to notify them of their loan servicer contact information and that repayment will begin soon. We also email student who are delinquent on their student loans from 31 days up to 269 days informing them of their stage of delinquency along with their loan servicer contact information.

Criterion 3.7

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

The Parkland College Student Policy Handbook provides students with a step-by-step process for program complaints and grievances, including the process of student hearings and issues related to due process. In an attempt to avoid a grievance, Nursing Faculty use the Student At Risk Policy to identify issues and assist students before they get to the point of needing to pursue a grievance. The hope is that the faculty have done everything they can to help the student to become successful and give them early notification of problems that could be mitigated by a variety of means. Appendix H At-Risk Student Policy

If a student is unable to resolve a problem with faculty in Health Professions, the student is advised to follow the chain of command. In the case of the ADN Program, the student would go next to the Course Coordinator, the Program Coordinator, and the Assistant Dean of Nursing. If still not resolved, the student has the opportunity to pursue the Health Professions Essential Qualifications, Code of Conduct, and Intent to Suspend or Dismiss Policy and Procedure and pursue an internal hearing in front of non-involved health professions faculty members. This group makes a recommendation to the Dean of Health Professions for the final decision to uphold or change the final determination. The next step for the student is to pursue a formal grievance at the college level. The ADN Program has not had a formal grievance in at least the past three years. Intent to Dismiss Policy, Evidence File 3.7.

Criterion 3.8

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

Parkland College has been specifically accredited for delivering on-line courses since 2001, offering the same high-quality instruction, small class sizes, and personal attention that students would get in a physical classroom. Although only one nursing course is on-line, many of the Parkland ADN students take general education courses that are on-line.

Parkland College demands the same standards of engagement with all learners regardless of course format. To maintain integrity and consistency across the College, faculty are evaluated following criteria and a specific rubric. Criteria for Evaluating Effective On-line Instruction, Evidence File 3.8

Students new to Parkland College are invited to attend an orientation program called Student Orientation, Advising, and Registration (SOAR).   Parkland Colleges offers a comprehensive website for On-line learning. Detailed instructions walk them through logging on and managing their logins. It walks them through registration, the learning management system, Cobra, and e-mail. Through instructions, new students are able to evaluate if they are ready to take an on-line class by checking their computer requirements, internet connection, and wireless connections.

Prior to the start of the Parkland AND Program, the nursing faculty hold a boot camp orientation class that provides an in-person orientation to the nursing program and technology. The boot camp includes orientation to e-mail and Cobra. During the first semester, students are oriented to simulation which includes the electronic health record, and Kaplan, the standardized testing system. A Kaplan representative provides orientation sessions each semester to students during their Fundamentals class time. Orientation to the electronic medical record (EMR) systems at the clinical facilities is provided by the facility and clinical facility. As evidenced in the Exit Interview Survey, students are satisfied with the orientation and support they receive related to technology. Surveys in Evidence File 3.8.

Criterion 3.9

Information related to technology requirements and policies specific to distance education are accurate, clear, consistent, and accessible.

The Parkland ADN faculty all utilizes the Cobra system for online learning, which is used by both on-campus and distance learners. Technological support is available from the online support

specialist for distance and virtual learning. The Parkland College Technology Support Services

are available:

Fall/Spring Hours:
Monday–Thursday, 7:30 am–6pm Friday, 7:30 am-5pm

Library Support Satellite
Fall/Spring Hours:
Monday–Thursday, 10 am–2 pm Friday, 10 am-Noon

Phone calls are taken after hours on an emergency basis.

The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes (EOPSLOs) and is consistent with safe practice in contemporary healthcare environments.

Criterion 4.1

Consistent with contemporary practice, the curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated EOPSLOs.

The Parkland ADN Program curriculum is based on professional standards and guidelines with an emphasis on evidence-based practice (EBP). A comprehensive curriculum along with general education courses and clinical experiences supports the nursing student in meeting both course outcomes and end-of-program student learning outcomes (EPSLOs). The goal is to empower the students to use thorough clinical judgment and practice with learned critical thinking skills and EBP to help guide their student nursing experiences.

The development of the EPSLOs was guided by the Parkland ADN Program mission and philosophy, which incorporates Gordon's Functional Health Patterns, the Nursing Process, and the National League of Nursing Competencies, the American Nurses Association Code of Ethics, and the standards of practice as cited in the Illinois Nurse Practice Act.
See Appendix I Congruency between the End-of-Program Student Learning Outcomes, NLN Competencies, and the Nurse Practice Act of Illinois.

Criterion 4.2

The (EOPSLOs) are used to organize the curriculum, guide the delivery of instruction, and direct learning activities.

During the spring 2019 semester faculty revised the EOPSLOs to guide the curriculum of the program. The EOPSLOs were changed to align with the newer and more contemporary National League for Nursing (NLN) Educational Core Competencies as put forth in the <u>NLN Outcomes and Competencies for Graduates Competencies for Graduates of Associate Degree Nursing Programs</u> (2010, Jones and Bartlett Publishers International, London). The core components include: Human Flourishing, Nursing Judgement, Professional Identity, and Spirit of Inquiry. The NLN core components provide a framework for the EOPSLO and the student learning outcomes (SLOs) in each course. The four NLN Core Competencies are sequenced to show progression from semester to semester. The student learning outcomes that are demonstrated in <u>Appendix J</u> are from the 1st semester and the last semester. <u>Appendix O</u>, the Clinical Evaluation Tool, demonstrates the progression of the clinical expectations throughout the program.

The Nursing Process, Gordon's Functional Health Patterns, NLN competencies, and NCLEX tests plan are reflected in all aspects of the nursing curriculum and in associated documents for courses (syllabi, evaluation tools, clinical prep materials, etc.).

The nursing process is the thread that brings together all clinical and classroom curricula. It is a systematic tool for decision making and the foundation of all client care, regardless of how the "client" is defined (person, community, family, etc.).

Gordon's Functional Health Patterns provide a guide for data collection as well as an organizing framework for teaching nursing concepts throughout the curriculum. These health patterns are as follows:

11 Gordon's Functional Health Patterns

1. Health Perception Health Management Pattern

2. Nutritional Metabolic Pattern

3. Elimination Pattern

4. Activity Exercise Pattern

5. Sleep Rest Pattern

6. Cognitive-Perceptual Pattern

7. Self-Perception-Self-Concept Pattern

8. Role-Relationship Pattern

9. Sexuality-Reproductive

10. Coping-Stress Tolerance Pattern

11. Value-Belief Pattern

Each course syllabus starts with a faculty approved template to ensure consistency. See Evidence File 4.2 for Syllabus Template. The faculty meet to review the template each semester to ensure consistency. Parkland College provides clear guidelines for required elements of all syllabi and the nursing program incorporates these guidelines. Course objectives are included in each course syllabus. The abbreviated course syllabi can be found in Appendix K Abbreviated Course Syllabi. The course outlines were not included due to length, but all full syllabi with course outlines will be available in the Evidence File.

Appendix L Teaching Human Flourishing – Concept Pain demonstrates how nursing courses assist with achieving the EOPSLOs through instructional methods and learning activities. The core component "Human Flourishing" reflects relationship-centered care by engaging in holistic practice that respects the dignity, diversity, and self-determination of clients and their families. As an example, each course uses this component in instruction for students to understand the relationship between pain to quality of life. Examples of learning activities including projects, papers and assignments can be found in the Evidence Room.

Criterion 4.3

The curriculum is developed by the faculty and is regularly reviewed to ensure integrity, rigor, and currency.

The curriculum is routinely reviewed by the faculty individually and as a group. The NCLEX test blueprint is used along with results from standardized testing to determine where weak areas need to be addressed through an increase in content and testing.

An ad hoc Curriculum Sub-committee was formed in the fall of 2018 to examine the foundation of the curriculum, the mission statement and the organizing framework. The mission was determined to continue to be current, but the outdated NLN Standards needed to be updated. A crosswalk and evaluation occurred between two prominent frameworks, QSEN and NLN. The committee recommended to adopt the new NLN core competencies to take effect fall 2019 semester. All course materials including objectives, and evaluation tools were updated and incorporated into the Student Handbook and individual course syllabi to reflect this change. See Appendix M Nursing Curriculum Committee Meeting Minutes.

The curriculum is guided by the National Council of the State Boards of Nursing Licensure Examination (NCLEX). NCLEX results and the Comprehensive results from Kaplan RN Predictor are reviewed and changes to the curriculum are instituted according to the results of the exam and recommendations of the faculty.

At the February 11, 2019 Faculty Meeting, a curriculum mapping tool based on the NCLEX test blueprint was introduced to the faculty. They completed it for their courses to have ready for Professional Development Day on February 28, 2019. The NCLEX test blueprint for each course was evaluated to ensure all topics were being covered. If not, those items were added. In some cases, if items were duplicated, it was determined to make the item the focus in a particular course. The results were discussed at Professional Development Day on February 28, 2019.

See Minutes 4.3.B Professional Development Day 2019 Minutes. Evidence File 4.3 contains the completed Curriculum Mapping Tool.

Minutes 4.3.A Faculty Meeting Minutes from February 11, 2019 Introducing Curriculum

Mapping Tracking Sheet

Curriculum content	All faculty to complete the NCLEX tracking Excel spreadsheet.	Terri will tally the NCLEX tracking sheet. Tami will attend with Diane	Terri, Tami

Minutes 4.3.B Professional Development Day 2019 Minutes

Professional Development Day
Core Competency Update & Curriculum Review
February 28, 2019
9 – noon
H-107

Attendance: Terri Ducey, Heidi Papenbrok, Deb Bucher, Stephanie Manuel, Theresa Bosch, Megan Cross, Tami Kennett, Mernice Wakefield, Shelby May, Judy Somers, Kelly McPherson, Jim Roberts, Diane Cousert

- **Overview of the NLN Education Competencies Model - Tami**

- **2004 and 2010 Crosswalk - Tami**

- **Clinical Competency Checklist – Terri**
    - **Discussion occurred regarding on how to use the tool for LPN Bridge and Paramedic Bridge for leveling.**
    - **Suggest evaluation tools be done on-line**
    - **Thinking about adapting the PN clinical evaluation tool for day to day clinicals, and the larger tool for mid-term and final evaluation**

- **Course Objectives – Explanation and Examples**
    - **Decided to use example from JJC. Each course will use the four components, Human Flourishing, Nursing Judgement, Professional Identity, and Spirit of Inquiry, and identify 2 objectives for each based on Bloom's Taxonomy.**
    - **Due date for RN – 3/11, PN – 3/7**

- **Curriculum Review – Terri**

- o **Terri shared the grid, discussion occurred.**

- **Time to work on making the changes to the Core Competencies**
  - o **The group leveled the competencies**
  - o **Tami said that she would research a newer reference for the ranking system for the competencies.**

Faculty share new ideas at faculty meetings and how they are integrating current and updated nursing practice within their individual nursing courses. The program has not been overhauled as there was not an apparent need to completely change the entire curriculum, course changes are made when needed to stay current with today's nursing practice. Use of simulation continues to increase under the guidance the full-time simulation coordinator. Simulation is used throughout the Health Professions Programs and has shown to be very effective while learning in a safe environment.

An example of a change that occurred base on a suggestion from students involved making a change to the delivery of first semester courses. During the October 17, 2016 meeting, it was determined that the one credit hour class, Nursing as a Profession, be incorporated into Nursing Fundamentals based on recommendations from students and faculty. It was subsequently approved by the Parkland College Curriculum Committee

Minutes 4.3.C Faculty Meeting Minutes from October 17, 2016

4.1 4.2		114/119	Student evaluations and informal feedback shows that students would like to see a decrease in the number of nursing courses required first semester. After review of curriculum, faculty agreed that NUR 119 Nursing as a Profession could be rolled into NUR 114 Fundamentals. Further review of first semester curriculum will be done to assess for unnecessary redundancy.	Carmen, Jim and Diane will submit request to curriculum committee	Carmen, Jim and Diane

Toward the end of 2015, the faculty recognized that the standardized testing product that was being used, Assessment Testing Technologies Institute (ATI) was not meeting the needs of the students due to difficulty of navigation and support of the company. After reviewing demonstrations of four standardized testing companies, the faculty decided to adopt the Kaplan product for rigor and ease of use. The product was easy to use and had a good track record for educational and technical support. The reporting feature was straight forward and easy to use for evaluation of curriculum and student learning outcomes.

The Parkland ADN faculty began implementation of the Kaplan product in the fall of 2016 for all fourth semester students, and included the live review in the cost. The cost of the live review seemed to be a barrier for students, so the cost was incorporated into the student fees at this time. After the first semester of use, at the January 12, 2017 faculty meeting, how each course would use the resources and testing was discussed. Based on guidance from the Kaplan representative, points for integrated testing would be incorporated not to exceed 10%.

Minutes 4.3.D Faculty Meeting Minutes from January 12, 2017

Kaplan results and future plans	Each course discussed how they would implement the Kaplan proctored assessments and what, if any, points would be given. The courses who will utilize it are Mental Health, OB, Peds, Medical-surgical (NUR258), Fundamentals, Comprehensive. Kaplan recommends that points do not exceed 10% of total course points. Most courses are keeping at less than 5%. Each course syllabus will reflect the requirements.	Course coordinators will reflect expectations for proctored assessment	Diane and Tami to update faculty on results of last semesters Kaplan assessments

To enhance the rigor of the Parkland ADN Program, the faculty wanted to ensure that their test writing was rigorous enough to prepare the students for the NCLEX. On February 26, 2018, a consultant from Nurse Tim presented a day long Test Writing Workshop on the February 26, 2018 Annual Professional Development Day.

On March 5, 2018, the Kaplan Education Consultant met with faculty and presented upcoming revisions in the NCLEX. The Kaplan Education Consultant also introduced the i-Human case study virtual lab the Kaplan NCLEX channel. The channel can be logged into by instructors for live evens via You Tube.

Criterion 4.4

The curriculum includes general education courses that enhance professional knowledge and practice.

The Parkland College ADN Program provides a high-quality, balanced curriculum of general education, nursing theory, and skills essential for qualified people to function in their chosen field. General education consists of courses that colleges and universities consider necessary for students' success in college and life. These courses are designed to help equip students with the knowledge, skills and values essential for educated persons to realize their potential as learners, workers, and participants in a global society (2019-2020 Parkland College Catalog, p. 66).

Parkland College is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows the transfer of the completed Illinois General Education Core Curriculum (GECC) between participating institutions. Completion and certification of the transferable GECC at any participating college or university in Illinois means that lower-division general education requirements for an associate's or bachelor's degree have been satisfied. The IAI agreement permits students to transfer this portion of an associate's or a bachelor's degree program from one institution to another without loss of credit.

The nursing program requires 19 hours of general education and 12 hours of science education. The general education courses including effective written and oral communication; mathematical, scientific, and computer literacy; critical thinking, creativity, a recognition of the cultural value of history, geography, literature, music, and art. The general education

requirements and credits is as noted in Table 4.4.A Required Science and General Education Courses.

Table 4.4.A Required Science and General Education Courses

Science Education Courses Required	Credits
BIO 121 – Anatomy and Physiology I	4
BIO 122 – Anatomy and Physiology II	4
BIO 123 – Microbiology	4
General Education Courses Required	
ENG 101 – Composition	3
ENG 102 – Composition II	3
PSY 101 – Introduction to Psychology	4
PSY 209 – Human Growth and Development	3
SOC 101 – Introduction to Sociology	3
Humanities/Fine Arts Elective	3/4

General education courses may be taken before admission into the nursing program or in addition to nursing courses after admission to the nursing programs. Required science courses are not accepted after five years of completion; students are required to re-enroll in expired science courses pass the Parkland College proficiency exam. Students may use distance learning to meet many of their general education requirements. After admission to the program, required general education courses to be taken are sequenced and must be completed in sequence before advancing to the next level in the program. Course sequencing is as noted in Table 4.4.B General Education Course Sequencing.

Table 4.4.B General Education Course Sequencing

1st Semester	2nd Semester	3rd Semester	4th Semester
BIO 121 – Anatomy and Physiology I	BIO 122 – Anatomy and Physiology II	BIO 123 - Microbiology	ENG 102 – Composition II
ENG 101 – Composition 1	PSY 101 – Introduction to Psychology	PSY 209 – Human Growth and Development	SOC 101 – Introduction to Sociology
			Humanity/Fine Arts Elective

The general education courses required are aligned with and contribute to the students' attainment of EOSLOs as noted in Table 4.4.C Supporting General Education Courses.

Table 4.4.C Supporting General Education Courses

Program Outcomes	Supporting General Education Courses
Human Flourishing – Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.	BI0 121, BIO 122, BIO 123 PSY 101, PSY 209 ENG 101, ENG 102 Humanities
Nursing Judgement - 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 contest.	BI0 121, BIO 122, BIO 123 PSY 101, PSY 209 ENG 101, ENG 102 Humanities
Professional Identity – 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.	BI0 121, BIO 122, BIO 123 PSY 101, PSY 209 ENG 101, ENG 102 Humanities
Spirit of Inquiry – 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.	BI0 121, BIO 122, BIO 123 PSY 101, PSY 209 ENG 101, ENG 102 Humanities
Work Ethic – Exhibits moral principles as a student encompassing the traits of reliability/dependability, dedication, productivity, cooperation, character, integrity, sense of responsibility, emphasis on quality, teamwork, and professionalism.	PSY 101, PSY 209 ENG 101, ENG 102 Humanities

The Parkland College ADN Program follows the State of Illinois curriculum requirements for nursing programs.

Curriculum for professional nursing programs shall:

Include, at a minimum, concepts in anatomy, physiology, chemistry, physics, microbiology, sociology, psychology, communications, growth and development, interpersonal relationships, group dynamics, cultural diversity, pharmacology and the administration of medication, nutrition and diet therapy, pathophysiology, ethics, nursing history, trends

and theories, professional and legal aspects of nursing, leadership and management in nursing, and teaching-learning theory.

http://www.ilga.gov/commission/jcar/admincode/068/068013000C03400R.html

General education consists of courses that colleges and universities consider necessary for students' success in college and life. These courses are designed to help equip students with the knowledge, skills, and values essential for educated persons to realize their potential as learners, workers, and participants in a global society.

General education requirements are posted to students and the public on the Parkland College Health Professions website found at

https://www.parkland.edu/Main/Academics/Departments/Health-Professions/Areas-of-Study/Nursing-ADN.

Criterion 4.5

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

Each nursing course incorporates a variety of experiences to enrich the learning experience and prepare students for a variety of settings and perspectives. Appendix N shows examples of such enhancements to the curriculum.

Criterion 4.6

The curriculum and instructional process reflect educational theory, inter-professional collaboration, research, and current standards of practice.

The Parkland College ADN Faculty use the National League for Nursing (NLN) Educational Competencies, the National Patient Safety Goals (NPSGs), the current standards of practice per the Illinois Nurse Practice Act, Gordon's Functional Health Patterns, and the Nursing Process to guide in the development of the Nursing Program curriculum. The curriculum is supported by the educational theories on simulation and flipped classroom as recommended by the National Council of State Boards of Nursing (NCSBN) and NLN.

The faculty use creative and innovative teaching strategies which include a state-of-the-art nursing simulation lab to enhance the students' learning. Various levels of simulators that range from low to high-fidelity capabilities are used to enhance the learning of the students. Simulation provides students the ability to practice essential client care skills, assessment techniques, critical thinking skills, and interdisciplinary teamwork communication. The faculty reinforce the concept of a safe learning environment where mistakes are allowed.

Students are given a face to face simulation orientation first-semester, and an online orientation is available for review each semester. Students and faculty participate in faculty-led post-simulation debriefings and "timeouts" during the simulation, which provide students with valuable insight on self-performance and teamwork.

Task trainers and low fidelity manikins are used in the nursing lab and during simulation for skill learning, practice, and testing. The nursing lab, located on the main campus, has task trainers, an electronic medication dispensing device, feeding pumps, and IV pumps. The lab is stocked with new and used equipment and supplies for student use to learn and practice skills.

Simulation scenarios with other health professions from Parkland College, and also medical students from the University of Illinois participate to educate and focus on interdisciplinary learning. For example, Parkland ADN last semester students, Parkland Respiratory Care students, and U of I third-year medical students participate in simulation scenario of a coding patient. Parkland ADN last semester students and Parkland Dental Hygiene Students also

participate in an intensive care simulation on preventing ventilator associated pneumonia by using oral care.

Students role play health care provider professions in simulation scenarios to prepare them for inter-professional collaboration and communication. Students practice communication techniques to share information such as shift reports and calling providers using the situation, background, assessment, and recommendation (SBAR) format.

To increase more learning technology into the program, the faculty decided to trial an electronic platform for course resources in NUR 114 – Nursing Fundamentals the fall semester of 2019. See Minutes 4.6.A Faculty Meeting Minutes from February 26, 2018 and Minutes 4.6.B Faculty Meeting Minutes from February 11, 2019. The course text and resources are available through Lippincott's CoursePoint Plus program. CoursePoint Plus also offers students NCLEX style practice questions and interactive video simulations (VSim) as well as drug, lab, and other resources. Laptop requirements were investigated in collaboration with Parkland IT to determine which platforms would support the product for the student. Guidelines were developed, and the students were informed early that they would need to have a personal laptop. After almost a complete semester, there have been no complaints or concerns on behalf of the students.

Minutes 4.6.A Faculty Meeting Minutes from February 26, 2018

Curriculum	Jim and Terri to review advantages of CoursePoint and present to faculty	Jim and Terri

Minutes 4.6.B Faculty Meeting Minutes from February 11, 2019

Use of computers – which classes will require computers?	Fundamentals will start requiring computers fall 2019. Several courses are planning to use computers in lab.	Terri to note requirement in specs	Terri

Criterion 4.7

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

Parkland College Nursing Program uses a variety of evaluation methodologies which include professional and practice competencies. Students must meet course and program outcomes. The evaluation tools help to ensure that students are meeting the rigorous demands of the Parkland ADN Program. Evaluation tools utilized include multiple choice testing, clinical and lab observations, student course evaluations standardized Kaplan testing, case studies, role-playing, presentations, simulation, concept maps, and care plans.

Exams and quizzes are given in class or the computer lab. Reviewing exams and quizzes after scored can be done either by reviewing feedback online, or students may see the instructor to discuss the results privately. Other assignments include researching and writing evidence-based practice papers using the American Psychological Association (APA) publication standards.

Simulation experiences are used, and students are evaluated on their performance. See Criterion 4.6 for a description of Parkland's Health Professions Simulation Lab. Faculty and student debriefing take place after the simulation to discuss actions well done and actions that may need improvement. Students also may evaluate each other; comments remain confidential between the instructor and student writing the evaluation.

Students are provided with a simulation orientation course in which simulation expectations are discussed along with the instructor conducting the simulation. The goal of the simulation is to provide a safe, learning environment where students can learn, make mistakes, and learn without causing harm to patients. Simulations require critical thinking and help the student learn good clinical judgment.

All students are evaluated clinically using a clinical evaluation tool that is also reflective of the NLN Core Competencies and leveled by semester. Each level of the clinical evaluation tool is graded with the following performances levels:

1 = Provisional, 2 = Assisted, 3 = Supervised, 4 = Independent

By the end of the program, students need to be independent in all areas. See Appendix O for the Clinical Evaluation Tool.

Care plans and Concept maps are used to evaluate the clinical experience. Each semester care plans require a higher grade than the prior semester. Students are expected to maintain a score percentage on care plans assigned for the clinical course to show progression. Students who do not meet the score percentage at the end of the semester fail clinical, which results in a failing course grade. See Appendix P for Care Plan Grading Rubric.

The faculty have developed course outcomes, and students must meet these outcomes to progress in the program and ultimately meet the EPSLOs. Kaplan integrated exams are held each semester culminating in the last semester where the EOPSLOs are evaluated with the Kaplan Secure Predictor. Kaplan MedSurg Comprehensive Integrated Exam, performance on the Evidenced-based Research Paper, the Kaplan Community Integrated Exam, and the Evidence- based Group Research Project and Presentation are also used to evaluate the EOPSLOs.

Students are expected to complete general education courses either before they enter the program, or concurrently during each semester. To pass a clinical nursing course, students must pass clinical as well as the theory portion. If students fails a nursing class, they are required to complete a letter to the faculty that includes an action plan indicating how they plan to be successful if they would continue in the program. The faculty may or may not allow them to repeat the class and remain in the program depending on overall longitudinal performance as per the Parkland ADN Student Handbook page 19.

Parkland College Nursing Faculty assess and review the curriculum, instructional methods, program outcomes, and student outcomes annually and as needed. Spring 2019 semester Faculty began to look at elevating the grading scale based on feedback from other community college nursing programs at national meetings and a survey that was conducted with Illinois community college nursing programs. See Minutes 4.7.A Faculty Meeting Minutes from May 13, 2019. Faculty also noticed that students who had low C's were not successful on the NCLEX. As a result, the Faculty decided to increase the grading scale in an effort to improve student success in the Parkland ADN Program and in passing the NCLEX. The grading scale change is as follows:

Grading Scale Prior to Fall 2019	Grading Scale Starting Fall 2019
A 90 - 100	A 92 - 100
B 83 - 89	B 85 - 91
C 70-74	C 78 - 84
Any grade below 75 is considered failing.	Any grade below 78 is considered failing.

This change is posted in the nursing student handbook, course syllabi, and on the nursing programs' website.

Minutes 4.7.A Faculty Meeting Minutes from May 13, 2019

Nursing Program passing score.	Faculty discussed the current pass score at 75%. Our data shows that students who hover around the 75% benchmark are more likely to fail the NCLEX on the first take. It was discussed that some colleges have increased their required pass score. Faculty made the decision to change our grade scale to; 92-100 – A 85-91 – B 78-84 – C. Any grade below 78 will be considered a failing grade.	The new grading scale will be added to the Student Nursing Handbook and become the standard in fall 2019	Diane, Jim, and Michelle to update the handbook.

Criterion 4.8

The total number of credit/quarter hours required to complete the defined nursing program of study is congruent with the attainment of the identified EOPSLO and program outcomes and is consistent with the policies of the governing organization, state, and governing organizations accrediting agency.

Parkland College is a community college that provides an opportunity for students to earn an Associate Degree in Nursing (ADN). Completion of the ADN program requires a total of 68 credit hours with 37 of those hours in the nursing program, 12 hours in the sciences, and 19 hours in general education requirements. The Parkland ADN Program supports students entering the first year into the program along with those who enter as LPNs and Paramedics looking for a registered nursing degree. LPNs and Paramedics come into the second year after successfully meeting admission criteria as outlined in the Parkland College Catalog and completing an LPN and Paramedic bridge course. Requirements and pre-requisites for admission to the nursing program are listed on the Parkland ADN Program website:

https://www.parkland.edu/Main/Academics/Departments/Health-Professions/Areas-of-Study/Nursing-ADN, https://www.parkland.edu/Main/Academics/Departments/Health-Professions/Areas-of-Study/Nursing-LPN-to-ADN-Bridge,
https://www.parkland.edu/Main/Academics/Departments/Health-Professions/Areas-of-Study/Nursing-Paramedic-to-ADN-Bridge   and Parkland College Catalog.

Parkland College's nursing program follows the Illinois Community College Board (ICCB) administrative rules in determining credits. ICCB Administrative System Rules Manual in Evidence File 4.8.

Document 4.8.A ICCB Course Credit Hour Determination

> 1) Credit hours for courses for which ICCB credit hour grants are to be claimed shall be determined on the basis of an expected 45 hours of combined classroom/laboratory and study time for each semester hour or 30 hours of that time for each quarter credit hour.

2) Lecture Courses. Courses with students participating in lecture/discussion oriented instruction shall be assigned one semester credit hour or equivalent for each 15 classroom contact hours, at a minimum, of instruction per semester or equivalent. It is assumed that two hours of outside study will be invested for each classroom contact hour.

3) Laboratory Courses. Courses in which students participate in laboratory/ clinical-laboratory oriented instruction shall be assigned one semester credit hour or equivalent for each 30-45 classroom contact hours, at a minimum, of instruction per semester or equivalent. It is assumed that one hour of outside study will be invested for each two laboratory contact hours.

4) Clinical Practicum courses. Courses in which students participate in clinical practical experiences shall receive one semester credit hour or equivalent each 30-60 contact hours, at a minimum, per semester or equivalent. It is expected that one hour of outside study time will be invested for each two clinical practicum contact hours.

At Parkland College, nursing students can complete the program in two years. Students follow a semester sequencing plan and are expected to complete each semester's requirements before advancing to the next semester. Students must complete the nursing program within three years to ensure their success, as stated in the Parkland College student handbook. Students may choose a full-time or part-time sequence. Refer to Table 4.4.C for General Education Course Sequencing.

Table 4.8.A Full-time Nursing Course Sequence

1st Level	2nd Level	3rd Level	4th Level
NUR 113	NUR 151	NUR 236	NUR 257
NUR 117	NUR 118	NUR 238	NUR 258
NUR 114		NUR 255	NUR 258

Table 4.8.B LPN to ADN Bridge Nursing Course Sequence

1st Level	2nd Level	3rd Level
NUR 151	NUR 255	NUR 215
NUR 210		NUR 257
		NUR 258

Table 4.8.C LPN to ADN Bridge Nursing Accelerated Course Sequence

1st Level	2nd Level
NUR 151	NUR 215
NUR 210	NUR 257
NUR 255	NUR 258

Table 4.8.D Paramedic to ADN Bridge Course Sequence

1st Level	2nd Level	3rd Level
NUR 110	NUR 151	NUR 215
	NUR 236	NUR 218
	NUR 238	NUR 257

Students wishing to pursue course work on a part-time basis should complete all general education courses before admission to the nursing program. General education and other non-NUR required courses can be taken prior to the semester recommended, but courses cannot be postponed past the semester scheduled in the full-time sequence. Once the student is admitted to the nursing program, all courses in the first semester must be completed to progress to the second semester. The same is required for each subsequent semester. Students meet each semester with their faculty advisor to review academics and ensure students are not missing courses out of sequence.

Students graduate twice each year, every May and December. Students are admitted to the program twice a year in the spring and the fall. Currently, there are not any nursing classes held in the summer session. All courses must be taken in the appropriate sequence. Classes meet during the day time, but there are a few clinicals offered in the evening and Saturdays in NUR 151 and NUR 258. These hours allow for some flexibility for the students to help them meet

their many different demands placed on them by school and life in general. General education

courses and prerequisites are listed in the catalog with course descriptions.

Table 4.8.E Clock and Credit Hours

Course	# weeks/ semester	Credits	Theory/ Class	Lab	Clinical
NUR 113	16	3	2	3	0
NUR 114	16	5	3	2	4
NUR 117	16	1	1	0	0
NUR 119	16	1	1	0	0
NUR 118	16	5	2	3	6
NUR 151	16	4	2	2	4
NUR 255	16	4	2	0	6
NUR 236	16	3	2	0	3
NUR 238	16	3	2	0	3
NUR 215	16	1	1	0	0
NUR 257	16	3	2	0	3
NUR 258	16	5	2	2	7
Total Credits		**37**			

Criterion 4.9

Student clinical experiences and practice learning environments are evidence-based; reflect contemporary practice and nationally established patient health and safety goals; and support the achievement of the end-of-program student learning outcomes.

The varied clinical experiences the Parkland ADN Program offers the nursing student prepares

the student to be successful not only in the program but as an RN in professional practice. The

Program Coordinator meets annually with the hospital clinical sites to ensure that both the

clinical site needs and the nursing program needs are met. Open communication is encouraged

to have the best clinical environment to achieve program outcomes.

The clinical facilities utilized, refer to Criterion 4.10, support evidence-based and nationally established patient health and safety goals. All clinical affiliates are accredited; one facility is Magnet. The Magnet Recognition Program recognizes healthcare organizations for quality patient care, nursing excellence, and innovations in professional nursing practice.

The Joint Commission's National Patient Safety Goals (NPSGs) are used to ensure the students are exposed to best practices in each course. Appendix Q outlines how the Parkland ADN Nursing Faculty incorporate the NPSGs into their courses.

Evidence-based practices (EBP) are incorporated into the curriculum as they become available in the literature. For example, in the first level, students learn about using current resources, finding evidence-based practices, and learn skills incorporating EBP. Evidence-based practices continue to be taught throughout each course and increase in complexity as students progress through the program. See Table 4.9.A Evidence-based Practice in Courses.

Table 4.9.A Evidence-based Practice in Courses

EBP	Course	Details About Content and Process
Deep vein thrombosis prevention	NUR 114	Faculty discuss prevention by mobility, and mechanical and chemical prophylaxis
	NUR 117	Discussion of medications that impact coagulation
	NUR 118	Discussion of DVT prophylaxis and anticoagulation medications for use in specialized populations
	NUR 236	Discussion of hypercoaguable state during pregnancy, DVT prophylaxis during pregnancy and postpartum
Wound Care	NUR 114	Current prevention strategies, use of wound care teams and introduction to pressure ulcer wound irrigation, and incision care.
	NUR 118	Focus on wound prevention and treatment with clinical time spent in wound healing center
NUR 210		No clinical component in NUR 210
Eliminating bacteremia with central lines	NUR 118	Students learn to perform central line dressing changes and discuss potential complications, including CLABSI and risk reduction

	NUR 255	Students perform central line dressing changes as needed in the clinical setting and simulation under sterile technique. Students also practice in open labs and skills testing week 5 as well.
Use of the Clinical Institute Withdrawal Assessment of Alcohol (CIWA) scale	NUR 255	Students learn about this during clinical and document the alcohol withdrawal protocol in the patient's chart.
	NUR 151	Students learn about this assessment instrument during lecture/material covering substance use disorders. Material covered in assigned readings and in lecture discussion.
	NUR 118	Students apply CIWA scale at clinical and discuss patient care and potential complications of withdrawal
Ventilator acquired pneumonia prevention	NUR 258	VAP is taught in lecture. Students perform care for ventilator patients in clinical.
CAUTI prevention	NUR114	Faculty discuss CAUTI prevent, teach sterile urinary catheter insertion, perineal care, and manifestations of urinary tract infections.
	NUR 118	Perform skills related to catheter use to standard and discuss complications related to CAUTI, nurse driven removal protocols
	NUR 236	
	NUR 255	Adherence in the clinical setting. Students perform this with their daily care in NUR 255 in the clinical setting while caring for patients with Foley/suprapubic catheters.
Final Group Project & Presentation	NUR 258	A semester long, evidence-based research project using a Joint Commission National Patient Safety Goal (NPSG). Students divide into groups, select a leader, choose a NPSG to research and then present to all faculty, classmates and lower semester nursing students. Students present their findings using PowerPoint or a similar format.
Evidence-Based Practice Paper	NUR 215	Students pose a clinical question using the PICO format and research and evaluate the validity and relevance of the research in relation to their PICO. Students are provided a brief introduction to research and evidence-based practice in the online classroom.

Hospital and community sites provide a wide range of clinical experiences and observations including acute, extended, and long-term care, as well as specialty units such as critical care, pediatrics, maternity, mental health, and clinics. Simulation provides for consistent experiences

for students and provides a means to ensure that students are exposed to best practices and work with established health and safety goals.

The Illinois Department of Financial and Professional Regulation (IDFPR) Advisory Board of Nursing provides requirements for simulation use in pre-licensure nursing programs. Simulation hours are considered equivalent to clinical hours. A nursing program may opt to utilize a maximum of 25% of its total program's designated clinical hours to meet learning outcomes through simulation. Simulation scenarios experiences include, preparation, application during the scenario, and debriefing. For the Illinois Board of Nursing Guidelines, refer to the website *nursing.illinois.gov* at http://nursing.illinois.gov/simulation.asp

Criterion 4.10

Written agreements for clinical practice agencies are current, specify expectations for all parties, and ensure the protection of students.

Clinical sites are selected by the nursing faculty to provide the best learning environments to meet the program and student course learning outcomes. Clinical sites are chosen by the availability, ability to meet the student needs, and the capacity to accommodate the number of students needed. Clinical sites are also chosen based upon the ability to have the number of clients required for the best learning environment. Clinical rotations are held in Fundamentals in Nursing, Medical Surgical I, Medical Surgical II, Medical Surgical III, Community Health Nursing, Pediatric Nursing, Maternal-Newborn Nursing, and Mental Health Nursing. The Health Professions Dean is responsible for maintaining and updating clinical contracts and agreements. The contracts are used to ensure clinical placement, protect, and provide the best clinical experience for the students. The nursing program follows the clinical sites' policies and procedures. All clinical site standards of practice reflect the National Patient Safety Goals (NPSGs) and current evidence-based practice (EBP). Clinical Agreements available upon request.

Criterion 4.11

Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with end-of-program outcomes.

All Parkland ADN Program nursing courses are taught face-to-face with the exception of NUR 215 Leadership in Nursing, which is 100% on-line. Two other courses are hybrid in which case the lecture is either fully or partially on-line via PowerPoint and/or recording. All courses use Cobra LMS to deliver one or more of the following; course content, assignments, communication and feedback, testing, and grading. Other instructional delivery methods include discussion, demonstration, video/DVD's, lab activities, simulation from low to high fidelity, assigned readings, computer activities, assignments, clinicals, Kaplan, EHR Tutor, and presentations etc. Instructional delivery methods for the on-line class are similar to other course offerings and include activities such as writing a resume, evidenced-based paper, weekly discussion, and a self-evaluation at the end of the course.

All course activities provide background, knowledge, and experience that build on the EOPSLO's. Throughout the curriculum the student builds on the use of evidence-based practice, making judgments in practice, and incorporating quality and safety.

Simulation learning activities are used throughout the program from low to high fidelity for skill learning, practice and testing. Students use the simulation lab located at the H-Wing adjacent to the main college campus. The simulation center was remolded in the summer of 2019 to be able to offer more fidelity and to try and model the structure of a hospital room and care. There are several mannequins being used including IStan, Metiman, Nurse Ann, Noelle for OB, a child mannequin for Peds, and Nurse Kelly all utilizing state of the art equipment such as monitors. There are two additional patient rooms and a home care setting for simulation use since the remodel.

All courses offer a variety of evaluation methods and help to measure achievement of the end of program student learning outcomes. Some of these methods are but not limited to multiple choice tests, Kaplan integrated and focused review tests, student papers and presentations, care plans, lab, clinical, case studies, EHR Tutor, multiple select all that apply questions, clinical evaluation forms, and several others. The evaluation methods are similar for all nursing courses whether online, hybrid, or face to face.

Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

Criterion 5.1

Fiscal resources are sustainable, sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.

Sources of funding for Parkland College for the year 2020 include 49% tuition and fees, 39% local government, 9% state government, and 3% other. In FY 2016, the state of Illinois had undergone a significant budget cut in FY 2016 of about half the revenue that Parkland College had expected. Parkland College administration swiftly took measures to mitigate the situation by making adjustments on all expenditures. The Nursing Program was not impacted by the budget cuts (see Table 5.1.A Three Year Nursing Budget). As described in Standard 2, part-time faculty were readily hired to support the increase in the number of students.

Table 5.1.A Three Year Nursing Budget

In FY2019, a simulation budget was developed. This budget was previously part of the nursing budget. The decrease in overall budget for that year reflects the reduction in Contractual Services for the simulator $13,038 and Instructional Supplies $25,540, which was removed for new Simulation Cost Center. The budget would have been $982, 815.			
	Number of FT Faculty	Number of Students	Total Budget
2018-2019	8	263	$944,237
2017-2018	8	271	$1,029,974
2016-2017	8	228	$1,060,252

In looking at another budget in Health Professions, the Dental Hygiene Program, similar trends were found. Although the overall college budget dropped, the Dental Hygiene and Overall

Health Professions budget did not. See Table 5.1.B Budget Comparison.

Table 5.1.B Budget Comparison

	Institutional Budget	Nursing	Dental Hygiene	Health Professions
2018- 2019	$57,500,000	$944,237	$701,146	$4,613,999
2017-2018	$45,400,000	$1,060,252	$641,312	$4,606,762
2016-2017	$80,800,000	$1,029,974	$649,872	$4,497,820

Capital Expenditures:

Capital requests are made to the Dean and then submitted to the Vice President of Academic Services for approval. There is not an automatic dollar amount for capital expenses. Each year, the college allocates money for capital expenditures and all health profession programs submit requests. Requests are ranked by the Program Directors and then recommendations to the Vice President of Academic services approves the expenditures. Additionally, higher expense items can be placed on the Annual Plan for higher expenditures expected in the future such as a new high fidelity simulation manikin, remodeling, or additional personnel.

Professional Development

Each full-time faculty member is allotted $1800/year for professional development. An additional line on the budget is for travel. In addition to the $1800 per full time faculty member, the Dean has encouraged and supported continuing education/professional development for all faculty.

The program budget is adequate to meet the needs of the ADN Program. Budget information can be found on Web Advisor for the program. In addition to the routine budgeted expenses of the program, if there is a need, a request is made to either the Capital Equipment Request process or directly to the Health Professions Dean.

The program outcome that is of concern is the NCLEX pass rate, which has dropped significantly. As described in Standard 2, the concern is being evaluated as to whether more full-time and less part-time faculty would have an effect on the pass rate. Other criteria such as

the student engagement, admission criteria, and the grading and evaluation methods that have been changed will have an impact on the outcomes. Curriculum mapping and test writing have also been evaluated and developed.

Criterion 5.2

Physical resources are sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and meet the needs of the faculty, staff, and students.

The Simulation Lab affords the students with experiences they might not otherwise experience during normal clinical rotations because they can be staged.

Simulation Lab

Simulations can occur with a choice of several levels of simulation. The last semester faculty utilize high fidelity simulation that synthesizes a crisis scenario in the final med-surg class, NUR 258. The final population health class, NUR 257, uses standardized patients in a home care setting.

Throughout the program, the following simulators have been purchased are used:
- 2017   Refurbished high fidelity Manikin (MetiMan/CAE) $38,000
- 2018   Birthing Simulator (Noelle/Guamard) $2900
  - Omni 2 upgrade and virtual monitor $2700
  - Ventriloscope (wearable technology for B/P, heart, lung, bowel sounds) $8000
- 2019   Mid-fidelity Manikin (Nurse Anne Simulator/Laerdal) $20,000
  - Construction/reconfiguration of sim lab $60,000
  - Zoll defibrillator with simulation attachment $1700

Major remodeling occurred in the summer of 2019 including the following:

Construction to update and reconfigure H wing include:

- H 109 reconfigure into 2 simulation bays; add mobile nursing station
- H 110 move doorway, enlarge room, convert to home care simulation room with storage
- H 111 modify door and expand storage area
- H 112 (operator control room) enlarge to allow 2 operator stations
- H 113 divide into 2 rooms-one for simulation-one room for debriefing
- Add secure storage areas in hallway
- Install PC at nurses station
- Install PC and additional screen in H 114 (debriefing room) to allow live streaming of simulations
- Install mobile workstations H 109A and H 109 B
- Purchase new tables, chairs, large white board H 114 (debriefing room)

  A/V Equipment plans to update H wing simulation include:
- A/V package-cameras/microphones/hardware/software to integrate entire simulation lab including all simulation bays, control room and debriefing rooms (multiple quotes obtained)

Labs

The nursing skills labs on the main campus have undergone many changes in the last couple of years. All tables and chairs in both main labs have been replaced. Remodeling of the L 238 lab was done to improve functionality. Both nursing skills labs and the simulation lab have new refurbished electric beds. A computer, projector and projector screen were added to L 211. Two of the three nursing labs on the main campus are now equipped with a computer and projector. A computer on wheels is available in the third lab (L 238) and is used to document on the electronic health record, EHR Tutor.

Skills Lab

The ADN Program that has open lab hours during various times during the week. A registered nurse always staffs the open lab hours. The Skills Lab is open 12 to 14 hours per week.

Classrooms

Until recently, there was only one main large lecture hall, L111 that was dedicated to the Nursing Program. When it became difficult to schedule lectures, a second large classroom, A259, was outfitted to meet the needs of the Nursing Program along with other Health Profession Programs that have larger class sizes. Each of these rooms are equipped with a computer, projector and a document camera.

Student Testing

Much of the testing for our Parkland ADN Nursing Program students is done on computers in the Assessment Center located in the U wing. The Assessment Center is open 9:00 a.m. to 6:30 p.m. Monday thru Thursday and 9:00 a.m. to 3:00 p.m. Friday. A computer lab with 22 stations located in L 246 also serves as a location to offer secure proctored exams. Many of the Kaplan integrative exams are given in that room. All of the computers have been replaced this past summer in the L 246 computer lab.

Office Space

Most all the faculty share an office with one other nursing faculty member. Part-time faculty share a room with multiple desk and computer stations. All offices are in the same general vicinity on the 2ND floor of the L wing, except for the Assistant of Nursing. The Dean of Health Professions and the Assistant Dean of Nursing each have an office to themselves with administrative assistant support and are located on the 1st floor of L wing. All offices have windowless doors and if faculty wish to meet privately with a student either the other faculty member will step out to allow for privacy or the faculty will meet with student in one of the nursing labs that is not being used. All faculty are required to have five office hours a week and

if classes are overloaded they must add additional hours. Faculty will also meet with students during non-office hour times to accommodate students.

Three separate rooms provide support to the nursing faculty. L140 has a printer, Xerox machine, a Scantron machine, microwave, toaster over and refrigerator. L236 ha a microwave, computer, printer, and Xerox machine. L117 provides office supplies, stationary and envelopes, employee mail boxes, a fax machine, printer, shredder, student files in a locked cabinet, and other miscellaneous items that support the faculty and staff.

Study areas

There are several areas throughout L wing that have lounges with tables, chairs, and couches for students to relax and study. In addition to L wing the library and the student union in the U wing have multiple study areas, several designated as quiet zones.

Criterion 5.3

Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.

As a trial, a fourth semester nursing student was hired to meet with students in L 211 four hours a week. If the need arises these hours can be increased, and funds are available to hire a second tutor if necessary. The feedback was very favorable, thus a student tutor will continue to be used in subsequent semesters.

Faculty meet bi-monthly for faculty meetings during the school year. All textbook and software changes must have full faculty approval. Book reps provide faculty with desk copies of textbooks for home or office use.

A recent change in the last couple of years has been to switch from ATI to Kaplan for standardized, integrative testing. Faculty carefully evaluated several vendors as they were not satisfied with the ATI product and support. The consensus was that Kaplan provided better support to student and faculty, required mandatory participation for NCLEX review classes and was overall more user friendly. In addition to end of semester testing, Kaplan resources are used throughout the program.

Parkland College Library

The Parkland College Library is located on two floors in the College Center. The Parkland College Library is a comfortable place to study, research, browse, and work with friends. Librarians are available to assist and guide students. Full-text databases are available online 24 hours a day 7 days a week. Data bases can be accessed from off-campus using the students ParklandOne login. A free Wi-Fi network can be accessed for use of laptops and smart devices while on campus.

The student's Parkland ID also serves as a library card. Materials may be renewed online in the Parkland Library catalog or by calling 217-353-2223. Printing and photocopying are available in black and white (10 cents per page) and color (50 cents per page). Laptops, Kindles, calculators, headphones and more can be checked out at the Service Desk. Course textbooks are available for reference in the library.

The Ask-A-Librarian service is available via chat, text, email, and telephone by visiting the [library website](#) or calling a librarian at 217-373-3839.

Technical Services

The Tech Service Desk is a one-stop shop for Parkland students seeking assistance with Parkland technologies, including my.parkland.edu, email, Cobra Learning, Wi-Fi, ParklandOne, Microsoft Office 365, and more.

 The Tech Service Desk may be accessed by

- Phone- 217-353-3333

- Email TechHelp@parkland.edu

- In person: room A184

    - Service hours:

        7:30 a.m. to 6 p.m. Monday through Thursday

        7:30 a.m. to 5 p.m. Friday

    - Summer hours:

        7:30 a.m. to 6 p.m. Monday through Thursday

- Visit the Parkland Library

    - Tech assistance available:

        10 a.m. to 2 p.m. Monday through Thursday

        10 a.m. to noon Friday

    - Summer hours:

        10 a.m. to 2 p.m. Monday through Wednesday

        10 a.m. to noon and 1 p.m. to 2 p.m. Thursday

- Access the [Tech Service Desk Website](#)

Criterion 5.4

Fiscal, physical, technological, and learning resources are sufficient to meet the needs of the faculty and students engaged in alternative methods of delivery.

The Information Technology Governance Structure is a group of committees that are responsible for developing, approving, prioritizing and recommending IT related projects. Included is a Student Working Group where decision on development and support or instructional technology decisions occur.

Technology Services has an on-line web page where different types of support can be found including a comprehensive Knowledge Database.

Section Three: Standard 6
Standard 6: Outcomes

Program evaluation demonstrates that students have achieved each end-of-program learning outcome and each program outcome.

The nursing program has a current systematic plan of evaluation. The systematic plan of evaluation contains:

a. **Specific, measureable expected levels of achievement for each end-of-program student learning outcome and each program outcome.**

b. **Appropriate assessment method(s) for each end-of program student learning outcome and each program outcome.**

c. **Regular intervals for the assessment of each end-of-program student learning outcome and each program outcome.**

d. **Sufficient data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.**

e. **Analysis of assessment data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.**

f. **Documentation demonstrating the use of assessment data in program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.**

Criterion 6.1

The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.

There is ongoing assessment of the extent to which students attain each end-of-program student learning outcome.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program student learning outcome.

Historically, Parkland faculty has focused its time and energy on standardized testing outcomes. Each semester faculty has tracked the Assessment Technologies Institute L.L.C. (ATI) Comprehensive Predictor and most recently, the Kaplan Secure Predictor. Faculty has evidence to prove the strong correlation between those students who score high (meet or exceed the score threshold set by Kaplan) and those students who successfully pass NCLEX on the first attempt.

The Parkland ADN Program replaced ATI with Kaplan the fall of 2016. As Kaplan was new to Parkland faculty the only standardized test assigned the first semester was the Secure Predictor. The MedSurg Comprehensive test was added spring 2017, and the Community Integrated test fall 2017 (See Appendix R Standard 6.1: End of Program Student Learning Outcomes for results). Faculty agreed by the end of Spring 2019 that all classes will have Kaplan assessment testing and supporting materials incorporated into the curriculum. The decision was made by faculty to use the score threshold set by Kaplan as they are valid national norms established through rigorous and reliable testing.

Parkland full-time faculty acknowledges the Parkland ADN Program is unique in its offering of a community health course. Faculty is aware not all community college nursing programs provide a community health course as part of their standard curriculum. Several faculty members attended an NCLEX update conference at Illinois State University, in Bloomington, IL. Presented at the conference was NCLEX's plan to increase the focus on population health, and wellness and prevention. The long-term, Community Health instructor had recently retired, and another faculty member stepped up to the challenge to take on the Community Health course. Although the content remained primarily gerontology and community health resources, the new instructor, after cross referencing the 2019 NCLEX-RN Test Plan, changed the name of the

course from Community Health Nursing to Population Health Nursing. Additional emphasis was placed on marginalized populations and cultural competency in nursing. As with all courses, the content is cross checked with the Kaplan Secure Predictor, which is used as a program level of achievement. Consistent with program practice, the Population Health Nursing instructor, adjusts presentation of content based on item analysis of both the Kaplan Secure Predictor and the Kaplan Integrated Community Assessment scores. As Appendix R Standard 6.1: End of Program Student Learning Outcomes for results reveals, Parkland nursing students have consistently done better than the national norm on the Kaplan Community Integrated Assessment.

Many of the graduates continue their formal education by achieving a BSN, and many of those former students will continue to earn an MSN. Parkland faculty prepare the graduates well for successfully achieving a higher degree by introducing the concept of evidence-based practice and research throughout the program. The students are assigned two evidence-based research projects in their final semester. One such assignment in NUR 215 Leadership in Nursing involves the students researching a topic of interest and creating a minimum 1,000 word, typed, APA paper. A second assignment in NUR 258 Medical-Surgical Nursing III is a semester-long, group project researching a Joint Commission National Patient Safety Goal stressing the concept of patient safety. The groups present their research projects at the end of the semester with an audience consisting of their classmates, faculty, and nursing students from the three lower semesters.

The Test Plan Performance Report reported by the National Council for State Boards of Nursing (NCSBN) through Mountain Measurement, Inc. reveals Parkland students have consistently exceeded the passing performance established by NCSBN. In the categories of; Management of Care, Safety and Infection Control, and Health Promotion and Maintenance.

Minutes 6.1.A Faculty Meeting Minutes Supporting Curriculum Changes

5/13/19	Nursing NCSBN NCLEX Report/Curriculum changes	Faculty is to review integrated testing at their course level and the Kaplan comprehensive predictor to identify areas of weakness. Faculty is then to correlate with their course topics. Faculty is to write a summary about what was or will be changed in their course and why. This should address the weak areas identified with integrated testing.	Faculty to identify weak areas from integrated testing and write a summary of changes that will take place in their course to address them.	Faculty to complete by fall 2019.
3/11/19	Next steps – Curriculum Mapping	Will wait for the Mountain Measurement results which shows where our strengths and weaknesses are with the NCLEX student results. This should be available the end of April.	Awaiting on results	Diane
2/11/19	Curriculum content	All faculty to complete the NCLEX tracking Excel spreadsheet. Diane requested a faculty member attend the ISU presentation with her.	Terri will tally the NCLEX tracking sheet. Tami will attend with Diane	Terri, Tami
1/7/19	Use of Kaplan for all courses - commitment	All courses now must be utilizing Kaplan in some form by the end of this semester.	Faculty to structure use of Kaplan assessments into all courses.	Faculty
11/5/18	Curriculum mapping	Added to previous information, Theresa teaches eyes and ears and both Terri and Theresa teach an element of nutrition.	Tami to add to our previous curriculum mapping list.	Tami
10/15/18	Curriculum Review	Tami reviewed the Kaplan aggregate report with faculty. Faculty mapped out who teaches each question topic. A deficit was noted in sensory system. Diane will check with Theresa. We will drill down in areas of weakness. The committee recommends that we stay with NLN with the new standards.	Diane to discuss sensory system with Theresa	Diane

8/27/18	Nurse Tim Conference highlights – Tami, Deb and Terri	Deb – Reviewed the conference including facilitating clinical learning, enhancing clinical learning examples and inter-professional clinical learning. Tami – Stressed safety, the NCLEX is based on safety technology such as EMR (HER), students should be prepared prior to lecture and actively using Bloom's, instructors should bring clinical to the classroom. NCLEX preparedness should start day one in semester one. Curriculum should be reviewed/revised every 3-5 years, curriculum mapping is current strategy, and NCLEX will change in 2019 with increased difficulty. There is a move in Standard Six from what did happen to what will happen to what is the best that can happen.	Terri to review her conference at a future date	Terri
	Standard 6	Kaplan secure predictor results from last semester where handed out. Faculty to note what is taught in their course and bring to the next faculty meeting.	Faculty to review secure predictor for content.	Faculty
	Curriculum Revision	The committee will meet the 1st and 3rd Mondays from 2-3 pm. Goal is to present findings and recommendations on mission, vision, and philosophy statement. They are reviewing QSEN. They discussed theorist but decided that NLN or QSEN encompass what each theorist promotes.	Committee to bring to faculty prep week of spring 19 for vote. Faculty will have until the end of spring 19 to decide.	Tami, Megan, Deb and Terri
5/14/18	Standard VI	Faculty reviewed measures. Faculty discussed Kaplan assessment being an end of program measure. It was suggested that a Kaplan assessment be used as a measure for each course. Faculty did not come to a consensus on this at this time.	Revisit in fall 2018	Faculty

5/7/18	NCLEX Predictors	Faculty discussed research that supports the accuracy of NCLEX predictors. Faculty agreed to change program requirements that students must not only maintain a PGPA of 2.5 but also maintain a GPA of 2.5 for nursing courses. This will need to be reworded in our handbook since it currently states students must maintain C's or above in all courses.	Faculty to do handbook revisions in fall	Faculty
2/6/17	Kaplan results – secure predictor	If course changes are made based on Kaplan, please make sure it is noted. Kaplan will be coming to PDD Tami and Michelle sent out to point systems for the proctored assessments. Tami will ask Kaplan about the systems.	Tami to ask Kaplan about point system for assessments	Tami
1/12/17	Kaplan results and future plans	Each course discussed how they would implement the Kaplan proctored assessments and what, if any, points would be given. The courses who will utilize it are Mental Health, OB, Peds, Medical-surgical (NUR258), Fundamentals, Comprehensive. Kaplan recommends that points do not exceed 10% of total course points. Most courses are keeping at less than 5%. Each course syllabus will reflect the requirements.	Course coordinators will reflect expectations for proctored assessment	Diane and Tami to update faculty on results of last semesters Kaplan assessments
10/3/16	Kaplan policy	Books for all students and faculty were delivered. No points will be given this semester. All faculty will orient themselves to the site and make recommendations to faculty		Faculty

Criterion 6.2

The program demonstrates evidence of graduates' achievement on the licensure examination.

The program's most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.

There is ongoing assessment of the extent to which graduates succeed on the licensure examination.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates' success on the licensure examination.

There is a minimum of the three (3) most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.

<u>2016</u>
ELA: The Parkland College nursing graduate first-time NCLEX pass rates will be at or above the national mean.
National Council of State Boards of Nursing average Associate Degree Nursing NCLEX pass rate – 80.9%

<u>2017</u>
ELA: The Parkland College nursing graduate first-time NCLEX pass rates will be at or above 80%

<u>2018</u>
ELA: The Parkland College nursing graduate first-time NCLEX pass rates will be at or above 80%

Table 6.1.A NCLEX Pass Rates

Program Outcome	Assessment Method(s)	Frequency of Assessment	ELA
Licensure Exam	Illinois Board of Nursing Quarterly and Annual Reports	Quarterly and Annually	80% or greater for all first-time test-takers during calendar year.

Data				Analysis/Actions
ADN	2016	2017	2018	• Spring 2016 Informal data shows higher than normal number of NCLEX failures. Faculty discussed possible reasons and looked for any variances or trends. • Spring 2016 Faculty implemented changes to increase NCLEX pass rate with current class. • Professional Development Day Spring 2016 dedicated to evaluating and increasing pass rates. • Fall 2016 Faculty raised the GPA requirement for quizzes and exams before allowing any other types of points added to students overall grade. • Professional Development Day Spring 2017 invited guest speaker to talk about test writing skills. • Spring 2018 Kaplan integrated, and focused assessments required for all courses.
Traditional program	75%	83%	80%	
LPN-to-RN Bridge Program	75%	62%	80%	
Paramedic-to-RN Program	N/A	N/A	100%	
Aggregate	75%	80%	82%	

Until 2016, the Parkland ADN Program consistently maintained a first-time pass rate near 90% or above. In 2016 the pass rate dropped to 75%. Faculty track pass rates both formally and informally. The quarterly and annual reports from the Illinois Board of Nursing are shared with faculty when received. Assessment and review are done at faculty meetings. Since informal tracking is done by interactions with graduates of the program and faculty during interactions at the area hospitals and via social media, Faculty have an estimate of NCLEX passes and failures before receiving the formal report.

Early 2016, faculty were already discussing a higher number of failures reported informally from the fall 2015 graduating class and immediately started to seek out possible reasons. Discussions in both formal faculty meetings and informal meetings occurred. A review of the previous two years showed no major changes in curriculum, content delivery or faculty that might affect outcomes. The only variance noted by faculty was that the last class had decided as a group not to take an NCLEX review. Up until this time, the NCLEX review was optional, with most students in a cohort taking it. The cohort in which a larger number of failures occurred had only four students who took the NCLEX live review. Note that all four of those students passed on the first take. It was decided that faculty would spend the majority of Professional Development Day, held in the first quarter of each year, to address the poor NCLEX pass results that were coming to light. The faculty did this before receiving the first formal quarterly report.

On Professional Development Day it was noted that there were seven confirmed failures from the fall graduating cohort. The faculty reviewed the longitudinal file of each student and noted that each of the students was at risk for failing. The faculty immediately began to put together an action plan to improve pass rates starting that semester. Faculty implemented the following immediately:

- Current fourth-semester students were required to take a proctored practice comprehensive predictor before the final required one. The students were required to remediate in all areas noted as weak on the practice assessment before taking the final assessment.
- The faculty encouraged the entire fourth-semester cohort to take an NCLEX review and worked with them to try to get a discounted cost.
- The nursing program, which had previously been using ATI for the assessments decided to switch to Kaplan for comprehensive testing. (Faculty had been reviewing different assessment testing products the previous year and was in the final decision-making process of choosing a different one from ATI.
- The Assistant Dean of Nursing working with Kaplan and assisted in putting together a package that included an integrated and focused assessment with a

comprehensive predictor at the end. Kaplan also included the NCLEX review course and starting the next semester it became part of our program and students were required to attend the review before having their name submitted to the state to take the NCLEX.

- The faculty also spent part of Professional Development Day with a Kaplan representative to review how best to utilize the assessment product.
- The faculty reviewed the end of semester comprehensive predictor to identify weak areas and then addressed the content to improve outcomes.

The cohort graduating in the spring of 2016 was noted to have a decrease in failures and the quarterly pass rate increased. The faculty continued to discuss areas for improvement at faculty meetings and looked for evidence to support changes that would improve outcomes. Faculty reviewed research and previous semesters data and found correlations with students who failed the NCLEX to lower admission scores, lower quiz and exam scores across the nursing curriculum, lower PGPA's and students who failed a nursing course in the first semester of the program. Faculty also spent time in faculty meetings identifying students who may be at risk for failing the NCLEX on the first take and increased use of the Student at Risk form to identify learning needs earlier and work with the student for optimal outcomes. This was to ensure continuity as the student progressed in the program.

In the fall of 2016, faculty decided to require the student to maintain a 75% average in all quizzes and exams before any supplemental points, such as written papers and presentations be added to the final grade.

Spring 2017 faculty continued to study student data for patterns in each cohort. The faculty addressed the correlation between admission scores and NCLEX pass rates and reviewed our TOEFL requirements. Current NCLEX required a TOEFL score of 83% and our minimum was 88%. The faculty decided to keep ours at the current requirement. For Professional Development Day 2017 a guest speaker was invited to assist us in improving testing writing skills. Quarterly NCLEX

reports continued to show an increase in our pass rate which was substantiated by our annual reports.

Spring 2018, based on evidence supporting the use of standardized testing, it became a requirement for all courses to have a form of standardized testing as a measurement for outcomes. Faculty continue with the evaluation of our outcomes each semester and last semester faculty discussed research that supported the accuracy of NCLEX predictors. The program requirement at that time was that students must maintain a PGPA of 2.5 or higher. In our program data review, faculty found that students who had a PGPA of 2.5 but dropped lower than 2.5 GPA in nursing courses had a higher chance of failing the NCLEX. The decision was made to continue to require students to maintain a PGPA of 2.5 but must also maintain a GPA of 2.5 in all nursing courses. This was put into effect fall of 2019.
NCLEX pass rates have increased each semester and annually.

Minutes 6.2.A Faculty Meeting Minutes Supporting NCLEX Scores

Professional Development Day 2016	NCLEX Pass rates	There have been 7 students identified as failing the NCLEX from the class of 12/15. Faculty reviewed data collected on the students during the program and it appears the students were at risk for failing. An action plan was discussed to improve pass rates starting this semester.	Faculty decided to implement the following: Current fourth semester students will take a proctored practice comprehensive prior to the final proctored one. They will remediate in areas noted to be weak. Faculty will encourage the entire fourth semester to take an NCLEX review and attempt to get discounted rates.	Diane and faculty
		Faculty reviewed the Illinois Board of Nurses standards for pass rates.	Faculty will speak to the fourth semester class on Monday of Wk 9 and	

		If a program ranks a 75% pass rate or below in a calendar year they will receive a written warning. Greater than 2 years they will require a site visit and be placed on probation. Greater than 3 years they will be allowed to continue on probation with improvements expected or will lose their accreditation.	discuss the importance of a review course. The nursing program will discontinue ATI and switch to Kaplan for comprehensive testing, specific testing, included in the fees will be a NCLEX review course. The 258 course instructor will change back from hybrid to face to face lecture. Quiz format will be changed in fourth semester to reduce cheating.	
3/7/2016	Student Issues	A great deal of time was used to discuss students with concerns. The Student at risk policy was referred to on several occasions.	Faculty to be aware of students who may be at risk for passing and utilize resources available. Faculty is to meet with students at risk and note areas for improvement on their evaluations.	Faculty
8/17/2016	Exam average to pass course review/discussion	A trend was identified in fourth semester. Students who did poorly on quiz and exam scores were less likely to pass the NCLEX on the first take. Supplemental points from case studies etc. may have kept students from failing a course.	Faculty discussed at length and agreed that students should have a 75% for quizzes and exams before any other points are added into the students final grade. If the student fails to achieve a 75% on quizzes and exams alone, they will not pass the course.	Faculty
5/1/2017	Proposed policy changes	Reviewed are trends of NCLEX pass/fail dating back to 2010. Reviewed student drops in comparison to one		Faculty

		course failure and GPA of 2.5 nursing courses only. Diane asked faculty to review it closely for other patterns we may be missing. Fundamentals started using Kaplan integrated testing this semester and will continue but will focus on remediation.		
5/7/2018	NCLEX Predictors	Faculty discussed research that supports the accuracy of NCLEX predictors. Faculty agreed to change program requirements that students must not only maintain a PGPA of 2.5 but also maintain a GPA of 2.5 for nursing courses. This will need to be reworded in our handbook since it currently states students must maintain C's or above in all courses.	Faculty to do handbook revisions in fall	Faculty

Criterion 6.3

The program demonstrates evidence of students' achievement in completing the nursing program.

The expected level of achievement for program completion is determined by the faculty and reflects student demographics.

There is an ongoing assessment of the extent to which students complete the nursing program.

There is an analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program.

There are a minimum of the three (3) most recent years of annual program completion data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion or entering cohort.

Table 6.3.A Program Completion

Semester Student entered Program	Program	Started	Finished	Semester Retention Rate	Traditional	LPN-to-RN	Paramedic-to-RN	Program Total Retention Rate
Fall 2014	Traditional	43	38	88%	89%	100%		91%
	LPN to RN	0						
Spring 2015	Traditional	33	30	91%				
	LPN to RN	9	9	100%				
Fall 2015	Traditional	34	23	68%	82%	92%		84%
	LPN to RN	6	6	100%				
Spring 2016	Traditional	46	43	93%				
	LPN to RN	7	6	85%				
Fall 2016	Traditional	33	27	82%	89%	100%	100%	91%
	LPN to RN	5	5	100%				
	Paramedic to RN	7	7	100%				
Spring 2017	Traditional	50	47	94%				
	LPN to RN	0						
	Paramedic to RN	0						

The Parkland Community College Nursing Program has established an ELA of 80% completion within 150% of the time (six semesters from the time of taking the first program nursing course). When the students are accepted into the program, they are required to attend an initial orientation soon after receiving their acceptance letter and a more thorough orientation the Friday before the semester begins. At each orientation, the Nursing Student Handbook is reviewed and exceptions for completion are presented to the students. Students are informed of the ability to take a leave of absence, and the choice to split a semester if needed as long as the program is completed within the 150% time requirement. At this time there have been no students who have not completed the program within 150% of program time.

Students are admitted to the Parkland ADN Program according to a rigorous application process. There are three options; a traditional program, an LPN-to-RN bridge program and recently added a Paramedic-to-RN bridge program. Up to eight students are accepted in each bridge program each semester, and up to 48 students in the traditional program each semester. Our application process is attributed to our excellent percentage for the completion of the program. Each student goes through a scoring process which includes GPA for qualified courses and the Kaplan Admission Assessment which was developed to evaluate the academic readiness of applicants to health science programs, such as nursing programs. The combined scores are used to rank the students and the students are accepted based on the highest percentages, i.e. top 48 students. In addition, all non-primary English speaking students are required to take the TOEFL or IELTS test which measures the student's English language ability at the university level. Since the Parkland ADN Program has high standards for admission, faculty believe there is less attrition. See below for the application process:

1. Pre-requisites for Admission into Nursing/RN program (also known as ADN program)
   a. Traditional RN (Two-year program)
      i. Placement into *MAT 108 Introduction to Applied Statistics* (IAI M1 902)
      ii. Placement into *BIO 121 Anatomy and Physiology I* (course prerequisites: evidence of chemistry competency and ENG 101 Composition I placement) along with 1st semester nursing classes
      iii. Kaplan Nursing Entrance Assessment
      iv. Selective Admission Score – applicants are blind-scored and ranked using the following calculations:

1. 50% program GPA and 50% program science GPA of 2.75 if 15 program credit hours have been completed
2. 50% cumulative GPA and 50% science GPA of 2.75 if less 15 program credit hours have been completed
3. High school – If less than 15 college credit hours have been completed 50% HS GPA + 50% HS science GPA + ACT or SAT percentile rank

 b. Bridge programs: LPN to RN/Licensed Practical Nursing to Registered Nurse Bridge (40 credits) and Paramedic to RN Bridge (48 credits)
  i. Placement into *MAT 108 Introduction to Applied Statistics* (IAI M1 902)
  ii. Completion of *ENG 101 Composition I, PSY 101 Introduction to Psychology*, *BIO 121 Anatomy and Physiology I* or equivalents
  iii. Kaplan Nursing Entrance Assessment
  iv. Selective Admission Score – applicants are blind-scored and ranked using the following calculations:
   1. 50% program GPA and 50% program science GPA of 2.75 if 15 program credit hours have been completed
   2. 50% cumulative GPA and 50% science GPA of 2.75 if less 15 program credit hours have been completed
  v. Practical Nursing License or Paramedic License

2. Certified Nurse Assistant/CNA credential is not required

3. Links to web page containing admission information:
 a. https://www.parkland.edu/Main/Academics/Departments/Health-Professions/Areas-of-Study/Nursing-ADN
 b. https://www.parkland.edu/Main/Academics/Departments/Health-Professions/Areas-of-Study/Nursing-LPN-to-ADN-Bridge
 c. https://www.parkland.edu/Main/Academics/Departments/Health-Professions/Areas-of-Study/Nursing-Paramedic-to-ADN-Bridge

A student is allowed to request a variance for any expectation in the Nursing Student Handbook. The variance would be discussed at the next faculty meeting and faculty would make the final decision. This would be the course of action if a student would request to complete the program in greater than 150% of the program time. (See statement in the Parkland Nursing Student Handbook.) The faculty would look at the student's longitudinal record and consider PGPA, course evaluations, and any additional supporting information.

Several changes have been made to the Parkland ADN Program in an effort to improve the pass rates. These include elevating the grading scale, requiring the students to pass on test scores before adding in other scores, and requiring a 2.5 GPA on nursing classes. These changes should most likely decrease the retention rate, and have an opposite effect on the NCLEX pass rate.

Criterion 6.4

The program demonstrates evidence of graduates' achievement in job placement.

The expected level of achievement for job placement is determined by the faculty and reflects program demographics.

There is ongoing assessment of the extent to which graduates are employed.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed.

There is a minimum of the three (3) most recent years of available job placement data, and data are aggregated for the nursing program as a whole.

Historically, data were collected through the Parkland Institutional Accountability and Research Department. Unfortunately, that report lags behind in presenting data and was yielding only a 30% response rate. This caused the Nursing Faculty to look at a different way of gathering this information.

As discovered, it is challenging to track down accurate employment information post-graduation. An employment survey, created in the fall of 2018 by nursing faculty, is distributed at the end of each semester, with the goal being 100% participation. If graduates have a job at that time, it is reported, then Parkland faculty or staff reach out to graduates six months post-graduation via phone or e-mail to determine if those remaining graduates have obtained jobs. Other avenues for gathering employment information are informally through social media.

This information demonstrates an employment rate of greater than 90% within 6 months of graduation for all graduates from the last three years who have passed NCLEX and have actively sought employment. There tends to always be a percent of graduates who find themselves experiencing life-changes, such as getting married/divorced, pregnant, and/or relocating out of state upon graduation, that delays their seeking employment. Some opt to complete their more advanced degrees before becoming employed.

Standard 6.4 Job Placement			
PROGRAM OUTCOME	**ASSESSMENT METHODS**	**FREQUENCY OF ASSESSMENT**	**ELA**
Job placement The program demonstrates evidence of graduates' achievement of job placement. The expected level of achievement for job placement is determined by the faculty and reflects program demographics. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed. Minimum of the three most recent years of annual program completion data are aggregated for the nursing program as a whole.	• Parkland's Student Nurse Employment Questionnaire (started FA18) • Parkland's IAR Employment Report • Pinning Ceremony Information • State Employment Report • Social Media • Emails • FB Messaging	Reviewed at the first and last faculty meeting every semester with all full-time faculty	90% of graduates seeking employment will obtain employment within 1 year of graduation

YEAR	# of Graduates		# of Grads responding		Employment Rate		Response Rate	
	SP	FA	SP	FA	SP	FA	SP	FA
2016	46	31		30		67% at graduation; 80% - 2019		97%
2017	31	62	31	57	83% at graduation; 84% - 2019	68% at graduation;82% - 2019	100%	91% at graduation; 97% - 2019
2018	35	65	31	52	29% at graduation; 60% at 12 months	58% at graduation;92% 6 months after	88% at graduation;92% - 2019	80% at graduation;86% at 6 months
2019	50	49	48		62% at graduation		96% at graduation	

ANALYSIS/ACTIONS

Once students have graduated it is very challenging to track them and their employment beyond the first year after graduation, except through social media. The problem arises though with those students who are not on social media, &/or have their social media accounts blocked from public view. An additional recognized problem is when students marry and change their name; it is difficult to track them with their maiden names.

SP18 cohort was unique in that many shared they were going on vacation &/or passing NCLEX prior to seeking employment as an RN. It is believed this may account for the low employment rate at time of graduation.

Typically, most of our graduates have obtained employment prior to graduation. There always seems to be a small percent who desire to successfully pass the NCLEX before seeking employment though.

Currently local employers are encouraging our students to apply early, but that has not always been the case. Several years ago, local employers were interviewing students later in the semester and would not confirm an offer until they had successfully graduated.

- **SP19**
  - KB – no mention of nursing job on FB (8/29/19)
  - EB – unable to find on FB (8/29/19)
- **FA18**
  - DC – no mention of nursing job on FB (8/29/19)
  - KG – Carle Hospital
  - NG – no mention of nursing job on FB (8/29/19)
  - EM – Carle Hospital
  - AP – no mention of nursing job on FB (8/29/19)
  - DS – no FB account found
  - TV – Country Health
  - GW – ED nurse, location not found (8/29/19
  - LW – unable to access FB account
- **Parkland data through IAR**
  - 2014 – 2015 - 26 respondents – 23 (88.5%) employed FT; 3 (11.5%) employed PT
  - 2015 - 2016 - 12 respondents – 11 (91.7%) employed FT; 1 (8.3%) employed PT
    - FA15 grads - 9/5/19 reviewed FB in attempts to gather 100% data, but unable to locate several past students.
    - SP16 grads - 9/5/19 reviewed FB in attempts to gather 100% data, but unable to locate several past students.
  - 2016 - 2017 – 12 respondents – 100% employed FT
    - FA16 grads - 9/5/19 reviewed FB in attempts to gather 100% data, but unable to locate several past students.
    - SP17 grads - 9/5/19 reviewed FB in attempts to gather 100% data, but unable to locate several past students.

Minutes 6.4.A Job Placement

2/5/18	Feedback from Carle regarding hiring of new grads - Diane	Diane met with Amber Neethling and Elizabeth Angelo. 30 applicants were received by Amber. Amber stated that they do not pay particular attention to faculty references because they feel they are not accurate. Jim questioned as to why they continue to request references if they are not being used. Amber also stated that the applicants not chosen did not interview well. Faculty shared that student feedback was that Amber did not conduct interviews well. Faculty discussed some of our highest performing and best candidates were not chosen. Faculty suggested looking into a screening program for students	Diane to look into screening programs that would address personality in the program admit process	Diane
1/22/18	Carle	Leadership from Carle met with Diane and program directors to discuss how we could increase enrollment in nursing, RT, and SUR. Diane mentioned lower number of students hired to Carle and higher number going to area hospitals for employment.	Diane will meet with HR from Carle as they number of hires from the last nursing class was low for Carle. It was mentioned that poor interviews may have played a role.	Diane
5/2/16	Student job placement	Faulty informally discussed placement of last semesters students	Continue to monitor	Faculty
1/5/16	Graduates job placement	Discussed recent graduates' job placement with parties from different facilities as informal data.	for the future. Parkland data is behind by 2-3 Consider formal way of tracking years and not a high number of responses.	Faculty

Appendix A: Parkland at a Glance

Parkland at a Glance

Enrollment Statistics[1]

- Total students served[2]: **327,065**
- Credit student 2017-18 headcount[3]: **12,238**
- Credit student 2017-18 FTE[4]: **5,210**
- Student-Faculty ratio for Fall 2018[5]: **17:1**
- Credit student Fall 2018[5] census: **7,074**
- Credit student Fall 2018[5] census FTE : **4,274**

Student Characteristics[5]

- % Female: **46%** / % Male **54%**

- % Ethnicity (Minimum 1 %)
  - % Caucasian: 57%
  - % African-American: 14%
  - % Unknown: 12%
  - % Hispanic/Latino: 9%
  - % Asian: 5%
  - % Native American: 1%

- % Residency Status
  - % In-District: 78%
  - % Out-of-District: 18%
  - % International: 3%
  - % Out-of-State: 2%

- % Full-Time: **41%** / % Part-Time **59%**

- % of area high school graduates of 2018 attending Parkland in Fall 2018[6]: **27.9%**

Financial Aid[7]

Average amount of grant or scholarship aid from the federal government, state/local government, the institution, and other sources known to the Institution for 2016-2017: **$4,271**

Average federal student loan in 2016-17: **$4,111**
Average Pell Grant in 2016-17: **$3,629**

Percent of undergraduate students receiving Pell grants in 2016-2017: **31%**

Measures of Success[8]

First-time Students
Six Year Outcomes
Fall 2011 - Summer 2017

Left No Award ≥ 30 Credits 8%
Left No Award < 30 Credits 33%
Transfer (No Award) 34%
Associate Degree (No Transfer) 9%
Still Enrolled at Parkland 4%
Associate Degree (Transfer) 7%
Certificate (Transfer) 3%
Certificate (No Transfer) 4%

- Number of degrees and certificates awarded to Parkland graduates, FY2018[9]: **1,630 Total**

What Parkland Students Do After Graduation[10]

Placement of A.A.S. career graduates:

- Employed: **91%**
- Of Employed, % career-related: **86%**
- Continued education: **31%**

Continuing education of transfer graduates:

- Continued education: **83%**
- Transferred to a 4-year institution: **71%**

2015 ICCB Economic Impact Study

- A Parkland graduate can expect a lifetime earnings *gain* over a 40 year career of $799,000. This is a 61% increase over those not completing a Parkland degree program.

- 2002 Parkland graduates paid an estimated $6.7 million in state taxes and $265 million in Federal taxes over the next decade.

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[1] Percentages are rounded and may not add to 100%
[2] Total students served to date, as of 10/18/2018
[3] Annual enrollment based on FY2018 A1 dataset
[4] Full-Time Equivalent
[5] Based on FY2019 E1 and C1 datasets using IPEDS definition
[6] Source: Parkland College Admissions and Records
[7] Based on IPEDS student financial aid 2017-2018 report

[8] FY2018 Voluntary Framework of Accountability (VFA)
[9] Based on A2 annual completions dataset
[10] Based on 2017 graduate follow-up surveys

Student Transfers to Four- Year Institutions:

Percent of total transfers based on FY2018 National Student Clearinghouse Data[11]

- Univ of Illinois at Urbana/Champaign : **17%**
- Eastern Illinois University: 7%
- Illinois State University: 6%
- Southern Illinois-Carbondale: 3%
- University of Illinois-Chicago: 2%
- Other Illinois Universities: 14%
- Transfer Out of State: 52%

Employees[12]

- Full-time faculty: **159**
- Part-time faculty: **260**
- Staff: **289**

FY 2018 Parkland College Finances[13]

Operating Expenditures: $77,526,621

Operating Revenues: $82,209,128
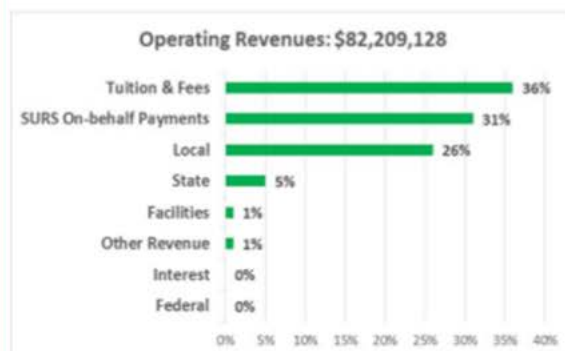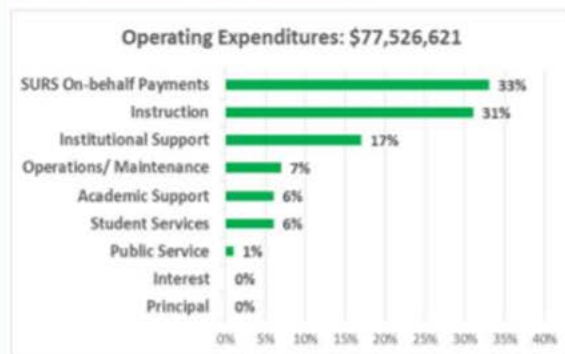
[11] Transfer numbers here are limited to those who have completed at least 12 credit hours at Parkland and may include some concurrent enrollment
[12] Based on FY2019 C1 dataset
[13] Source: Parkland College FY2018 Comprehensive Annual Financial Report

2018-2019 Tuition and Fees

- Resident of District 505: **$164.00**
- In-State, Out of District 505[14]: **$370.00**
- Out of State/International[15][16]: **$529.00**

Parkland Foundation[17]

- Total Gift Income: **$1,681,786**
- Total Donors: **749**

Percent of donors who gave to Parkland

- Alumni and Parents: **6.8%**
- Faculty/Staff: **8.6%**
- Other individuals: **51%**
- Corporations: **25%**
- Trustees: **8.4%**

Degrees Conferred

Over 120 degree and certificate programs

Credentials include Associate in Arts; Associate in Science; Associate in Engineering Science; Associate in Fine Arts; Associate in Applied Science; Associate in General Studies; Certificates

Certain advanced degree programs are available through university partnerships

History

Parkland College was founded in 1966

Accreditation

Since 1972, Parkland College has been accredited by the North Central Association of Colleges and Schools, Higher Learning Commission

College President
Thomas R. Ramage, Ed.D.

District 505 Service Area
Most of Champaign, Piatt, Ford, and Douglas counties. Parts of DeWitt, McLean, Iroqouis, Vermilion, Livingston, Edgar, Coles, and Moultrie counties.

[14] For internet courses the tuition plus fees is $245.50 per credit hour
[15] For internet courses the tuition plus fees is $300.50 per credit hour
[16] Nonresident tuition plus fees for Ford ASSET and Case New Holland is $245.50
[17] FY2018

Appendix B: Accrediting Agency Report for Governing Organization Letter

HIGHER LEARNING COMMISSION

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
312.263.0456 | 800.621.7440
Fax: 312.263.7462 | hlcommission.org

M E M O R A N D U M

DATE: 11/07/2017

TO: President Thomas Ramage
CC: Eric Johnston-Ortiz, Team Chair
             Evaluation Team Members
FROM: Higher Learning Commission
SUBJECT: Open Pathway Mid-Cycle Assurance Review

Enclosed is the institution's copy of the Open Pathway Mid-Cycle Assurance Review report for Parkland College. No follow-up is required from the institution, and no official Commission action needs to be taken.

If you have any questions concerning the report or this process, please contact Karen Solomon, your staff liaison.

Enclosure

Student Nurses Association at Parkland

For the past two years, our association has been busy hosting events and revamping itself. We have done a food drive every semester and donated those to various local food banks: Eastern Illinois Food Bank, Wesleyan Food Pantry, and the Wesleyan Food Pantry at Parkland- this has typically been a contest between the semesters in the program with a reward of pizza. This semester we are trying to expand it to make it a school wide effort just before Thanksgiving. We have also participated and volunteered with all of the Health Professions Open Houses and have demonstrated skills and worked with prospective nursing students to get them interested in the program. In October of last year, we worked with Parkland's student associations for a pumpkin carving contest, although I do not have the results of that.

In February of this year we hosted a blood pressure clinic in which we were able to educate and give resources to students and faculty that came while also checking their blood pressure. Later on in April we worked with be the Match for a bone marrow registry drive. This was mostly working with our overall student population and with that we were able to add 51 new members to the registry that day- I heard back from the organization that that was the most successful drive within community colleges that year. We started this most recent semester out with an in center blood donation drive and were able to get contacts with an organizer to participate in the on-campus blood drives and may be able to do screening triaging as well as hand out snacks and information afterwards. In October, we worked with Public Health for a flu shot clinic! Our students were able to give injections on both adults and children. Our faculty was incredibly helpful in working with us and organizing their schedules to be able to be there.

One of our biggest fundraisers throughout the semesters has been our apparel sales. We have worked with a local business to do this most every time and have built a relationship with them. We have worked to revamp and streamline this process to make it even more successful in the past two semesters.

Our main goal within the leadership of the association is to make the processes more defined and easier to understand so we are able to focus on working with our community, students, and faculty. With this has been a lot of trial and error and making connections now to benefit the future association. Through this, we have built connections with student life, the Wesleyan Food Bank, Community Blood Services, and now are working to be a part of our student Sexual Health Clinic on campus. We appreciate all of the faculty and what they do for our program and hope to only build this association more.

Best,

Laura Hauersperger
President, SNAP

Appendix D: Assistant Dean Curriculum Vitae and Job Description

Diane Cousert, DNP, MS, RN
Curriculum Vitae

Address: 708 W. Grand Avenue
             St. Joseph, IL 61873
             217-369-0433
             dcousert@hotmail.com

EDUCATION

Rush University	DNP	2014
University of Illinois at Chicago	MS	2007
Lakeview College of Nursing	BSN	1996
Parkland College	ADN	1984

PROFESSIONAL EXPERIENCE

2019 – Present   Adjunct Faculty, part-time, Graduate and Doctoral students
                   Illinois State University, Normal, IL

2017 – Present   Adjunct Faculty, Mentor, part-time
                   Capella University, Minneapolis, MN

2013 – Present   Assistant Dean Nursing and Health Professions Operations
                   Parkland College, Champaign, IL

2013 - 2013   Inpatient Business Coordinator, Inpatient Operations
                   Carle Hospital, Urbana, IL

2006 – 2013   Director of Medical Surgical Nursing, Inpatient
                   Carle Hospital, Urbana, IL

2011 – 2012   Clinical Instructor, Pediatrics and Leadership & Management, Nursing
                   University of Illinois – Chicago, Urbana, IL

2008 – 2011   Clinical Instructor, Medical Surgical & Pediatric Nursing
                   Parkland College, Champaign, IL

1998 – 2006	Nurse Manager, Inpatient Surgical & Acute Dialysis
	Carle Hospital, Urbana, IL
1996 – 1998	Staff Nurse (PRN), Pediatrics & Long Term Care
	Alpha Christian Registry, Champaign, IL
1996 – 1998	Clinical Analyst, Information Technology
	Carle Clinic, Urbana, IL
1997 – 1996	Nurse Manager, Medical Surgical Unit
	Carle Hospital, Urbana, IL
1984 – 1991	Staff and Charge Nurse, Inpatient Surgical, Pediatrics, and Endoscopy Lab
	Carle Hospital, Urbana, IL

HONORS AND AWARDS

2010   Toastmaster's International – Fireside Toastmaster's Club – Competent Communicator
2006   The Kellogg Institute for Nursing Leadership Program
2005   The Carle Foundation Professional Practice Award for Nursing Excellence

RESEARCH

2013 – 2014   Care of the older adult in the hospital. Principle Investigator, Rush University.

2010 – 2011   Can a standardized nursing approach with the use of ultrasound reduce the development of pressure ulcers for a patient population with a Braden score of 17 or below with no visible pressure ulcer? Co-PI with Becky Kesler, MS, RN, FNP, Carle Hospital.

2010 – 2012   Can the electronic medical record be used for earlier identification of delirium risk of those patients who were restrained? Co-PI with Valerie Wright, MSN, RN, Jennifer Gruber, BSN, RN, Nancy Keith, MSN, RN, FNP-BC, Carle Hospital.

2009 – 2013   Bariatric outcomes longitudinal database (BOLD). Co-PI with Uretz J. Oliphant, MD, Carle Clinic and Carle Hospital.

2006-2007   The impact of nurse to patient ratios on patient care outcomes and patient satisfaction. University of Illinois – Chicago.

PRESENTATIONS (*invited)

Cousert, D. R. & McMullen, T. (May 2, 2011). Barriers to I & O documentation. Carle Evidence-based Practice Conference. Urbana, IL.

Cousert, D. R. (July, 2011). Culture of safety: handoffs and transitions. Carle Hospital, Urbana, IL.

Cousert, D. R. (July, 2011). Back to Basics. Carle Hospital, Urbana, IL.

*Cousert, D. R. (February, 2008).   Nurse manager orientation. Collaborative Practice Model Resource Center International Conference. Orlando, FL.

PROFESSIONAL ACTIVITIES:

Consultations
2013-2014   Magnet document writing, Carle Hospital, Urbana, IL.
2004-2006   Clinical Analyst for development of the Electronic Medical Record, Carle Hospital, IL.
Board Member
2013-2018   Carle Institutional Review Board, Urbana, IL.
2012-present Executive Board, East Central Illinois Area Agency on Aging, Bloomington, IL.

PROFESSIONAL ORGANIZATIONS

Illinois Community College Nursing Deans and Directors, 2013 – present
        President (2019 – 2020_

Organization of Associate Degree Nurses, 2018 – present

National League for Nursing, 2013 – present

American Organization of Nurse Executives, 2010-2013

Illinois Organization of Nurse Leaders, 2001 – present
        Region 3B President (2003)
        Nominating Committee (2005)
        Policy and Procedure Committee (2006 – present)

National Association for Orthopedic Nurses (1999 – 2002)

Nephrology Nurses Association (2000 – 2005)

COMMUNITY SERVICE

2009-present Parish Nurse, St. Patrick's Church, Urbana, IL

PARKLAND COLLEGE

Health Profession's Assistant Dean –Nursing and Operational Affairs

Department: Health Professions
Reports to: Dean of Health Professions Departments
Classification: Regular, Full-Time, Exempt, 12-month

Purpose: The Health Professions Assistant Dean of Nursing and Operational Affairs is responsible for providing administrative support and responsibility to the Nursing Program and support to the Program Directors, Clinical Agencies, Colleges and Universities that interface with the Health Professions Division. This position is critical as support to the Dean and the Program Directors, and faculty in the division. The Assistant Dean is instrumental in building and leveraging networks and partnerships within Parkland and the healthcare community in order to advance the vision, goals and values of Parkland College.

Nature and Scope: The Assistant Dean is a regular full-time, 12 month salaried position on a schedule established by the Dean. An altered work schedule or additional hours may be required in response to division programs, external meetings and department activities. This position is exposed to confidential information and records, and must be able to work independently and accurately to prioritize tasks and department priorities.

Essential Job Functions:
- Serves as the Administrative leader of Nursing and works closely with the Nursing Program Coordinator to accomplish the goals of the Nursing Program.
  - Coordinates faculty responsibilities and accountabilities to the IDFPR and accrediting bodies.
  - Provides leadership to faculty to solve student issues at the course/program level.
  - Chairs the Nursing Program Meetings and the Nursing Advisory Committee.
  - Coordinates all Full-Time and Part-Time Nursing faculty hire and evaluations.
- Provides leadership to nursing faculty regarding program curriculum that meets NLN standards.
- Provides leadership to faculty that meets IDFPR standards and applicable law.
  - Reviews and revises curriculum as needed.
  - Ensures CIF review and accuracy.
  - Maintains WEB site according to standards
- Works with the Nursing Coordinator to ensure day-to-day operations of Nursing is complete and meets standards, and student records and   program reports are complete, timely and accurate:

o Nursing Program meeting minutes	o Catalog, annual reports, Web site, student and faculty handbooks, etc.
o All assessment data entry	
o Faculty Assignments and Load	o Lab schedules – clinical and computer
o Registration Forms	o Course Specs and Schedules

- ATI/HESSI contact and troubleshooting
- Program Budget
- Student Records
- Annual Reports – NLN, IDFPR
- CIF review

- Serves as the leader for Health Professions budget, coordinating daily requests and annual processes.
    - Certifies that Health Professions operations details are attended to; daily operations flow smoothly; and faculty are supported.
    - Processes travel requests and other budgeted items.
    - Coordinates the annual budget.
    - Prepares capital requests for ranking.
    - Prepares course and annual fee requests.
    - Initiates most payroll authorizations.
- Serves as the leader for load review and requests for data.
    - Reviews load requests from Program Directors prior to entry.
    - Coordinates requests for data.
- External liaison and point of contact for all clinical facilities in Health Professions Department; for colleges and universities; for MOUs and articulation agreements, etc.
    - Coordinates contract renewal.
    - Oversees clinical requirements in nursing to ensure compliance with contracts.
    - Works with Program Directors to ensure clinical placement and experiences needed to meet course objectives.
    - Coordinate Orientation and Recruitment Activities for Health Professions while maintaining a healthy pipeline of candidates.
    - Ensures the accuracy of the department pages in the college catalog
    - Serves on Program Advisory Committees
    - Provide information to High school students regarding the admissions requirements and the expectations of the department and programs.
- Performs in place of the Department Chair when needed.
- Works with the Department Chair, Assistant Dean for Student and Academic Affairs, Program Directors, faculty, administrative assistants, and department staff to support achievement of the department goals and activities.
- Other duties as assigned.

Minimum Requirements:

- Master's degree or higher with a major in Nursing.
- Currently licensed as a registered professional nurse in Illinois,
- Two (2) years' experience in clinical nursing.
- Two (2) years as an instructor in an RN or higher education program.
- Strong interpersonal and conflict management skills, and the ability to research independently and develop plans collaboratively.

- Verbal and mathematical abilities sufficient to perform the functions of the position, including excellent use of English grammar are necessary.
- In an effort to comply with SURS return-to-work restrictions for employers (40 ILCS 5/15-139,5), candidates for employment at Parkland College must either not be a SURS annuitant or must be willing to suspend his/her SURS annuity upon employment. This applies to all SURS annuitants except those receiving their annuity under the Self-Managed Plan (SMP) or by lump sum payment.

Preferred Qualifications:

- Doctoral Degree in Nursing
- Experience as a Program Director in Nursing

Department: Health Professions

Reports to: Assistant Dean, Nursing and Health Professions Operations
Classification: Full-time, Confidential/Supervisory (non-union), Non-Exempt, 12 month **Pay Rate:** *Confidential 7*

Purpose: The Clinical Simulation Coordinator is responsible for overall leadership, strategic direction, oversight, and management of clinical simulation (low fidelity to high fidelity) learning activities in the Certified Nurse Assistant Program, Licensed Practical Nursing Program, Emergency Medical Service Program, and the Associate Degree Nursing Programs at Parkland College.

Nature and Scope: The Clinical Simulation Coordinator is a full-time, 12 month, Confidential/Supervisory (non- union) appointment on a schedule established by the Assistant Dean, Nursing and Health Professions Operations. Work schedule may fluctuate depending on clinical and course demands. The position involves access to and handling of confidential records and information. The Clinical Simulation Coordinator must be able to work effectively with a diverse population in a high volume environment with minimal supervision, frequent interruptions, and simultaneous tasks.

Essential Job Functions:

- Provide oversight, management, and overall leadership in the development of simulated clinical learning experiences and activities (low fidelity to high fidelity) in the current clinical laboratories in the Certified Nursing Assistant program, Licensed Practical Nursing Program, Emergency Medical Service Program, and Associate Degree Nursing Program.
- Develop a strategic plan with input from respective faculty from each program for the development of a high quality simulated clinical learning environment.
- Identify funding and marketing needed to meet the goal of high quality simulated clinical learning environment.
- Collaborate with program faculty in reviewing, modifying, and revising the simulated clinical learning environments available to all respective programs.
- Provide leadership in development of effective teaching and learning strategies by keeping abreast of the current research in regards to learning strategies, technology, research, and innovation.
- Participate in scholarly activities that enhance the development of high quality simulated learning environment including but not limited to: new technology integration, outcome assessment, and increase in multidisciplinary simulation.
- Collaborate with program faculty in achieving course and program goals as they

relate to clinical simulation learning activities.

- Serve as a resource to faculty, supportive professionals, and students in daily operation of equipment and learning tools available in the simulated clinical environment; including training for technological tools available and high fidelity simulators available in the simulated clinical environments.
- Schedule classes and work with involved faculty and students rotating through the various clinical simulated environments.
- Oversee the operation of the Nursing Skills labs; develop and set up the various clinical simulated environments to meet the faculty and student needs.
- Work with each Program Director to create and manage an annual budget for purchasing of necessary equipment needed to meet the goals and objectives of each respective program.
- Organize each of the simulated clinical environments, order necessary supplies, and maintain inventory of equipment.
- Supervise full-time H-wing Administrative Assistant and part-time hourly staff.
- Responsible for FERPA and HIPAA guidelines, OSHA standards, and knowledge of accreditation standards
- Other duties as assigned.

Minimum Requirements:

- Master's degree in Nursing.
- Two (2) years recent clinical experience in nursing.
- Valid licensure as a registered nurse in Illinois.
- Strong computer skills and knowledge of Microsoft Office applications and Electronic Health Records.
- Verbal and mathematical abilities sufficient to perform the functions of the position, including excellent use of English grammar are necessary.
- Excellent written and oral communication skills to write and speak to diverse audiences.

Preferred Qualifications:

- Master's degree in Nursing.
- Previous teaching experience.
- High fidelity simulation experience.

Parkland College   **Clinical Evaluation for Part-time Faculty**   Date: _____

Clinical Instructor Full Name: _____

Facility: (circle one)   Carle   Presence   Other _____

Unit(s): _____   Student level (semester)
_____

Evaluator/title: _____

Evaluations are based on observations and feedback from students, clinical staff, course coordinator(s) and evaluator.

Evaluation Item	Exceeds Expectations	Meets Expectations	Needs Improvement
Gives clear directions for clinical assignments and expectations			
Keeps students informed of their progress			
Demonstrates clinical skill in patient care			
Demonstrates enthusiasm			
Is receptive to students' questions & viewpoints			
Relates theory content to the clinical setting			
Provides an atmosphere conducive to learning			
Plans/uses clinical time creatively			
Maintains a professional ethic – follows all policies of the clinical agency and of the program			
Provides timely, objective evaluation of students			
Communicates with Course Coordinator on a regular basis and for any questions/concerns			
Refers to course syllabus and course expectations providing consistency for clinical students			

List scholarship and evidence-based teaching and clinical practices

Instructor's Strengths

Area for Change/Improvement

Methods to Implement Change/Development Plan

The faculty member's signature confirms only that s/he has reviewed this form with the Evaluator. The signature of the Assistant Dean for Nursing confirms only that he/she has reviewed the completed form. A copy of the form will be given to the faculty member, placed in department files, and placed in the faculty member's Human Resource file.

The faculty member may prepare a supplementary statement to be signed by the Evaluator and Assistant Dean for Nursing indicating that they have read it. The supplementary statement is then placed in the faculty member's files along with the evaluation.

_____   _____

Clinical Instructor (signature)   Date

_____   _____

Evaluator (signature)   Date

_____   _____

Assistant Dean for Nursing   Date

Appendix G: On-line Certification Syllabi

EDU 911

Instructor: Lori Wendt Title: LMS Specialist

Office Phone: 217-353-2012 Office Address: D106

Email: lwendt@parkland.edu

Required Text

There are no textbooks required for this course. All materials are provided in the Content section of the course. There are no scheduled meeting times as this course is done fully online; however, you have the option to schedule meetings with the instructor to get extra help.

Course Description

Instructional Technology Skills Development is part of the online faculty certification at Parkland College. The certification is designed to support faculty in preparation for teaching in the online environment. This course will prepare faculty for teaching in the online environment and building core technology skills utilizing the current learning management system.

Course Objectives

The main objective of this course is to support faculty in preparation for teaching in the online environment. Faculty will be led through core competencies for best practices utilizing the current learning management system with focus on online course engagement, content creation/delivery, and course design/management using the instructional technology available to them at Parkland.

Learning Outcomes

After completing this course, you should be able to:

1.   Experience online learning from the student perspective.

2.   Understand various technical tools and skills that can be used to create, enhance, and support classroom and online learning using the current Learning Management System.

3.   Create content to support the learning environment and engage students in learning.

https://cobra.parkland.edu/d2l/le/content/103365/printsyllabus/PrintSyllabus 2/2

Print Download

4.   Discuss academic integrity and accessibility and the tools to support each.

5.   Understand course management tools and how they support teaching and learning.

6.   Evaluate external learning tools and how they can enhance online learning.

Course Requirements

There will be readings, examples, and assignments, such as discussion topics, drop box submissions, and quizzes. All coursework will be conducted in the Cobra Learning system. Basic computer skills are required as is a computer with audio and video player and recording capabilities and a connection to the internet. Additional equipment needed includes a microphone headset and/or webcam (both available for loan through the Parkland Library) and access to a video recording software, like Camtasia. (Free versions of screen recording software like Jing or Screencastify will be fine).

Course Prerequisites

Must be an employee of Parkland College.

Grading Policy

This course is pass/fail, so letter grades will not be given. However, the expectation is that you will complete all required work satisfactorily for full points. All assignments have a "loose" due date, but will remain open through the end of the course for you to submit. (You'll still learn something from doing the work). I will likely remind you of missing assignments, and too many missing assignments may result in you being locked out of future modules until you have completed them.

Tentative Schedule

This course runs 4 weeks and there are 4 units to cover. It is estimated that you'll spend about 1- 2 hours per week through regular logins, depending on your input, needs and study habits. The asynchronous online format provides flexibility as to when and where you interact with the materials and your classmates. Regular (weekly) interaction is required, so it is beneficial for you as a "student" to log in at least 3 times a week.

There will be one synchronous activity that will require a scheduled "meeting" time, but will be determined by a survey resulting in a time that will accommodate the most people.

Syllabus

EDU 914 Revamp Master

Parkland College Online Faculty Certification Course

Instructor: Lori Wendt Title: LMS Specialist

Office Phone: 217-353-2012 Office Address: D106

Email: lwendt@parkland.edu

Required Text

There are no textbooks required for this course. All materials are provided in the Content section of the course. There are no scheduled meeting times as this course is done fully online; however, you have the option to schedule meetings with the instructor to get extra help.

Course Description

Instructional Technology Strategies, Design, and Pedagogy is an online faculty certification course at Parkland College. The course is designed to support faculty in discovering, sharing and applying best practices in teaching and learning in an online environment. This course will prepare faculty for teaching in the online environment, particularly utilizing the current learning management system. Combined with EDU 911, this course certifies faculty to teach online at Parkland.

Course Objectives

The main objective of this course is to support faculty in preparation for teaching in the online environment. Faculty will be led through core competencies for course development, student engagement, academic integrity, accessibility, and evaluating online content.

Learning Outcomes

After completing this course, you should be able to:

4.   Experience online learning from the student perspective.

5.   Discuss Universal Design for Learning (UDL) and Learning Theory along with their impact on course development.

12/6/2019 EDU 914 Revamp Master - EDU 914 Revamp Master

https://cobra.parkland.edu/d2l/le/content/103037/printsyllabus/PrintSyllabus 2/2

Print Download

7.   Understand what an online course looks like and how instructional design models can help with design.

8.   Communicate effectively with students as well as encourage and motivate them.

9.   Examine and discuss copyright issues, academic honesty, plagiarism and ways to prevent/minimize them.

10.   Create accessible content.

11.   Review, discuss and apply evaluation tools.

Course Requirements

There will be readings, examples, and assignments, such as discussion topics, drop box submissions, and quizzes. All coursework will be conducted in the Cobra Learning system. Basic computer skills are required as is a computer with audio and video player and recording capabilities and a connection to the internet.

Course Prerequisites

Must be an employee of Parkland College.

Grading Policy

This course is pass/fail, so letter grades will not be given. However, the expectation is that you will complete all required work satisfactorily for full points. All assignments have a "loose" due date, but will remain open through the end of the course for you to submit. (You'll still learn something from doing the work). I will likely remind you of missing assignments, and too many missing assignments may result in you being locked out of future modules until you have completed them.

Tentative Schedule

This course runs 4 weeks and there are 4 units to cover. It is estimated that you'll spend about 2 hours per week through regular logins, depending on your input, needs and study habits. The asynchronous online format provides flexibility as to when and where you interact with the materials and your classmates. Regular (weekly) interaction is required, so it is beneficial for

you as a "student" to log in at least 3 times a week.

Appendix H: At-Risk Student Policy

Purpose: The purpose of the At-Risk Student Policy is to identify students who are at a higher risk of being unsuccessful in the nursing program due to academic, behavioral, and/or personal issues. Once a student is determined to be at-risk, a plan for student success may be implemented to improve the chances of successful completion of the individual Nursing courses and the Nursing Program as a whole.

Philosophy: Faculty believe that students, even those facing challenging circumstances, have the ability to succeed in the Nursing Program. Faculty are here, not just to teach course content, but also to help guide the student in developing the professional, ethical, and behavioral characteristics that are necessary to successfully practice the profession of Nursing. Faculty will help guide that process but, ultimately, it is the student's responsibility to follow through with the faculty recommendations, remediation plans, behavioral contracts, referrals to support resources, etc. The At-Risk Student Policy ensures the student's right to due process, having his/her voice heard, and the use of progressive discipline in most circumstances. This policy acts in accordance with the Student Handbook, in that there may be behaviors/circumstances that call for a student's immediate dismissal from a course or the program. However, this is the rare exception rather than the rule.

Definitions of an At-Risk Student:

1) A student who has missed deadlines for Certified Profile, including failure to upload required documentation (TB, CPR, vaccines, etc.), Castle Branch, LMS modules, or other required orientation materials.
2) A student with a program GPA of 2.75 or less.
3) A student with at least one C (less than 78%) in first semester nursing courses, or at least 2 C's (less than 78%) in nursing courses beyond first semester.
4) A student with excessive absences in at least one nursing course per semester.
5) A student who is repeating a nursing course or who has been reinstated into the nursing program for any reason.
6) A student who has earned repeated U's in the same clinical evaluation core components, either in one semester or in multiple semesters.
7) A student who has demonstrated at least one unprofessional and/or unethical behavior while in the nursing program. This applies to the classroom, lab, and clinical settings.
8) A student with insufficient communication, whether due to a language barrier, lack of communication with instructors, a lack of socialization/interaction with peers, poor communication with clinical site staff, and/or a lack of engagement in the educational process.
9) A student who has extenuating circumstances outside of the nursing program that cause additional stress, such as severe financial stressors, divorce proceedings, legal issues, death of a loved one, work schedule conflicts, health issues, etc.

10) A student whose performance and/or behaviors have caused other faculty and/or students to come forward and report their concerns to the course coordinator.

Step 1: Develop a Plan to Improve Student Success:

1) Once an at-risk student has been identified, the course coordinator will complete the "Plan for Student Success" document (see Appendix A) and will review it with the student.

2) Since knowledge, skills, abilities, and attitudes are learned over time and must be reinforced, at the end of each semester, faculty who have identified an at-risk student must present their documentation (a copy of their completed "Plan for Student Success", "Interventions for the At-Risk Student", "Warning to the Student of Potential Failure", and/or any other relevant documentation) to the faculty who will be teaching that student the following semester. This will ensure continuity for student and the faculty.

3) For students who have a low program GPA (2.75 or less), at least one C (less than 78%) in the first semester nursing courses or at least 2 C's (less than 78%) thereafter, and students with communication issues (see definition #8), a weekly meeting with the course coordinator will be required for an update on progress. Failure of the student to show up for the weekly meeting will be brought to the student's attention, documented, and also placed in the student file. In addition, the student will be warned of the consequences of non-compliance.

4) Students who have displayed unprofessional, unethical, and/or behaviors that are inappropriate will receive a remediation plan that includes an explanation of the behaviors, and may be required to complete addition assignments and/or be required to sign a contract that will extend through the duration of the nursing program. Students will be warned in writing if further behaviors could result in dismissal from the program.

5) Students who have verbalized and/or appear to be struggling with personal issues will be provided with resources to improve their chances of success. These resources may include a referral to the counseling center, information regarding local support groups, a list of outpatient mental health providers, education about scholarship opportunities, crisis hotline phone numbers, the Center for Academic Success, Disability Services, etc.

Step 2:

When the "Plan for Student Success" (Appendix A) does not result in the necessary changes, faculty will complete the "Interventions for the At-Risk Student" document (Appendix B) and will also provide the student with a "Warning to the Student of Potential Failure" document (Appendix C). The "Warning to the Student of Potential Failure" document can also be given during step one.

Appendix A

Plan for Student Success (Step One)

<u>Student Name:</u>
<u>Date of incident:</u>

<u>Problem statement related to student concerns/behaviors (attach additional documentation if needed). *Also attach the student's statement or student's perspective of the incident*</u>

<u>Previous interventions performed (if applicable):</u>

<u>Faculty interventions performed/recommended (select all that apply):</u>

☐ Discuss LOA with student

☐ Notice of unethical behavior sent to VP
   of Academic Services and placed in file

☐ Referral to the Center for Academic Success

☐ Referral to the Counseling Center

☐ Referral to Disability Services

☐ Referral to ESL Services

☐ Request consult from internal Nursing Student
   Issue Committee

☐ Request consult from Health Professions
   Committee

☐ Review of ANA Code of Ethics

☐ Review of Clinical Evaluation Packet

☐ Review of Nursing Student Policy Handbook

☐ Review of Professional behaviors

☐ Review of syllabus/course expectations

☐ Student contract signed

☐ Student given info re: community
    resources and support

☐ Student not allowed to progress to
    abbreviated clinical paperwork

☐ Student required to write paper re:
    ethics in nursing

☐ Student required to attend open labs to
    practice skills

☐ Weekly meeting with course coordinator

☐ Other_____

   _____

Student signature_____ Faculty signature_____Date_____

Appendix B

Interventions for the At-Risk Student (Step Two)

For use when the "Plan for Student Success" has been Unsuccessful

Student Name:

Date of incident:

Problem statement related to student concerns/behaviors (attach additional documentation if needed). *Also attach the student's statement or student's perspective of the incident*

Previous interventions performed (if applicable):

Faculty interventions performed/recommended (select all that apply):

☐ Discuss LOA with student

☐ Notice of unethical behavior sent to VP of Academic Services and placed in file

☐ Referral to the Center for Academic Success

☐ Referral to the Counseling Center

☐ Referral to Disability Services

☐ Referral to ESL Services

☐ Request consult from internal Nursing Student Issue Committee

☐ Request consult from Health Professions Committee

☐ Review of ANA Code of Ethics

☐ Review of Clinical Evaluation Packet

☐ Review of Nursing Student Policy Handbook

☐ Review of Professional behaviors

☐ Review of syllabus/course expectations

☐ Student contract signed

☐ Student given info re: community resources and support

☐ Student not allowed to progress to abbreviated clinical paperwork

☐ Student required to write paper re: ethics in nursing

☐ Student required to attend open labs to practice skills

☐ Weekly meeting with course coordinator

☐ Other_____

_____

Student signature_____ Faculty signature_____Date_____

Appendix C

Warning to the Student of Potential Failure

The initial concerns and/or behaviors documented by the faculty on _____ are concerning enough to warrant providing a warning of potential failure, in addition to creating a "Plan for Student Success" or "Interventions for the At-Risk Student".

The "Plan for Student Success" that was established on _____ has not been successful.

The "Interventions for the At-Risk Student" that was established on _____ has not been successful.

*You are being warned that continuation of the following may result in dismissal from the Nursing course or the Nursing Program:

Appendix I: Congruency between the End-of-Program Student Learning Outcomes, NLN Competencies, and the Nurse Practice Act of Illinois

End-of-Program Student Learning Outcomes	NLN Professional Competency	Illinois Nurse Practice Act
• **Examine** all integral components of the *teaching* process, including transmission of information, *evaluation* of *teaching* and modification of *teaching* based on identified responses. • **Articulate** care, compassion, and cultural awareness through multiple modalities to achieve positive outcomes in nursing practice.	Human Flourishing	225 ILCS 65/60-35) 9,10,11,17
• **Analyze** the concepts of shared planning, decision making, problem solving, goal setting, cooperation, and communication with the patient, significant support person(s), peers, other members of the healthcare team, and community agencies (teamwork) and will **demonstrate** consideration of patient needs, priorities and preferences, available resources and services, shared accountability and mutual respect (holistic and patient centered). • **Compare and contrast** the processes of planning, organizing, directing and controlling in the efficient use of human, physical, financial and technological resources to meet client needs and support organization outcomes while using the *management process* to assist the client to achieve positive outcomes in a cost-efficient manner to transition within and across health care settings accessing resources as needed • **Develop** a plan of care through the orderly collection of information from multiple sources to establish a foundation for the provision of nursing care and the identification of resources to meet the needs of the multi-dimensional client by *assessment* and *reassessment* required to meet the patient's individual and changing needs.	Nursing Judgment	(225 ILCS 65/60-35) 1-11,16, 17
• **Defend** the standards of *professional* practice, be accountable for his/her own actions and behaviors, practice nursing within legal, ethical, and regulatory frameworks and demonstrate concern for others through caring, valuing profession of nursing and participating in ongoing development.	Professional Identity	(225 ILCS 65/60-35) 14, 15, 8

• ***Demonstrate*** effective *communication* through *caring*, compassion, cultural awareness, promoting positive outcomes and establishing a trusting relationship with the client, significant support person(s), other members of the health care team, and community agencies. • ***Integrate*** *caring* behaviors that are nurturing, protective, safe, compassionate and person-centered and ***demonstrate*** the ability to create environments of hope and trust, where client choices related to cultural values, beliefs and lifestyle are respected.		
• ***Integrate*** clinical decision making that results in finding solutions, individualizing care, and assuring the delivery of accurate, safe care, advancing the client and support person(s) toward positive outcomes.	Spirit of Inquiry	(225 ILCS 65/60-35 14) Leading within the 11-17 and the profession. (15) Contribute practice. (17) Utilizing provide, and sustain (Source: P.A. 100-513,

Appendix J: EOPSLO Sequencing Documents the SLOs for the 1st Semester and the Last Semester

EOPSLO	NUR 114 Course SLO After NUR 114 the student will:	NUR 258 Course SLO After NUR 258 the student will:
Human Flourishing – Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.	1. Engage in respectful, positive, and holistic care of a basic client and family. 2. Interact with the client, family, and healthcare team with respect for their dignity and culture.	1. Examine all integral components of the teaching process, including transmission of information, evaluation of teaching and modification of teaching based on identified responses.
Professional Identity – 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.	1. Demonstrates responsibility for maintaining patient confidentiality. 2. Understands education levels of nursing programs, advanced practice, and the scope and legalities of nursing practice.	1. Defend the standards of professional practice, be accountable for his/her own actions and behaviors, practice nursing within legal, ethical, and regulatory frameworks and demonstrate concern for others through caring, valuing profession of nursing and participating in ongoing development. 2. Demonstrate effective communication through caring, compassion, cultural awareness, promoting positive outcomes and establishing a trusting relationship with the client, significant support person(s), other members of the health care team, and community agencies. 3. Integrate caring behaviors that are nurturing, protective, safe, compassionate and person-centered and demonstrate the ability to create environments of hope and trust, where client choices related to cultural values, beliefs and lifestyle are respected.
Nursing Judgement - Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care	1. Demonstrate the ability to complete a client health history and head to toe physical exam in the clinical setting.	1. Analyze the concepts of shared planning, decision making, problem solving, goal setting, cooperation, and communication with the patient, significant support person(s), peers, other members of the healthcare team, and community agencies (teamwork) and will demonstrate

and promote the health of patients within a family and community contest.	2. Identify abnormal assessment findings in the clinical setting.	consideration of patient needs, priorities and preferences, available resources and services, shared accountability and mutual respect (holistic and patient centered). 2. Compare and contrast the processes of planning, organizing, directing and controlling in the efficient use of human, physical, financial and technological resources to meet client needs and support organization outcomes while using the management process to assist the client to achieve positive outcomes in a cost-efficient manner to transition within and across health care settings accessing resources as needed 3. Develop a plan of care through the orderly collection of information from multiple sources to establish a foundation for the provision of nursing care and the identification of resources to meet the needs of the multi-dimensional client by assessment and reassessment required to meet the patient's individual and changing needs.
Spirit of Inquiry – 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.	1. Clearly and respectfully communicate with clients and healthcare team members. 2. Collaborate with clients and health care team to provide safe client centered care.	1. Integrate clinical decision making that results in finding solutions, individualizing care, and assuring the delivery of accurate, safe care, advancing the client and support person(s) toward positive outcomes.

Parkland College Nursing Program
Spring Syllabus

Course: NUR 110

Title: Paramedic to RN Bridge I

Credit Hours: 7 semester hours (5 class hours, 2 lab, 4 clinical)

Course Description: Provides a bridge for Paramedic transition to process, communication, medication administration, and pharmacological principles. Nursing physical assessment and skills are covered.

Prerequisites: Credit or concurrent enrollment in BIO 121, and ENG 101.

Organizing   The nursing process, functional health patterns, and National League for
Framework   Nursing (NLN) eight core educational competencies are reflected in all aspects of the
                     nursing curriculum

NLN Core   Upon completion of this course, the student will meet the established
Components: competencies at the appropriate level for each of the 8 Core Components set forth by the NLN
                     and adopted by the Parkland College Nursing Program. The Core Components are: Professional
                     Behaviors, Communication, Assessment, Clinical Decision Making, Caring Interventions,
                     Teaching and Learning, Collaboration, and Managing Care. Please refer to your Nursing Student
                     Policy Handbook for more information.

Functional   The functional health patterns, developed by Gordon, provide a framework
Health Patterns: for data collection that facilitates health status evaluation and development of nursing
                     diagnosis. There are eleven (11) health patterns and these are explained in more detail in your
                     Nursing Student Policy Handbook and in your nursing course.

Nursing Process: The nursing process is the fundamental core of our practice, guiding us in the delivery of
                     holistic, patient centered care. The components of the nursing process include: assessment,
                     nursing diagnosis, planning/outcomes, implementation, and evaluation.

College   The student will meet the established expectations for work ethics performance
Work Ethics: as adopted by Parkland College. The 10 Characteristics of Work Ethics are as follows:
                     Attendance, Character, Teamwork, Appearance, Attitude, Productivity, Organizational Skills,
                     Communication, Cooperation, and Respect.

Course Objectives: At the completion of this course the student will:

Professional Behaviors	Accept responsibility for maintaining patient confidentiality as they collect health information on peers and clients.
Communication	Communicate clearly and respectfully to patients and all members of the health care team utilizing the nursing process.

Assessment	Demonstrate the ability to complete a health history and head to toe physical exam on a patient in the clinical setting.
Clinical Decision Making	Demonstrate the ability to differentiate normal and abnormal assessment findings in the clinical setting.
Caring Interventions	Demonstrate a positive, caring environment where all patients and members of the health care team are afforded dignity and respect.
Teaching And Learning	Perform basic bedside teaching for adult patients using a variety of tools and resources.
Collaboration	Collaborate with patient and health care team to provide safe, appropriate care.
Managing Care	Manage the care of clinical patients under the supervision of clinical instructors and professional staff safely.

Teaching Methods:

Lecture-Discussion	Assignments	Small Group Activities
Demonstration	Assigned Readings	Clinical activities
Videotapes/DVDs	Computer Activities	Care plan/Concept Maps
Lab activities	Simulation labs	

Grading/Assessment/Evaluation – Course Requirements:

Total points possible = 700 points

8 Quizzes	30 points each Lowest dropped	210 points
Midterm	**75 questions**	**75 points**
Final	**100 questions**	**100 points**
Graded subjective data Exam	**50 points**	**50 points**
Graded Head to Toe assessment Exam	**100 points**	**100 points**
Kaplan assessment (exam)	**10 points**	**10 points**
Additional points NOT included in the 75% combined average requirement		
Group Teaching	**35 points**	**35 points**
Culture Paper	**40 points**	**40 points**
6 written assignments	**5 points each**	**30 points**
Total Points		**650 points**

Participation is required during lecture/class meetings and pre and post clinical. You must be prepared and have any assignments/worksheets completed. Poor participation and/or absence may result in lost points.

Parkland College Nursing Program
Fall 2019

Course: NUR 113

Title: Nursing Health Assessment

Credit Hours: 3 semester hours (2 class hours, 3 Lab hours a week)

Course Description: Introduction to health assessment with focus on physical assessment, health
history, and communication/documentation.

Prerequisites: credit or concurrent enrollment in ENG 101 and BIO 121.

Clinical Facilities: No clinical associated with this this class only lab. All labs **held in L211**.

Organizing Framework: The nursing process, functional health patterns, and National League for
Nursing (NLN) eight core educational competencies are reflected in all aspects of the
nursing curriculum

NLN Core Components: Upon completion of this course, the student will meet the established competencies at
the appropriate level for each of the 8 Core Components set forth by the NLN and adopted by
the Parkland College Nursing Program. The Core Components are: Professional Behaviors,
Communication, Assessment, Clinical Decision Making, Caring Interventions, Teaching and
Learning, Collaboration, and Managing Care. Please refer to your Nursing Student Policy
Handbook for more information.

Functional Health Patterns: The functional health patterns, developed by Gordon, provide a framework for data
collection that facilitates health status evaluation and development of nursing diagnosis. There
are eleven (11) health patterns and these are explained in more detail in your Nursing Student
Policy Handbook and in your nursing course.

Nursing Process: The nursing process is the fundamental core of our practice, guiding us in the delivery of
holistic, patient centered care. The components of the nursing process include: assessment,
nursing diagnosis, planning/outcomes, implementation, and evaluation.

College Work Ethics: The student will meet the established expectations for work ethics performance as
adopted by Parkland College. The 10 Characteristics of Work Ethics are as follows: Attendance,
Character, Teamwork, Appearance, Attitude, Productivity, Organizational Skills, Communication,
Cooperation, and Respect.

Course Objectives: At the completion of this course the student will:

Human Flourishing	1.Demonstrate a positive, caring environment where peers and faculty are afforded dignity and respect
Professional Identity	1.Demonstrate responsibility for maintaining patient confidentiality as they collect health information on peers
Nursing Judgement	1. Demonstrate the ability to complete a health history and head to toe physical exam on an adult classmate.

	2. Identify normal versus abnormal assessment findings in the lab setting. 3. Collaborate with peers to develop and present a teaching project. 4. Discuss how delegating, prioritizing, and time management affects completion of data collection and patient care.
Spirit of Inquiry	1. Communicate accurate patient information utilizing multiple formats.
Work Ethic	1. Demonstrate the established work ethics and performance as adopted for Parkland College Nursing Program. 2. Understand the principles of the established ANA nursing ethics.

Teaching Methods:

Lecture-Discussion	Lab Activities	Sm. group activities
Demonstration	Assignments	Computer Activities
Video Tapes/DVD's	Assigned Reading	

Grading/Assessment/Evaluation – Course Requirements:

- **Quizzes (6) - (**25 questions-each question worth 3 points for total possible points of 75). Lowest score will be dropped. Total points-375
- **Graded Head to Toe Assessment Exam**: 100 points**.**
- **Abbreviated Physical Assessment Exam:** 50 points
- **Subjective Data Collection Exam**: 100 points
- **Final Exam:** cumulative-300 points.
- **Ticket to enter (2)**: 10 points each-total 20 points
- **Group Teaching Project:** 50 points
- **Kaplan Activity (TBA) :**5 points

Total points possible=1000 points

(6) Quizzes **Lowest Score dropped**	75 points each	375 points
Graded head to toe assessment exam	100 points	100 points
Abbreviated Head to Toe assessment Exam	50 points	50 points
Subjective Data Collection Exam	100 points	100 points
Final Exam	300 points	300 points
	Average of grades listed above MUST equal 78% or greater to receive additional points. **Additional Points**	
(2) Tickets to Enter	**10 points each**	20 points
Group Teaching Project	50 points	50 points
Kaplan Integrated Testing	5 points	5 points
Total Points		1000 points

Parkland College Nursing Program
Fall 2019

Course: NUR 114

Title: Fundamentals of Nursing

Credit Hours: 5 semester hours (3 class hours, 6 lab/clinical hours)

Course Description: Introduction to nursing and the nursing process. Focus on technical skill acquisition with rationale and scientific base and use of functional health patterns.

Prerequisites: Credit or concurrent enrollment in NUR 113, NUR 117, BIO 121, and ENG 101.

Organizing   The nursing process, functional health patterns, and National League for
Framework   Nursing (NLN) eight core educational competencies are reflected in all aspects of the nursing curriculum

NLN Core   Upon completion of this course, the student will meet the established
Components: competencies at the appropriate level for each of the 4 Core Components set forth by the NLN and adopted by the Parkland College Nursing Program. The Core Components are Human Flourishing, Professional Identity, Nursing Judgement, and Spirit of Inquiry. Please refer to your Nursing Student Policy Handbook for more information.

Functional   The functional health patterns, developed by Gordon, provide a framework
Health Patterns: for data collection that facilitates health status evaluation and development of nursing diagnosis. There are eleven (11) health patterns these are explained in more detail in your Nursing Student Policy Handbook and in your nursing course.

Nursing Process: The nursing process is the fundamental core of our practice, guiding us in the delivery of holistic, patient-centered care. The components of the nursing process include assessment, nursing diagnosis, planning/outcomes, implementation, and evaluation.

Work Ethics: The student, will meet the established expectations for work ethics performance as adopted by Parkland College. The 10 Characteristics of Work Ethics are as follows: Attendance, Character, Teamwork, Appearance, Attitude, Productivity, Organizational Skills, Communication, Cooperation, and Respect.

Course Objectives: At the completion of this course the student will:

Human Flourishing	1. Engage in respectful, positive, and holistic care of a basic client and family. 2. Interact with the client, family, and healthcare team with respect for their dignity and culture.
Professional Identity	1. Demonstrates responsibility for maintaining patient confidentiality. 2. Understands education levels of nursing programs, advanced practice, and the scope and legalities of nursing practice.

Nursing Judgement	1. Demonstrate the ability to complete a client health history and head to toe physical exam in the clinical setting.
	2. Identify abnormal assessment findings in the clinical setting.
Spirit of Inquiry	1. Clearly and respectfully communicate with clients and healthcare team members.
	2. Collaborate with clients and health care team to provide safe client centered care.
Work Ethic	1. Demonstrate the established work ethics and performance as adopted for Parkland College Nursing Program.
	2. Understand the principles of the established ANA nursing ethics.

Teaching Methods:

Lecture-Discussion	Concept Maps	Assignments
Demonstration	Assigned Readings	Clinical activities
Video	Electronic Activities	Small Group Activities
Lab activities		
Simulation labs		

Grading/Assessment/Evaluation – Course Requirements:

1. Seven exams over lecture, lab, skill videos, and readings each worth 30 points. ***Lowest score will be dropped from the combined score***. Total points for quizzes = 180 points
2. Midterm: cumulative. 150 points
3. Final: cumulative. 150 points
4. Participation Points:
    a. Weekly pre-lecture assessment quizzes 1 point each X 15 weeks = 15 points
    b. Lab Pop Quizzes = 5 pop quizzes at 6 points each = 30 points
5. Assignments (Not counted in exam percentage):
    a. Quality and Safety Institute of Healthcare Improvement Lessons = 40
    b. Kaplan Case Study = 25 – 0 points given according to score obtained
6. Kaplan Integrated Testing = 10 points
7. Two vSimulation Assignments = 10 points each
8. Optional Assignment = 5 bonus points

Total points possible = 620

Exams	Points	Total
7 Comprehensive Exams (lowest dropped)	**30 points each**	**180 points**
Midterm Exam	**75 questions**	**150 points**
Final Exam	**75 questions**	**150 points**
Average of quizzes and exams listed above MUST equal 78% or greater to receive additional points.		
Participation Points	**Points**	**Total**
Pre-Lecture Assessment	**1 Point/wk.**	**15 Points**
6 Lab Pop Quizzes on Cobra	**5 Points/quiz**	**30 Points**
Assignments	**Points**	**Totals**

Quality and Safety Institute for Healthcare Improvement (IHI) Assignment	**5 Points each topic**	**40 Points**
Case Study	**25 Points**	**25 Points**
Kaplan Integrated Testing	**10 Points**	**10 Points**
vSim	**10 Points**	**10 Points**
vSim	**10 Points**	**10 Points**
Optional assignment for bonus points added after the final score tabulated.		**5 bonus points added after the final score tabulated.**
Total Points		**620 +5 optional bonus The final score will not exceed 620.**

Participation is required during lecture/class meetings and pre and post clinical. You must be prepared and have any assignments/worksheets completed. Poor participation and/or absence may result in lost points.

Parkland College Nursing Program
Fall 2019

Course: NUR 117

Title: Introduction to Pharmacology

Credit Hours: 1 semester hour

Course Description: Introduction to basic medication principles. Emphasis on knowledge needed to safely administer medications and the nursing role and responsibilities.

Prerequisites: Credit or concurrent enrollment in NUR 113, BIO 121, and ENG 101.

Organizing The nursing process, functional health patterns, and National League for
Framework Nursing (NLN) eight core educational competencies are reflected in all aspects of the nursing curriculum

NLN Core Upon completion of this course, the student will meet the established
Components: competencies at the appropriate level for each of the 4 Core Components set forth by the NLN and adopted by the Parkland College Nursing Program. The Core Components are Human Flourishing, Professional Identity, Nursing Judgement, and Spirit of Inquiry. Please refer to your Nursing Student Policy Handbook for more information.

Functional The functional health patterns, developed by Gordon, provide a framework
Health Patterns: for data collection that facilitates health status evaluation and development of nursing diagnosis. There are eleven (11) health patterns these are explained in more detail in your Nursing Student Policy Handbook and in your nursing course.

Nursing Process: The nursing process is the fundamental core of our practice, guiding us in the delivery of holistic, patient-centered care. The components of the nursing process include assessment, nursing diagnosis, planning/outcomes, implementation, and evaluation.

Work Ethics: The student, will meet the established expectations for work ethics performance as adopted by Parkland College. The 10 Characteristics of Work Ethics are as follows: Attendance, Character, Teamwork, Appearance, Attitude, Productivity, Organizational Skills, Communication, Cooperation, and Respect.

Course Objectives: At the completion of this course the student will:

Human Flourishing	1. Identify variations in culture and lifespan impacting patients understanding and willingness to take medications.
Professional Identity	1. Recognize the roles and responsibilities of all members of the health care team and the patient to guarantee safe medication administration. 2. Identify legal and ethical governance of appropriate medication administration.

Nursing Judgement	1. Define the process for safe medication administration. 2. Identify assessment. Components that must be performed in conjunction with medication administration. 3. Communicate the importance of medication accuracy including the essential components of a medication order
Spirit of Inquiry	1. Identify supports and resources to assist in bedside decision making for medication. 2. Recognize appropriate measures to manage bedside care and reduce the risk of adverse medication outcomes.
Work Ethic	1. Demonstrate the established work ethics and performance as adopted for Parkland College Nursing Program. 2. Understand the principles of the established ANA nursing ethics.

Teaching Methods:

Lecture-Discussion   Assigned Readings   Assignments
Case Studies   Culture Study

Grading/Assessment/Evaluation – Course Requirements:

1. 4 exams over lecture and readings each worth 30 points. ***Lowest score will be dropped from the combined score***. Total points for quizzes = 180 points
2. 1 calculation quiz
3. Midterm: cumulative. 150 points
4. Final: cumulative. 150 points
5. Assignment (Not counted in exam percentage):
6. Culture paper = 40
7. Kaplan Integrated Testing = 10 points
8. Two vSimulation Assignments = 10 points each
9. Optional Assignment = 5 bonus points

Total points possible = 620

Exams	Points	Total
4 Comprehensive Exams (lowest dropped)	**120 points each**	**360 points**
Calculation Quiz		**60 points**
Midterm Exam		**240 points**
Final Exam	**75 questions**	**300 points**

Average of quizzes and exams listed above MUST equal 78% or greater to receive additional points.

Other Points	Points	Total
Culture Paper		**40 Points**
Kaplan bonus work		**10 Points**
Total Points		**1000**

Participation is required during lecture/class meetings and pre and post clinical. You must be prepared and have any assignments/worksheets completed. Poor participation and/or absence may result in lost points.

Parkland College Nursing Program
Fall 2019

Course: NUR 118

Title: Med/Surg I

Credit Hours: 5 semester hours (2 class hours, 9 lab/clinical hours)

Course Description: Nursing care of the client with alterations in functional health patterns as a result of changes, variations and/or illnesses in the areas of inflammation, infection, healing, problems related to movement and coordination, hematologic problems, cancer, immune system disorders, and male and female urinary tract health and problems

Prerequisites: Successful completion of all 1st semester nursing courses and ENG 101 Credit or concurrent enrollment in NUR 151, BIO 122, & PSY 101.

Organizing   The nursing process, functional health patterns, and National League for
Framework   Nursing (NLN) eight core educational competencies are reflected in all aspects of the nursing curriculum

NLN Core   Upon completion of this course, the student will meet the established
Components: competencies at the appropriate level for each of the 4 Core Components set forth by the NLN and adopted by the Parkland College Nursing Program. The Core Components are Human Flourishing, Professional Identity, Nursing Judgement, and Spirit of Inquiry. Please refer to your Nursing Student Policy Handbook for more information.

Functional   The functional health patterns, developed by Gordon, provide a framework
Health Patterns: for data collection that facilitates health status evaluation and development of nursing diagnosis. There are eleven (11) health patterns these are explained in more detail in your Nursing Student Policy Handbook and in your nursing course.

Nursing Process: The nursing process is the fundamental core of our practice, guiding us in the delivery of holistic, patient-centered care. The components of the nursing process include assessment, nursing diagnosis, planning/outcomes, implementation, and evaluation.

Work Ethics: The student, will meet the established expectations for work ethics performance as adopted by Parkland College. The 10 Characteristics of Work Ethics are as follows: Attendance, Character, Teamwork, Appearance, Attitude, Productivity, Organizational Skills, Communication, Cooperation, and Respect.

Course Objectives: At the completion of this course the student will:

Human Flourishing	1. Employ compassion, respect and dignity when caring for adults with diverse backgrounds 2. Demonstrate therapeutic communication with adult patients, families and members of the health care team

Professional Identity	1. Demonstrates adherence to the legal and ethical principles governing nursing care of adult patients
	2. Collaborate effectively with members of the health care team in planning and decision making to achieve desired outcomes for the adult patient
Nursing Judgement	1. Demonstrate and document a complete nursing assessment on an adult patient in a prescribed time
	2. Utilize clinical decision making skills to provide safe, efficient care to the adult patient
Spirit of Inquiry	1. Develop and implement individualize care/teaching plans for the adult patient based on assessed needs
Work Ethic	1. Demonstrate the established work ethics and performance as adopted for Parkland College Nursing Program.
	2. Understand the principles of the established ANA nursing ethics.

Teaching Methods:

Lecture-Discussion	Assigned Readings	Assignments
Demonstration	Small Group Activities	Clinical activities
Case study	Simulation labs	

Grading/Assessment/Evaluation – Course Requirements:

1. Seven exams over lecture, lab, skill videos, and readings each worth 60 points. ***Lowest score will be dropped from the combined score***. Total points for quizzes = 360 points
2. Midterm: cumulative. 225 points
3. Final: cumulative. 300 points
4. In class quizzes: pre class assessment of readings: 9 x 10 points each with 1 low score dropped – 80 points total
5. Class presentation/case study: 25 points
6. Kaplan Integrated Testing = 10 points

Total points possible = 1000

Exams	Points	Total
7 Comprehensive Exams (lowest dropped)	**60 points each**	**360 points**
In class quizzes-lowest dropped	**10 points each**	**80 points**
Midterm Exam	**75 questions**	**225 points**
Final Exam	**75 questions**	**300 points**

Average of quizzes and exams listed above MUST equal 78% or greater to receive additional points.

Assignments	Points	Totals
Case Study	**25 Points**	**25 Points**
Kaplan Testing	**10 Points**	**10 Points**
Total Points		**1000**

Participation is required during lecture/class meetings and pre and post clinical. You must be prepared and have any assignments/worksheets completed. Poor participation and/or absence may result in lost points.

Parkland College Nursing Program
Fall 2019

Course: NUR 151

Title: Mental Health Nursing

Credit Hours: 4 semester hours (2 class hours, 4 clinical hours, 2 lab hours)

Course
Description: Nursing care of clients experiencing emotional stress and those with mental illness. Emphasis on communication, healthy behaviors, and self-esteem.

Prerequisites: Completion of all first-semester NUR courses and credit or concurrent enrollment in BIO 122 and PSY 101.

Organizing The nursing process, functional health patterns, and National League for
Framework Nursing (NLN) eight core educational competencies are reflected in all aspects of the nursing curriculum

NLN Core Upon completion of this course, the student will meet the established
Components: competencies at the appropriate level for each of the 4 Core Components set forth by the NLN and adopted by the Parkland College Nursing Program. The Core Components are Human Flourishing, Professional Identity, Nursing Judgement, and Spirit of Inquiry. Please refer to your Nursing Student Policy Handbook for more information.

Functional The functional health patterns, developed by Gordon, provide a framework
Health Patterns: for data collection that facilitates health status evaluation and development of nursing diagnosis. There are eleven (11) health patterns and these are explained in more detail in your Nursing Student Policy Handbook and in your nursing course.

Nursing Process: The nursing process is the fundamental core of our practice, guiding us in the delivery of holistic, patient centered care. The components of the nursing process include: assessment, nursing diagnosis, planning/outcomes, implementation, and evaluation.

College The student will meet the established expectations for work ethics performance
Work Ethics: as adopted by Parkland College. The 10 Characteristics of Work Ethics are as follows: Attendance, Character, Teamwork, Appearance, Attitude, Productivity, Organizational Skills, Communication, Cooperation, and Respect. These can be found at: http://online.parkland.edu/Ethics/summary.cfm

Course Objectives: At the completion of this course, the student will:

Human Flourishing	1. Engage in respectful, positive, and holistic care of a basic client and family.
	2. Interact with the client, family, and healthcare team with respect for their dignity and culture.

Professional Identity	1. Demonstrates responsibility for maintaining patient confidentiality.
	2. Understands education levels of nursing programs, advanced practice, and the scope and legalities of nursing practice.
Nursing Judgement	1. Demonstrate the ability to complete a client health history and head to toe physical exam in the clinical setting.
	2. Identify abnormal assessment findings in the clinical setting.
Spirit of Inquiry	1. Clearly and respectfully communicate with clients and healthcare team members.
	2. Collaborate with clients and health care team to provide safe client centered care.
Work Ethic	1. Demonstrate the established work ethics and performance as adopted for Parkland College Nursing Program.
	2. Understand the principles of the established ANA nursing ethics.

Teaching Methods:

Lecture-Discussion	Assignments	Clinical activities
Demonstration	Assigned Readings	Small group
Videotapes/DVDs	Kaplan assessment	Activities
Lab activities	and focused review	Role-play and simulation

Grading/Assessment/Evaluation – Course Requirements:

The following is a breakdown of available points in the course:

Quizzes x13	25 points each	Lowest score dropped	300 points
Final exam	80 points		80 points

Average of the grades listed above MUST equal 78% or greater, in order to calculate the following additional points into your final calculated grade:

Unannounced assignments	10 points each	At least 1 will be given.	10 points, possibly more
Attendance assignments x11	2 points each		22 points
Social skills presentation	20 points		20 points
Journals x3	10 points each		30 points
Clinical site visit	20 points		20 points
Recovery Group Meeting/Paper	20 points		20 points
Focused review "ticket to enter" x7	2 points each		14 points
Standardized integrated assessment-Kaplan	2-10 points, depending on percentile score		Max 10 points
Remediation "ticket to enter"	5 extra credit points		5 extra credit points

Total points possible - 526 (possibly more, depending on number of unannounced assignments).

Parkland College Nursing Program
NUR 210 Spring 2019

Course: NUR 210

Title: LPN to RN Bridge Course Hybrid Course

Credit Hours: 3 semester hours (2 online class hours) and 3 Lab hours

Course Description: Bridge for LPN transition to year two of the RN Program. Legal and ethical
responsibilities, nursing process, critical thinking, teaching, learning, physical
assessment, fluid, electrolyte, acid base, Nurse Practice Act, and role transition are
covered.

Prerequisites: Eng 101, Bio 121, credit or concurrent in Bio 122, Psy 101, Psy 209, and LPN license in
Illinois for 3 semesters. If completing in 2 semesters, the above classes and Eng 102, Psy
209, Bio 123, Soc 101, and Hum elective. All general education courses must be
completed in order to take NUR 255.

Organizing   The nursing process, functional health patterns, and National League for
Framework   Nursing (NLN) eight core educational competencies are reflected in all aspects of the
nursing curriculum

NLN Core   Upon completion of this course, the student will meet the established
Components: competencies at the appropriate level for each of the 8 Core Components set forth by the NLN
and adopted by the Parkland College Nursing Program. The Core Components are: Professional
Behaviors, Communication, Assessment, Clinical Decision Making, Caring Interventions,
Teaching and Learning, Collaboration, and Managing Care. Please refer to your Nursing Student
Policy Handbook for more information.

Functional   The functional health patterns, developed by Gordon, provide a framework
Health Patterns: for data collection that facilitates health status evaluation and development of nursing
diagnosis. There are eleven (11) health patterns and these are explained in more detail in your
Nursing Student Policy Handbook and in your nursing course.

Nursing Process: The nursing process is the fundamental core of our practice, guiding us in the delivery of
holistic, patient centered care. The components of the nursing process include: assessment,
nursing diagnosis, planning/outcomes, implementation, and evaluation.

College   The student will meet the established expectations for work ethics performance
Work Ethics: as adopted by Parkland College. The 10 Characteristics of Work Ethics are as follows:
Attendance, Character, Teamwork, Appearance, Attitude, Productivity, Organizational Skills,
Communication, Cooperation, and Respect.

Course Objectives: At the completion of this course the student will:

Professional Behaviors	Accept responsibility for maintaining patient confidentiality as they Integrate ethical, legal, regulatory frameworks and standards of professional nursing practice through a holistic approach to care in the adult patient and family.

Communication	Communicate clearly and respectfully to patients and all members of the health care team utilizing the nursing process.
Assessment	Demonstrate the ability to complete a health history and head to toe physical exam on a patient in the clinical/simulation setting.
Clinical Decision Making	Demonstrate the ability to differentiate normal and abnormal assessment findings in the clinical setting.
Caring Interventions	Demonstrate a positive, caring environment where all patients and members of the health care team are afforded dignity and respect.
Teaching And Learning	Perform basic bedside teaching for adult patients using a variety of tools and resources.
Collaboration	Collaborate with patient and health care team to provide safe, appropriate care.
Managing Care	Manage the care of clinical patients under the supervision of clinical instructors and professional staff safely.

Teaching Methods:

Lecture-Discussion	Lab activities	Concept Maps	Assignments
Demonstration	Simulation labs	Assigned Readings	Clinical activities
Videotapes/DVDs	Computer Activities	Small Group Activities	

Grading/Assessment/Evaluation – Course Requirements:

1. Quizzes over lecture, readings, and anything talked about in class are each worth 10 points. Lowest score will be dropped. A total of 12 quizzes will be given and then drop the lowest quiz score at the end of the semester. Total points of quizzes =110 points
2. Midterm Exam: Midterm exam 50 questions (2 points apiece) worth 100 points.
3. Final Exam: Final exam 50 questions (2 points apiece) worth 100 points.
4. There will be 12 participation posts/assignments (3 points apiece): 36 points altogether.
5. Med Quiz: 20 points.

Total points: 366

Graded Item	Points
12- Quizzes	**10 points apiece, total of 110 points (lowest score dropped)**
Midterm	**50 questions 2 points apiece for a total of 100 points**
Final	**50 questions 2 points apiece for a total of 100 points**
Med Quiz	**Total of 20 points**
Average of grades listed above MUST equal 75% or greater to receive additional points.	
	Additional Points
Participation Assignments/Discussions	**12 – 3 points apiece for a total of 36 points**
Total Points	**Total points- 366**

Participation is required during lecture/class meetings and pre and post clinical. You must be prepared and have any assignments/worksheets completed. Poor participation and/or absence may result in lost points.

Parkland College Nursing Program
Fall 2018

Course: **NUR 218**

Title: Medical-Surgical III

Credit Hours: **7.0** semester hours (5 hours, 7 clinical)

Course Provides part two of the bridge for the paramedic transition that supplements the second, third and fourth semester medical-surgical subject matter and allows for practice of clinical skills for the acute hospitalized patient.

Description: **Prerequisites**: Prerequisites: BIO 122, BIO 123, and PSY 209 and credit or concurrent enrollment in NUR 215, NUR 257, ENG 102, SOC 101, and HUM/FA elective.

Organizing The nursing process, functional health patterns, and National League for
Framework Nursing (NLN) eight core educational competencies are reflected in all aspects of the nursing curriculum

NLN Core Upon completion of this course, the student will meet the established
Components: competencies at the appropriate level for each of the 8 Core Components set forth by the NLN and adopted by the Parkland College Nursing Program. The Core Components are: Professional Behaviors, Communication, Assessment, Clinical Decision Making, Caring Interventions, Teaching and Learning, Collaboration, and Managing Care. Please refer to your Nursing Student Policy Handbook for more information.

Functional The functional health patterns, developed by Gordon, provide a framework
Health Patterns: for data collection that facilitates health status evaluation and development of nursing diagnosis. There are eleven (11) health patterns and these are explained in more detail in your Nursing Student Policy Handbook and in your nursing course.

Nursing Process: The nursing process is the fundamental core of our practice, guiding us in the delivery of holistic, patient centered care. The components of the nursing process include: assessment, nursing diagnosis, planning/outcomes, implementation, and evaluation.

College The student will meet the established expectations for work ethics performance
Work Ethics: as adopted by Parkland College. The 10 Characteristics of Work Ethics are as follows: Attendance, Character, Teamwork, Appearance, Attitude, Productivity, Organizational Skills, Communication, Cooperation, and Respect.

Course Objectives:

Professional Behaviors	Adhere to standards of professional practice, being accountable for his/her own actions and behaviors, including maintaining patient confidentiality. Recognize and incorporate appropriate legal, ethical, and regulatory frameworks on a continuous and increasing basis, across the life span, consistently throughout the semester. Demonstrate for others caring, valuing the nursing profession, and participating in ongoing development.

Communication	Recognize his/her own style of communication and factors that influence positive communication, and assist with conflict resolution. Communicate using all modalities, clearly, accurately, respectively, effectively and therapeutically to patients across the life span, their support systems, members of the healthcare team, and community agencies, with an end goal of developing a trusting relationship and achieving positive outcomes.
Assessment	Demonstrate the ability to gather physical/mental/social/cultural assessment data using multiple resources, accurately, completely, and efficiently, on all patients across the life span. Identify how cultural/social/political influences and evidenced-based nursing practice, impacts the development of nursing and healthcare policy.
Clinical Decision Making	Identify safe, effective and individualized patient care is based upon solid clinical decision-making, using evidence-based nursing research and practices. In order to meet the holistic needs of the patient and family, the student nurse will analyze and utilize assessment and reassessment data of every patient, with an end goal of positive patient outcomes.
Caring Interventions	Create a positive, caring environment where patients, families, faculty, and other members of the healthcare team, are respected for their cultural values, beliefs, and lifestyles.
Teaching and Learning	Develop and implement individualized care/teaching plans for all patients based upon a needs assessment. Demonstrate all integral components of the teaching process, including transmission of information, evaluation of teaching and modification of teaching based on identified responses.
Collaboration	Demonstrate shared planning, decision making, problem solving, goal setting, cooperation, and communication with the patient, significant support person(s), peers, other members of the healthcare team, and community agencies (teamwork) and will exhibit consideration of patient needs, priorities and preferences, available resources and services, shared accountability and mutual respect (holistic and patient centered).
Managing Care	Manage the care of multiple adult patients under the supervision of clinical instructors and professional staff. Demonstrate the processes of planning, organizing, directing and controlling in the efficient use of human, physical, financial and technological resources to meet client needs and support organization outcomes while using the management process to assist the client to achieve positive outcomes in a cost-efficient manner to transition within and across health care settings accessing resources as needed

Teaching Methods:

Lecture-Discussion	Simulation labs	In class, small Group Activities	Demonstration
Videos	Assigned Readings	Clinical activities	PowerPoints
On-line assignments; Case Studies	Computer Activities	Clinical Observations	Audiotapes

Course Requirements:
Grading/Assessment/Evaluation

1. Quizzes over lecture/readings, each worth 20 points. Lowest score will be dropped. (6 quizzes) (100 points)
2. Midterm (100 points)
3. Final (100 points)
4. EKG Interpretation quiz (20 points)
5. Kaplan Assessments:
   Kaplan Drug Calculation quiz - (High acuity nursing math A) must achieve a score at or above the score threshold =60% or greater, to receive full credit (10 points).
   MedSurg Comprehensive – must achieve a score at or above the score threshold =60% or greater, to receive full credit (10 points).
   Secure Predictor - must achieve a score at or above the score threshold to receive full credit (10 points). Score threshold varies and is based on percentile rank. Point spread will be determined. The **Secure Predictor** must be remediated by all students, whether you successfully achieved the score threshold or not. Each student must show proof of remediation time spent (a minimum of 60 seconds per question) by providing the instructor with a printed copy of the remediation report. This will be your **TICKET-IN** to the final for NUR 218. If you do not remediate and/or provide a printed copy of your remediation report, you will NOT be able to sit for the final for NUR 218.
6. Five case studies (3 worth 50 points each; 2 worth 100 points each) worth a total of 350 points are assigned throughout the semester. Each case study provides the student the opportunity to evaluate/assess a patient using the nursing process to either develop a plan of care and/or answer several specific questions regarding patient's diagnosis and/or plan of care. (350 points) **Case Study points are NOT included in the 75% combined average.**
7. **Participation** is required during lecture/class meetings and pre-and post-clinical. You **must** be prepared and have any assignments/worksheets completed. Poor participation and/or absence may result in lost points or percentage and will be taken into consideration when assigning a final grade.

Graded Item	Points
6 – quizzes	20 pts each (100 total, lowest score dropped)
Midterm	100
Final	100
EKG interpretation	20
Kaplan- Drug Calculation (High acuity nursing math A)	10
Kaplan – MedSurg	10 points
Kaplan – Secure Predictor	10 points
	Additional points NOT included in the 75% combined average requirement
5 – Case Studies	3 - 50 pts each; 2 – 100 pts each (350 total)
	Potential Extra Credit Points NOT included in the 75% combined average requirement
Total	**700**

Parkland College Nursing Program
Fall 2019

Course: NUR 236

Title: Maternal-Newborn Nursing

Credit Hours: 3 semester hours (2 class hours, 3 lab/clinical hours)

Course Description: Principles of family-centered care. Incorporates health care needs of women throughout the lifespan. Includes the health and wellness of newborns. Emphasizes promotion of wellness.

Prerequisites: Completion of all first-year nursing program courses and credit or concurrent enrollment in NUR 238, BIO 123 and PSY 209

Organizing   The nursing process, functional health patterns, and National League for
Framework   Nursing (NLN) eight core educational competencies are reflected in all aspects of the nursing curriculum

NLN Core   Upon completion of this course, the student will meet the established
Components: competencies at the appropriate level for each of the 4 Core Components set forth by the NLN and adopted by the Parkland College Nursing Program. The Core Components are Human Flourishing, Professional Identity, Nursing Judgement, and Spirit of Inquiry. Please refer to your Nursing Student Policy Handbook for more information.

Functional   The functional health patterns, developed by Gordon, provide a framework
Health Patterns: for data collection that facilitates health status evaluation and development of nursing diagnosis. There are eleven (11) health patterns these are explained in more detail in your Nursing Student Policy Handbook and in your nursing course.

Nursing Process: The nursing process is the fundamental core of our practice, guiding us in the delivery of holistic, patient-centered care. The components of the nursing process include assessment, nursing diagnosis, planning/outcomes, implementation, and evaluation.

Work Ethics: The student, will meet the established expectations for work ethics performance as adopted by Parkland College. The 10 Characteristics of Work Ethics are as follows: Attendance, Character, Teamwork, Appearance, Attitude, Productivity, Organizational Skills, Communication, Cooperation, and Respect.

Course Objectives: At the completion of this course the student will:

Human Flourishing	Develop, implement, and evaluate individualized teaching plans for the maternal/newborn patient and family to achieve desired outcomes. Demonstrate effective communication through caring, compassion, and cultural awareness for the maternal/newborn patient and family to achieve positive outcomes.

Professional Identity	Integrate ethical, legal, regulatory frameworks and standards of professional nursing practice through a holistic approach to care in the maternal/newborn patient and family.
	Demonstrate caring behaviors that are nurturing, protective, safe, compassionate, and person-centered where client choices related to cultural values, beliefs, and lifestyle are respected in the maternal/newborn patient and family.
Nursing Judgement	Demonstrate the orderly collection of information from multiple sources to establish a foundation of holistic nursing care to meet the needs of the maternal/newborn patient and family.
	Analyze and utilize assessment and reassessment data to plan and provide individualized care for the maternal/newborn patient and family.
	Demonstrate shared planning, decision making, problem solving, goal setting, cooperation, and communication with the maternal/newborn patient, family, and members of the healthcare team.
	Manage and prioritize nursing care of the maternal/newborn patient and family.
Spirit of Inquiry	Develop, implement, and evaluate individualized teaching plans for the maternal/newborn patient and family to achieve desired outcomes.
Work Ethic	Demonstrate the established work ethics and performance as adopted for Parkland College Nursing Program
	Understand the principles of the established ANA nursing ethics.

Teaching Methods:

Lecture-Discussion	Small Group Activities
Demonstration	Assigned Readings
Video	Electronic Activities
Simulation Labs	Clinical Activities

Grading/Assessment/Evaluation – Course Requirements:

Theory: Total points possible: 500

1. **Quizzes** over lecture and readings 12 quizzes each worth 15 points. Lowest score will be dropped. **165 total points**
2. **Mid-Term Exam**: **100 points**
3. **Final**: cumulative. Study guide will be provided. **150 points.**
4. **Simulation Project.** This project will be completed as a group project due to Ms. Cross 12/2 by 11:59 pm. Please see rubric for due dates for scheduling taping, and for equipment lists. Presentations will be shown in class Week 16. This project will be worth **50 points.**
5. **Participation Assignments:** There will be 5 unannounced participation assignments worth 5 points each for a total of **25 points**. There will be no make-up opportunities for these assignments if you are not present on the day of lecture.
6. **Kaplan Assessment**: **10 points.** A proctored, Kaplan standardized assessment will be taken during class time. The points earned for the proctored assessment are based on the student's percentile rank achieved on the assessment. Point assignment is listed below under E. Standardized testing. All students are **REQUIRED** to take and remediate the proctored exam. **Failure to take and remediate the proctored Kaplan exam will**

> **result in course failure. Please refer to letter E. Standardized testing for the remediation requirement.**

7. **Participation** is required during lecture/class meetings and pre and post clinical. You **must** be prepared and have any assignments/worksheets completed. Poor participation and/or absence may result in lost points or percentage and will be taken into consideration when assigning a final grade.

Total points possible = 500 points

Category	Item Total		Total Points
12 Quizzes	15 points each	Lowest dropped	165 points
Midterm	100 points		100 points
Final	150 points		150 points
Average of grades listed above MUST equal 78% or greater to receive the Additional points.			
Additional Points			
5 Participation Assignments	5 points each		25 points
Simulation Project	50 points		50 points
Kaplan	10 points		10 points
Course Total			500 points

Parkland College Nursing Program
Fall 2019

Course: NUR 238

Title: Pediatric Nursing

Credit Hours: 3.0 semester hours (2 class hours, 3 clinical/lab hours)

Course Description: Family nursing care for infants, children, and adolescents in a variety of settings. Emphasis is on promoting, maintaining, and restoring health, reinforcing uniqueness of each child and family, and establishing therapeutic nurse/child/family relationships.

Prerequisites: Completion of all first-year nursing program courses and credit or concurrent enrollment in NUR 236, BIO 123 and PSY 209

Organizing Framework The nursing process, functional health patterns, and National League for Nursing (NLN) eight core educational competencies are reflected in all aspects of the nursing curriculum

NLN Core Components: Upon completion of this course, the student will meet the established competencies at the appropriate level for each of the 8 Core Components set forth by the NLN and adopted by the Parkland College Nursing Program. The Core Components are: Professional Behaviors, Communication, Assessment, Clinical Decision Making, Caring Interventions, Teaching and Learning, Collaboration, and Managing Care. Please refer to your Nursing Student Policy Handbook for more information.

Functional Health Patterns: The functional health patterns, developed by Gordon, provide a framework for data collection that facilitates health status evaluation and development of nursing diagnosis. There are eleven (11) health patterns and these are explained in more detail in your Nursing Student Policy Handbook and in your nursing course.

Nursing Process: The nursing process is the fundamental core of our practice, guiding us in the delivery of holistic, patient centered care. The components of the nursing process include: assessment, nursing diagnosis, planning/outcomes, implementation, and evaluation.

Work Ethics: The student will meet the established expectations for work ethics performance as adopted by Parkland College. The 10 Characteristics of Work Ethics are as follows: Attendance, Character, Teamwork, Appearance, Attitude, Productivity, Organizational Skills, Communication, Cooperation, and Respect.

Course Objectives: At the completion of this course, the student will:

| Human Flourishing | 1. Engage in respectful, positive, and holistic care of a basic client and family. |
| | 2. Interact with the client, family, and healthcare team with respect for their dignity and culture. |

Professional Identity	1. Demonstrates responsibility for maintaining patient confidentiality. 2. Understands education levels of nursing programs, advanced practice, and the scope and legalities of nursing practice.
Nursing Judgement	1. Demonstrate the ability to complete a client health history and head to toe physical exam in the clinical setting. 2. Identify abnormal assessment findings in the clinical setting.
Spirit of Inquiry	1. Clearly and respectfully, communicate with clients and healthcare team members. 2. Collaborate with clients and health care team to provide safe client centered care.
Work Ethic	1. Demonstrate the established work ethics and performance as adopted for Parkland College Nursing Program. 2. Understand the principles of the established ANA nursing ethics.

Teaching Methods:

Lecture-Discussion	Simulation labs	Computer Activities
Demonstration	Clinical Activities	Assigned Readings
Videotapes/DVDs	Class Activities	Small Group

Grading/Assessment/Evaluation – Course Requirements:

Theory: Total points possible: 575 points

1. **Quizzes** over lecture and readings 14 quizzes each worth 25 points. Your lowest quiz score will be dropped. **325 total points**
2. **Midterm exam:** cumulative over first 6 weeks **50 questions. 100 points.**
3. **Final**: cumulative over entire semester. **100 questions**. **150 points**
4. **Kaplan Assessment**: A proctored, Kaplan standardized assessment will be taken Week 16 during your assigned time on Monday, Tuesday, or Wednesday. The points earned for the proctored assessment are based on the student's percent achieved on the assessment. All students are **REQUIRED** to take the proctored exam. Failure to take the proctored Kaplan exam will result in course failure. Up to 5 points for the Kaplan assessment percent achieved and 5 points for completion of remediation (turned in on day of final exam) for a possible total **10 total points. You must remediate on each question for at least 60 seconds to receive the remediation points. These points are added on after the student meets the 78% theory passing grade.**
5. **Participation** is required during lecture/class meetings, pre, and post clinical. You **must** be prepared and have any assignments/worksheets completed. Poor participation and/or absence may result in lost points or percentage and will be taken into consideration when assigning a final grade.
6. **Ticket to Enter:** 8 ticket to enter assignments will be assigned on various weeks throughout the semester. Each Ticket to Enter is worth 3 points and will be turned at the beginning of lecture. **24 points total.**

Total points possible = 585 points

Theory Category	Item Total	Total Points
14 Quizzes – Lowest score dropped to equal 13 quizzes	**25 points each**	**325 points**
Midterm Exam	**100 points**	**100 points**

Final	150 points	150 points
Course Total		**575 total points**
Average of grades listed above MUST equal 78% or greater to receive the Additional Points.		
	Additional Points	
Kaplan	**10 points**	**10 points**
8 Tickets to Enter	**3 points**	**24 points**
Clinical Category	**Item Total**	**Total Points**
3 Hospital Care Plans	**100 points each**	**300**
1 Day Care Assignment	**100 points**	**100**
1 Clinic Observation Report	**15 points**	**15**
1 Simulation Assignment	**50 points**	**50**
2 ASQ Development assignments	**15 points each**	**30**
1 Poison Control Assignment	**15 points**	**15**
Clinical Total		**510 total points**
Average of grades listed above MUST equal 90% or greater to pass the clinical portion of NUR238		

Parkland College Nursing Program
Fall 2019

Course: NUR 255

Title: Medical Surgical II

Credit Hours: 4 semester hours 2 class hours, 6 clinical hours (5 clock hours)

Course Description: Nursing care of clients with alterations in functional health patterns as a result
of changes, variations, and/or illnesses in selected medical-surgical areas

Prerequisites: Completion of all second-semester NUR program courses and credit or concurrent
enrollment in NUR 236, NUR 238, BIO 123, and PSY 209. F S

Organizing   The nursing process, functional health patterns, and National League for
Framework   Nursing (NLN) eight core educational competencies are reflected in all aspects
of the nursing curriculum

NLN Core   Upon completion of this course, the student will meet the established
Components: competencies at the appropriate level for each of the 4 Core Components set forth by the NLN
and adopted by the Parkland College Nursing Program. The Core Components are Human
Flourishing, Professional Identity, Nursing Judgement, and Spirit of Inquiry. Please refer to your
Nursing Student Policy Handbook for more information.

Functional   The functional health patterns, developed by Gordon, provide a framework
Health Patterns: for data collection that facilitates health status evaluation and development of nursing
diagnosis. There are eleven (11) health patterns these are explained in more detail in your
Nursing Student Policy Handbook and in your nursing course.

Nursing Process: The nursing process is the fundamental core of our practice, guiding us in the delivery of
holistic, patient-centered care. The components of the nursing process include assessment,
nursing diagnosis, planning/outcomes, implementation, and evaluation.

Work Ethics: The student, will meet the established expectations for work ethics performance as adopted by
Parkland College. The 10 Characteristics of Work Ethics are as follows: Attendance, Character,
Teamwork, Appearance, Attitude, Productivity, Organizational Skills, Communication,
Cooperation, and Respect.

Course Objectives: At the completion of this course the student will:

Human Flourishing	1. Analyze personal beliefs and values while providing care recognizing the importance of human dignity, equality, and justice while caring for the adult. 2. Discover ways to provide holistic, safe, culturally appropriate, individualized care in varied settings while utilizing a collaborative approach in the adult client and family, client and family.

Professional Identity	1. Performs safe patient care while analyzing responsibilities and collaborate with the interprofessional team to identify community resources while caring for a diverse population, including the underserved.
	2. Recommend the best actions to be able to provide access to health care that is affordable and of high quality to all including the underserved and vulnerable populations. Demonstrates responsibility for maintaining patient confidentiality.
Nursing Judgement	1. Interpret evidence-based practice standards to guide critical thinking while providing safe, quality care in the development of an individualized plan of care while collaborating with the inter-disciplinary team, patient, and family.
	2. Recognize potential conflict and abuse while maintaining ethical principles in providing care. Examine new clinical practice guidelines and technology to help achieve the best outcomes while advocating the best care in the patient setting
Spirit of Inquiry	1. Determine the best care with the support of evidenced based practice and approaches with collaboration to all members of the heath care team.
	2. Implement creative approaches to help provide the best outcomes to all who are seeking care in the varied health care settings.
Work Ethic	1. Demonstrate the established work ethics and performance as adopted for Parkland College Nursing Program.
	2. Understand the principles of the established ANA nursing ethics.

Teaching Methods:

Lecture-Discussion	Concept Maps	Assignments
Demonstration	Assigned Readings	Clinical activities
Video	Electronic Activities	Small Group Activities
Lab activities		
Simulation labs		

Grading/Assessment/Evaluation – Course Requirements:

1. Quizzes over lecture, readings, and anything talked about in class are each worth 15 points. A total of 3 Quizzes worth 15 points apiece will be given for a total of 45 points. No dropped quiz scores.
2. A total of 7 Tests worth 25 points apiece will be given and then drop the lowest test score at the end of the semester. Total of 150 points.
3. Total points of quizzes =220 points.
4. Midterm Exam: Midterm exam 75 questions worth 150 points.
5. Final Exam: Final exam 85 questions worth 170 points.
6. Teaching Project: 20 points.
7. Participation is required during lecture/class meetings and pre and post clinical. You must be prepared and have any assignments/worksheets completed. Poor participation and/or absence may result in lost points or percentage and will be taken into consideration when assigning a final grade.
8. There will be 5-10 participation activity/or assignments including Kaplan focused review assessments during the semester= 50 points altogether. Some may be unannounced.

Total points possible = 580

Exams	Points	Total	Percent
3 Quizzes- no dropped quizzes	**15 points each**	**45 points**	**7.5%**
7 Tests- 25 Questions	**Drop the lowest test score 25 questions-1 point apiece**	**150 points**	**16.6%**
Midterm Exam- 75 Questions	**75 Questions- 2 points per question**	**150**	**25.2%8**
Final Exam	**85 questions 2 points per question**	**170 points**	**28.5%**

Average of quizzes and exams listed above MUST equal 78% or greater to receive additional points.

Graded Item	Points	Percent
Kaplan Assessment Med-Surg	**10 Points**	**1.6%**
Teaching Project	**20 Points**	**3.3%**
Participations Assignments/Assessments Will be done randomly throughout the semester.	**5 Points each topic/assignment= Total of 50 points.**	**8.4%**

Participation is required during lecture/class meetings and pre and post clinical. You must be prepared and have any assignments/worksheets completed. Poor participation and/or absence may result in lost points.

Parkland College Nursing Program
Fall 2019

Course:　　　　NUR 215

Title:　　　　　Leadership in Nursing

Credit Hours:　1 Semester Hour

Course Description: Exploration of current trends in the practice of nursing and the health care environment. Emphasis is on leadership/management skills required in professional nursing practice and transitioning from the nursing student to the professional nurse.

Prerequisites: All 1st, 2nd, 3rd semester NUR courses and credit or concurrent enrollment in NUR 257, NUR 258, ENG 102, SOC 101

Organizing　　The nursing process, functional health patterns, and National League for
Framework　　Nursing (NLN) eight core educational competencies are reflected in all aspects of the nursing curriculum

NLN Core　　　Upon completion of this course, the student will meet the established
Components:　competencies at the appropriate level for each of the 4 Core Components set forth by the NLN and adopted by the Parkland College Nursing Program. The Core Components are Human Flourishing, Professional Identity, Nursing Judgement, and Spirit of Inquiry. Please refer to your Nursing Student Policy Handbook for more information.

Functional　　　The functional health patterns, developed by Gordon, provide a framework
Health Patterns: for data collection that facilitates health status evaluation and development of nursing diagnosis. There are eleven (11) health patterns these are explained in more detail in your Nursing Student Policy Handbook and in your nursing course.

Nursing Process: The nursing process is the fundamental core of our practice, guiding us in the delivery of holistic, patient-centered care. The components of the nursing process include assessment, nursing diagnosis, planning/outcomes, implementation, and evaluation.

Work Ethics:　　The student, will meet the established expectations for work ethics performance as adopted by Parkland College. The 10 Characteristics of Work Ethics are as follows: Attendance, Character, Teamwork, Appearance, Attitude, Productivity, Organizational Skills, Communication, Cooperation, and Respect.

Course Objectives: At the completion of this course the student will:

Human Flourishing	Articulate care, compassion, and cultural awareness through multiple modalities to achieve positive outcomes in nursing practice.
Professional Identity	Evaluate the application of legal, ethical, and regulatory frameworks within professional nursing practice. Analyze evidence based practice fostering environments of hope and trust, where client choices related to cultural values, beliefs and lifestyle are respected.

Nursing Judgement	Assess issues driving the development of nursing policy and procedure as they relate to evidence-based nursing practice, quality management, and risk management. Analyze evidence based practice and research supporting clinical decision making. Demonstrate collaboration by interacting creatively and openly with others. Evaluate the processes of planning, organizing, directing and controlling in the efficient use of human, physical, financial and technological resources to meet client needs and support organization outcomes.
Spirit of Inquiry	Analyze evidence based practice and research supporting clinical decision making. Analyze evidence-based practice fostering environments of hope and trust in nursing Demonstrate all integral components of the teaching process utilizing multiple modalities of teaching.
Work Ethic	Demonstrate the established work ethics and performance as adopted for Parkland College Nursing Program Understand the principles of the established ANA nursing ethics.

Teaching Methods:

Assignments	Computer Activities	On-line Assignments
Assigned Readings	Videos	

Grading/Assessment/Evaluation – Course Requirements:

Theory: Total points possible: 730

1. **Resume and Cover letter**; 50 points
2. **EBP paper**; 150 points
3. **Discussion Forums**; 480 points
4. **Final Self Evaluation:** 50 points
5. **Participation** is required weekly through discussion forum postings and assignments, and presentations. You **must** be prepared and have any assignments completed on the date due. Poor participation will result in lost points, please see rubrics for possible points.

Parkland College Nursing Program
Fall 2019

Course: NUR 257

Title: Population Health

Credit Hours: 3 semester hours (2 class hours, 3 clinical hours)

Course Description: Explores the management of individuals and groups in community settings.
                 Select emphasis on the gerontology population.

Prerequisites: Credit in all third semester nursing program courses and credit or concurrent enrollment
                 in ENG 102, SOC 101, and Humanities/Fine art elective.

Organizing   The nursing process, functional health patterns, and National League for
Framework   Nursing (NLN) eight core educational competencies are reflected in all aspects
                 of the nursing curriculum

NLN Core   Upon completion of this course, the student will meet the established
Components: competencies at the appropriate level for each of the 4 Core Components set forth by the NLN
                 and adopted by the Parkland College Nursing Program. The Core Components are Human
                 Flourishing, Professional Identity, Nursing Judgement, and Spirit of Inquiry. Please refer to your
                 Nursing Student Policy Handbook for more information.

Functional   The functional health patterns, developed by Gordon, provide a framework
Health Patterns: for data collection that facilitates health status evaluation and development of nursing
                 diagnosis. There are eleven (11) health patterns these are explained in more detail in your
                 Nursing Student Policy Handbook and in your nursing course.

Nursing Process: The nursing process is the fundamental core of our practice, guiding us in the delivery of
                 holistic, patient-centered care. The components of the nursing process include assessment,
                 nursing diagnosis, planning/outcomes, implementation, and evaluation.

Work Ethics: The student, will meet the established expectations for work ethics performance as adopted by
                 Parkland College. The 10 Characteristics of Work Ethics are as follows: Attendance, Character,
                 Teamwork, Appearance, Attitude, Productivity, Organizational Skills, Communication,
                 Cooperation, and Respect.

Course Objectives: At the completion of this course the student will:

Human Flourishing	1. Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings. 2. Examine all integral components of the teaching process, including transmission of information, evaluation of teaching and modification of teaching based on identified responses.

Professional Identity	1. Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices and an evolving identity as a nurse committed to EBP, caring, advocacy and safe, quality care for diverse patients within a family and community context. 2. Defend the standards of professional practice, be accountable for his/her own actions and behaviors, practice nursing within legal, ethical, and regulatory frameworks and demonstrate concern for others through caring, valuing profession of nursing and participating in ongoing development. 3. Demonstrate effective communication through caring, compassion, cultural awareness, promoting positive outcomes and establishing a trusting relationship with the client, significant support person(s), other members of the health care team, and community agencies. 4. Integrate caring behaviors that are nurturing, protective, safe, compassionate and person-centered and demonstrate the ability to create environments of hope and trust, where client choices related to cultural values, beliefs and lifestyle are respected.
Nursing Judgement	1. 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. 2. Analyze the concepts of shared planning, decision making, problem solving, goal setting, cooperation, and communication with the patient, significant support person(s), peers, other members of the healthcare team, and community agencies (teamwork) and will demonstrate consideration of patient needs, priorities and preferences, available resources and services, shared accountability and mutual respect (holistic and patient centered). 3. Compare and contrast the processes of planning, organizing, directing and controlling in the efficient use of human, physical, financial and technological resources to meet client needs and support organization outcomes while using the management process to assist the client to achieve positive outcomes in a cost-efficient manner to transition within and across health care settings accessing resources as needed 4. Develop a plan of care through the orderly collection of information from multiple sources to establish a foundation for the provision of nursing care and the identification of resources to meet the needs of the multi-dimensional client by assessment and reassessment required to meet the patient's individual and changing needs.
Spirit of Inquiry	1. 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. 2. Integrate clinical decision making that results in finding solutions, individualizing care, and assuring the delivery of accurate, safe care, advancing the client and support person(s) toward positive outcomes.
Work Ethic	1. Demonstrate the established work ethics and performance as adopted for Parkland College Nursing Program. 2. Understand the principles of the established ANA nursing ethics.

Teaching Methods:

Lecture-Discussion	Concept Maps	Assignments
Demonstration	Assigned Readings	Clinical activities
Video	Electronic Activities	Small Group Activities
Lab activities		
Simulation labs		

Grading/Assessment/Evaluation – Course Requirements:

1. Six quizzes over lecture and readings each worth 30 points. ***Lowest score will be dropped from the combined score***. Total points for quizzes = 150 points
2. Midterm: cumulative including the Normal Age Group Physiological Changes presentations = 70 points
3. Final: = 140 points
4. Normal Age Related Physiological Changes Group Presentation = 15 points The Normal Age-Related Physiological Changes Presentations will be given in class by assigned student groups. Group PowerPoints will be posted for all students to access.
5. Community Assessment Assignment = 15 points Written assignment. Grading rubric and instructions will be posted on our Cobra course site.
6. Kaplan Assessment = 10 points

Total points possible = 400

Exams	Points	Total
6 Comprehensive Exams (lowest dropped)	**30 points each**	**150 points**
Midterm Exam	**35 questions**	**70 points**
Final Exam	**70 questions**	**140 points**

Average of quizzes and exams listed above MUST equal 78% or greater to receive additional points.

Assignments	Points	Totals
Community Assessment Assignment	**15 Points topic**	**15 Points**
Normal Age Related Physiological Presentation	**15 Points**	**15 Points**
Kaplan Assessment	**10 Points**	**10 Points**
Final Lab Skill	**Pass or Fail**	**Pass or Fail**
Clinical Hours	**Pass or Fail**	**Pass or Fail**
Total Points		**400 points**

Participation is required during lecture/class meetings and pre and post clinical. You must be prepared and have any assignments/worksheets completed. Poor participation and/or absence may result in lost points.

Parkland College Nursing Program
FALL 2019

Course: **NUR 258**

Title: Medical-Surgical III

Credit Hours: **5.0** semester hours (3 hours, 7 clinical)

Course Description: Nursing care of complex patients with alterations in circulation, peripheral and cardiovascular; respiration, acute and chronic; multi-organ failure and shock due to multiple causes, burn patients, and emergency nursing. Emphasis is placed upon the nursing process, critical thinking, and the continued development of

Prerequisites: Prerequisites: Completion of all third-semester NUR program courses and credit or concurrent enrollment in NUR 215, NUR 257, ENG 102 and SOC 101.

Organizing   The nursing process, functional health patterns, and National League for
Framework   Nursing (NLN) core educational competencies are reflected in all aspects of the nursing curriculum

NLN Core   Upon completion of this course, the student will meet the established
Components: competencies at the appropriate level for each of the **Four Core Components** set forth by the NLN and adopted by the Parkland College Nursing Program. The Core Components are **Human Flourishing**, **Professional Identity**, and **Spirit of Inquiry**, and **Nursing Judgment**. Please refer to your Nursing Student Policy Handbook for more information.

Functional   The functional health patterns, developed by Gordon, provide a framework
Health Patterns: for data collection that facilitates health status evaluation and development of nursing diagnosis. There are eleven (11) health patterns and these are explained in more detail in your Nursing Student Policy Handbook and in your nursing course.

Nursing Process: The nursing process is the fundamental core of our practice, guiding us in the delivery of holistic, patient centered care. The components of the nursing process include: assessment, nursing diagnosis, planning/outcomes, implementation, and evaluation.

College   The student will meet the established expectations for work ethics performance
Work Ethics: as adopted by Parkland College. The 10 Characteristics of **Work Ethics** are as follows: **Attendance, Character, Teamwork, Appearance, Attitude, Productivity, Organizational Skills, Communication, Cooperation**, and **Respect**.

Course Objectives Based Upon the NLN Competencies:

Human Flourishing	1. Examine all integral components of the teaching process, including transmission of information, evaluation of teaching and modification of teaching based on identified responses.

Professional Identity	1. Defend the standards of professional practice, be accountable for his/her own actions and behaviors, practice nursing within legal, ethical, and regulatory frameworks and demonstrate concern for others through caring, valuing profession of nursing and participating in ongoing development.
	2. Demonstrate effective communication through caring, compassion, cultural awareness, promoting positive outcomes and establishing a trusting relationship with the client, significant support person(s), other members of the health care team, and community agencies.
	3. Integrate caring behaviors that are nurturing, protective, safe, compassionate and person-centered and demonstrate the ability to create environments of hope and trust, where client choices related to cultural values, beliefs and lifestyle are respected.
Nursing Judgement	1. Analyze the concepts of shared planning, decision making, problem solving, goal setting, cooperation, and communication with the patient, significant support person(s), peers, other members of the healthcare team, and community agencies (teamwork) and will demonstrate consideration of patient needs, priorities and preferences, available resources and services, shared accountability and mutual respect (holistic and patient centered).
	2. Compare and contrast the processes of planning, organizing, directing and controlling in the efficient use of human, physical, financial and technological resources to meet client needs and support organization outcomes while using the management process to assist the client to achieve positive outcomes in a cost-efficient manner to transition within and across health care settings accessing resources as needed
	3. Develop a plan of care through the orderly collection of information from multiple sources to establish a foundation for the provision of nursing care and the identification of resources to meet the needs of the multi-dimensional client by assessment and reassessment required to meet the patient's individual and changing needs.
Spirit of Inquiry	1. Integrate clinical decision making that results in finding solutions, individualizing care, and assuring the delivery of accurate, safe care, advancing the client and support person(s) toward positive outcomes.
Work Ethic	1. Demonstrate the established work ethics and performance as adopted for Parkland College Nursing Program.
	2. Understand the principles of the established ANA nursing ethics.

Teaching Methods:

Lecture-Discussion	Simulation labs	EKG interpretation and practice	In class small-group Activities
Demonstration	Presentations	Assignments	
Videos	Assigned Readings	Clinical activities including *Walking Rounds*	Ticket-In assignments
Case studies	Computer Activities	Student presentations: ED & Final Group Project	Virtual classroom

A. Course Requirements:

1. Six comprehensive exams covering lecture, readings, and PowerPoints, *as well as anything learned throughout the nursing program*; each worth 50 points; lowest score will be dropped - worth 250 points.
2. Midterm - worth 100 points.
3. Cumulative Final - worth 200 points
4. EKG Interpretation quiz - worth 25 points
5. Basic Anatomy & Physiology of Cardiac System quiz – worth 25 points
6. Final Group Project
   - PP – worth 100 points
   - Presentation – worth 50 points
7. **Kaplan Assessments Tests**:
   - Kaplan Assessments will be utilized throughout the program. Mandated standardized assessment tests may be assigned.
   - Points assigned will be at the instructor's discretion. If an assessment is assigned, regardless of whether points are assigned or not the student must take the assessment by the due date set by the instructor and listed in the course schedule. If the student fails to take the assessment by the due date, the student *may* fail the course.
   - Three proctored Kaplan standardized assessment tests are scheduled for *FALL 19* for NUR 258; the Secure Predictor, the MedSurg Comprehensive, and the High Acuity Math A. There is a possibility of one to ten points earned for *each* assessment test **(See below)**

Assessment Test/Questions/Time
- **High Acuity Math A** – 5 questions; 18 minutes - **Secure Predictor** – 150 questions; 180 minutes - **MedSurg Comprehensive** – 75 questions; 90 minutes
Percent Score
- **60 or > % correct = 5 points** - **55-59 % correct = 4 points** - **50-54 % correct = 3 points** - **45-49 % correct = 2 points** - **< 45 % correct = 1 point**
Remediation
- **5 points - the student must remediate every question, whether it was answered correctly or incorrectly by the student, for at least *60 seconds or greater per question* to receive the five points. Mrs. Kennett will determine a date/time for remediation to be completed. Mrs. Kennett will review Kaplan reports to confirm the student has completed remediation by the due date/time, and as instructed.**

Appendix L: Teaching Human Flourishing – Concept Pain

EOPSLO: **Human Flourishing** – Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.	Faculty Delivery Method	Student Learning Methods/Activities	Evaluation Method
NUR 113 Nursing Health Assessment SLO:	Lecture, Power Point, Reading, Lab Demonstrations	Interviewing classmate health history,	Subjective Data Collection Exam Quizzes, Final Exam
NUR 114 Fundamentals of Nursing SLO:	Lecture, Reading assignments, PowerPoint, Lab and Clinical Demonstrations	Skill demonstration, Patient Assessment, and Care of Client in Pain	Clinical Patient Plan, Return Skill Demonstration, Quizzes and Exams
NUR 117 Introduction to Medication Principles for Nursing SLO:	Lecture, Reading assignments, PowerPoint,	Reading, discussion	Tests, midterm and final
NUR 118 Medical-Surgical Nursing I SLO:	Lecture, Reading assignments, PowerPoint, Simulation	Caring for patients in the clinical setting, case study, and simulation experience	Tests, case studies, care plans, clinical evaluation, skill demonstration
NUR 151 Mental Health Nursing SLO:	Lecture, reading assignments, lab discussions	Skill demonstration during clinical setting, role-playing in lab setting	Clinical paperwork, clinical evaluation, quizzes
NUR 210 LPN to RN Transitions	PPT Online and reading assignments.	Reading, Discussion	Tests, Midterm, Final
NUR 236 Maternal Newborn Nursing SLO:	Lecture-PowerPoints, reading assignments, Simulation, Clinical	Caring for patients in the OB (labor and postpartum), neonatal population, as well as simulation of a labor patient.	Quizzes, exams, simulation evaluation, clinical care plan
NUR 238 Pediatric Nursing SLO:	Lecture-PowerPoints, reading assignments, clinical assignments,	Observation of clinical nursing, caring for children in the clinic setting,	Tests, care plans, clinical assignments, observation reports

	observation, Simulation, and Clinical	clinical assignments, and simulation.	
NUR 255 Medical-Surgical Nursing II SLO:	Lecture, simulation, clinical, case study	Caring for patients with pain in the clinical setting, case study, and simulation experience	Tests, case studies, care plans
NUR 257 Community Health Nursing SLO:	Lecture, simulation	Simulation in homecare setting with patient recently discharged post-op with pain control in assessment. Pain at end of life.	Documentation for the simulation. Quiz
NUR 258 Medical Surgical Nursing III SLO:	Lecture – PowerPoints, case studies, Assigned Readings, in-class activities	Clinical, Walking Rounds, Concept Maps, Presentations, Simulation	Student Evaluations – weekly, midterm, final. Quizzes, Exams, EKG interpretation
NUR 215 Leadership in Nursing SLO:	Discussion board	Discussions	Evaluation of discussion postings

Appendix M: Nursing Curriculum Committee Meeting Minutes

8/27/18 @ 1400

Present: Terri Ducey, Debbie Bucher, Tami Kennett

Topics discussed: Timeline, action plan, assignments, curriculum framework, and meeting time/frequency

Outcomes:

1. Timeline: present recommendations at week 15's (date TBD) faculty meeting.
2. Action plan: Review & revise vision/mission/philosophy
3. Assignments:
1. Debbie – research updated NLN competencies
2. Terri & Tami – research QSEN
4. Curriculum framework: decided upon updated NLN competencies or QSEN
5. Meeting time/frequency: 1st & 3rd Mondays when faculty meetings are scheduled; between 2 and 3pm

Discussion:

1. Vision = dream; mission = goal
2. Philosophy needs to align with new core values, and Parkland College's vision/mission/philosophy
3. Reviewed current vision & philosophy in Student Handbook
4. Discussed using a nursing theorist as a potential framework for the curriculum. It was decided after discussing several theorists that QSEN and NLN competencies more than cover any of the potential theorists discussed.
5. Terri shared notes from curriculum revision she actively worked on while employed at Lakeview.

Plan:

1. Present meeting highlights at faculty meetings
2. Next meeting 9/17/18 at 2pm.

Submitted by: Tami Kennett

9/17/18 @ 1400

Present: Terri Ducey, Debbie Bucher, Tami Kennett

Topics discussed: Parkland's mission & philosophy, Parkland's nursing program's mission &
philosophy; pathophysiology as an ADN prerequisite; -increasing ECH pharmacy hours.

Outcomes:

1. Timeline: present recommendations at week 15's (date TBD) faculty meeting.

2. Action plan: Review & revise vision/mission/philosophy

3. Assignments:

1. Debbie – research updated NLN competencies

2. Terri & Tami – research QSEN

4. Curriculum framework: decided upon updated NLN competencies or QSEN

5. Meeting time/frequency: 1st & 3rd Mondays when faculty meetings are scheduled;
   between 2 and 3pm

Discussion:

1. How many ADN programs require pathophysiology as a prerequisite? Survey Monkey?

2. Discussed how we can *weave* the key concepts from NLN and QSEN throughout our
   program.

3. Terri shared notes from curriculum revision she actively worked on while employed at
   Lakeview.

Plan:

1. Present meeting highlights at faculty meetings

2. Next meeting 10/1/18 at 2pm.

Submitted by: Tami Kennett

Appendix N: Cultural, Ethnic, and Socially Diverse Concepts

Course	Student Objectives	Textbooks by title only	Assignments	Clinical Facilities
NUR 113	1. Explain how culture, genetics, and environment interact to affect health status. 2. Define culture and describe its basic characteristics. 3. Describe how the assessment interview needs to be modified to consider cultural variations. 4. Describe the parts of a cultural assessment.	Health Assessment in Nursing	Read Chapter 11: Assessing Culture	N/A
NUR 114	1. Define concepts related to trans-cultural nursing 2. Explain the importance of trans-cultural nursing and cultural competence. 3. Discuss characteristics of culture. 4. Build an understanding of people by observing human responses in a cultural context. 5. Understand key components to communicate effectively with culturally diverse clients.	Fundamentals of Nursing	Read Chapter 5: Culture and Diversity View video Trans-cultural Nursing.	Carle Foundation Hospital Inpatient Nursing Units
NUR 117	1. Discuss individual variations in drug responses due to genetic and other variables 2. Explain how culture can influence patient response to education	Pharmacology: Connections to Nursing Practice	Culture paper, readings including Chapter 11	N/A

	and their willingness to adhere to prescribed medication regimens			
NUR 118	1. Seek client and family input to assure that expectations are met and all are granted dignity and respect 2. Demonstrate compassionate and caring behaviors respecting the individual beliefs and practices of the client	Lewis Medical Surgical Nursing Assessment and Management of Clinical Problems.	Quizzes Exams Lectures Simulation Clinical performance	
NUR 151	1. Interact with the client, family, and healthcare team with respect for their dignity and culture.	Psychiatric-Mental Health Nursing	Cultural considerations addressed throughout the semester during discussion of different diagnoses and the role culture plays.	Heart of Mary Mental Health Unit The Pavilion Mental Health Unit
NUR 215	1. Articulate care, compassion, and cultural awareness through multiple modalities to achieve positive outcomes in nursing practice. 2. Analyze evidence-based practice fostering environments of hope and trust, where client choices related to cultural values, beliefs and lifestyle are respected.	No textbook required. Various online resources utilized.	Discussion posting on cultural diversity in nursing	N/A
NUR 236	1. Demonstrate caring behaviors that are nurturing, protective, safe, compassionate and person-centered where client choices related to cultural values, beliefs and	Foundations of Maternal-Newborn and Women's Health Nursing	Culture Presentation on OB and newborn practices in a culture other than their own. Simulation Quizzes Exams Lectures	Carle Foundation Hospital NT9 (NICU) NT10 (Labor and Delivery)

	lifestyle are respected in the maternal/newborn patient and family. 2. Demonstrate effective communication through caring, compassion, and cultural awareness for the maternal/newborn patient and family to achieve positive outcomes.			NT 11 (Postpartum and Nursery)
NUR 238	1. Demonstrate caring behaviors that are nurturing, protective, safe, compassionate and person-centered where client choices related to cultural values, beliefs and lifestyle are respected in the pediatric patient and family. 2. Demonstrate effective communication through caring, compassion, cultural awareness, promoting positive outcomes and establishing a trusting relationship with the child, family and other members of the health care team.	Essentials of Pediatric Nursing third edition	Tests, Lecture, Read chapter 2 and 11	Carle Foundation Hospital-NT8 (Pediatrics), Carle Clinic observation (Pediatrics)
NUR 255	1. Ask patient and family input to express expectations, resources, and cultural traditions and cultural, values, beliefs and lifestyles.	Lewis Medical Surgical Nursing Assessment and Management of Clinical Problems.	Quizzes Exams Lectures Simulation	Carle Foundation Hospital-Tower 9B, Tower 6 Carle North Tower 7
NUR 257	1. Demonstrate effective communication through caring, compassion,	Anderson, E.T., & McFarlane, J. Community As Part	Lectures Quizzes Simulation	Homecare Hospice

	cultural awareness, promoting positive outcomes and establishing a trusting relationship with the client, significant support person(s), other members of the health care team, and community agencies.	ner, Theory And Practice in Nursing, 8th Edition (2015). St. Louis: Elsevier Saunders.	Clinical	Senior Services Champaign County Prison CCCHC – free clinic CUPHD Parkland Food Pantry
NUR 258	1. Integrate caring behaviors that are nurturing, protective, safe, compassionate and person-centered care. 2. Demonstrate the ability to create environments of hope and trust, where client choices related to cultural values, beliefs and lifestyle are respected.	Lewis et al., Medical Surgical Nursing Assessment and Management of Clinical Problems, 10th Ed	Quizzes, Exams, Simulation, Concept Maps, Final Group Project, Clinical experiences, including team leader & leadership	Carle Foundation Hospital - CVICU & ED; OSF Heart of St. Mary's Hospital

Parkland College Nursing End of Program Student Learning Outcomes

Clinical practice standards for student performance are based on the NLN Educational Competencies for Graduates of Associate Degree Nursing Programs (2010) and Work Ethics. For each criterion, a level of performance is indicated. Students are expected to complete the semester at the level indicated, showing progress and increasing competency throughout the semester. Criteria in bold print and all Work Ethics are considered "critical behaviors" and expected to be performed at the highest level (4) at all times. Student performance standards/levels are defined as follows:

1 = Provisional: performs safely under supervision; requires continuous supportive and directive cues; performance often uncoordinated and slow; focus is entirely on task or own behavior; beginning to identify principles but the application of principles are sometimes lacking.

2 = Assisted: performs safely and accurately each time observed but requires frequent supportive and occasional directive cues; time management skills still developing; skill accuracy still developing; focus is primarily on task or own behavior with more attention to the client; identifies principles but still may need direction in the application of principles.

3 = Supervised: performs safely and accurately each time behaviors observed; requires occasional supportive and directive cues; spends reasonable time on task and appears generally relaxed and confident; applies theoretical knowledge accurately with occasional cues; focuses on client initially but as complexity increases, may still focus more on task.

4 = Independent: performs safely and accurately each time behaviors observed and without the need of supportive cues; demonstrates dexterity in skills; spends minimum time on task; applies theoretical knowledge accurately; focuses on the client while giving care.

Krichbaum, K., Rowan, M. Duckett, L., Ryden, M., & Savik, K. (1994). The clinical evaluation tool: a measure of the quality of clinical performance of baccalaureate nursing students. *Journal of Nursing Education, 33(9),* 395-404.

Competency	Level 1st	Level 2nd	Level 3rd	Level 4th
Human Flourishing – Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.				
1. Engage in holistic practice that respects the dignity, diversity, and self-determination of patients and their families, without conditions or limitations (quality).				
a. Verbalize and confirm that holistic care is fundamental to patient satisfaction and individualized care.	2	2	3	4
b. Accept responsibility for knowing national nursing quality indicators	2	3	4	4

which influence patient/family personal growth and fulfillment.				
2. Identify strategies that create a safe environment while appreciating the cognitive and physical limits of human performance (safety).				
a. Applies national safety standards in the context of patient self-determination.	2	3	4	4
b. Recognizes that both individuals and systems are responsible for patient safety.	**4**	**4**	**4**	**4**
3. Function in a collaborative role to provide care in multiple settings with an emphasis on community-based chronic care management and palliative/end-of-life care (team/collaboration).				
a. Communicates patient/family plan-of-care preferences to the health care team.	2	2	3	4
b. Practices civility when communicating with patients, families, and the health care team in the context of controversial issues.	**4**	**4**	**4**	**4**
c. Collaborates with health care team to decrease patient/family distress caused by financial and health care risks during transitions in care.	2	2	3	4
d. Maintain patient integrity by maintaining privacy and confidentiality.	**4**	**4**	**4**	**4**
4. Provide culturally appropriate, individualized care to patients and their families, especially those underserved and vulnerable populations experiencing life changes and transitions of care (relationship-centered care).				
a. Respects the patient's right to autonomy and self-care decision making.	**4**	**4**	**4**	**4**
b. Understands the relationship between pain and palliative care to quality of life.	2	2	3	4
5. Deliver quality, safe care recognizing system constraints, while supporting the patient's pursuit of human flourishing (systems-based care).				
a. Recognize the patient's right to minimal exposure to risk through systems thinking.	1	2	3	4
b. Participate in culture change that empowers patients, families and	1	2	3	4

health care workers to achieve a meaningful work and life experiences.				
c. Recognize financial and health care client risks during transitions in care.	1	2	3	4

6. Engage in reflective practices to promote one's journey toward self-fulfillment (personal and professional development).

a. Recognizes threats to the integrity of relationships and the potential for conflict and abuse.	2	3	3	4
b. Examines personal beliefs, values, and biases with regard to respect for human dignity, equality, and justice.	**4**	**4**	**4**	**4**

Nursing Judgement - *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 contest.*

1. Be accountable for decisions and actions performed in the provision of safe, quality care to diverse populations in a variety of health care settings (quality).

a. Prevent complications through the provision of timely evidenced-based care	2	3	3	4
b. Use national standards of care to inform clinical judgment.	2	2	3	4

2. Provide safe, quality care based on evidence and standards of care that promote the health of patients within the context of the family and community (safety).

a. Perform safely in clinical environment	**4**	**4**	**4**	**4**
b. Accept only those assignments that fall within the individual scope of practice based on experience and educational preparation.	1	2	3	4
c. Recognize the distinct practice boundaries of team members.	2	2	3	4
d. Practice priority setting in a dynamic work environment.	2	3	4	4
e. Recognize and report unsafe practices to appropriate members of the health care team.	2	3	3	4

3. Collaborate with members of the health care team to implement and/or adjust the plan of care (team/collaboration).

a. Informs appropriate team members of changes in patient status.	2	3	3	4

b. Consults with clinical experts when making patient care decisions in situations that are beyond expertise and scope of practice	2	2	3	4
c. Contributes to assessment and care planning in collaboration with the health care team.	2	2	3	4
4. Partner with patients and families to identify their preferences based on their expectations, resources, and cultural traditions when modifying care-approaches (relationship-centered care).				
a. Utilize ethical standards to inform clinical judgment.	**4**	**4**	**4**	**4**
b. Be receptive to the ideas of others when making clinical decisions.	**4**	**4**	**4**	**4**
5. Assume the role of a team member or team leader based on the situation, care setting, and system requirements, as determined by management (systems-based care).				
a. Provide evidence to advocate for resource allocation to meet patient care needs	1	2	3	4
b. Report data to assist in the formulation of health care goals/outcomes, in collaboration with patients, their families, and health care team members.	1	2	3	4
c. Solicit input to improve individual, team, and system-wide goals.	1	2	3	4
6. Seek assistance in situations that require knowledge/actions beyond individual expertise and scope of RN practice to provide safe, quality care (personal and professional development).				
a. Values the need for clinical practice based on new knowledge and emerging technologies	1	2	3	4
b. Identify valid sources of evidence in clinical decision making.	1	2	3	4
c. Recognizes threats to the integrity of relationships and the potential for conflict and abuse	2	3	3	4
d. Examines personal beliefs, values, and biases in regard to respect for human dignity, equality, and justice.	**4**	**4**	**4**	**4**
***Professional Identity** – 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.*				

1. Assume responsibility and accountability for the quality of nursing care provided to patients and their families in a variety of health care settings (quality).				
a. Recognizes personal capabilities and knowledge base when making decisions about safe care delivery.	2	3	3	4
b. Reflects on actions, developing greater awareness of behaviors, skills, and attitudes to provide safe, cost-effective, quality care.	2	3	3	4
c. Systematically reflects on RN practice to make suggestions that advance the role of the RN.	1	2	3	4
2. Function to the full scope of safe nursing practice, inclusive of management/leadership opportunities, as dictated by specific state RN regulation (safety).				
a. Identifies the scope of practice and professional standards that govern RN practice	4	4	4	4
b. Applies regulatory and legal factors to the practice of nursing.	4	4	4	4
c. Values the maintenance of knowledge behaviors and attitudes that align with the standards of care for safe practice.	3	4	4	4
d. Accepts accountability for actions.	**4**	**4**	**4**	**4**
3. Collaborate with other members of the interprofessional team to identify and access community resources with a focus on patients, families, and community health resources (team/collaboration).				
a. Collaborates with members of the health care team to provide a safe quality health care environment.	2	2	3	4
b. Values the contribution of the RN as a collaborative member of the health care team.	2	2	3	4
c. Acknowledges the contributions of all members of the health care team.	2	2	3	4
d. Incorporates management/leadership strategies in providing team-based care.	1	2	3	4
4. Function, according to the scope of practice requirements, as an ethical RN collaborating and communicating successfully with patients, families, and members of the interprofessional team (relationship-centered care).				

a. Advocates for activities that improve the health care of patients and families in a wide variety of settings.	1	2	3	4
b. Values the RN role in encouraging patient self-advocacy.	1	2	3	4
c. Uses verbal and non-verbal communication principles to improve patient and staff interaction.	1	2	3	4
d. Recognizes the RN's role in using the vast resources that exist in diverse health care settings to improve health care access and service delivery.	1	2	3	4
e. **Respects diverse cultural perspectives.**	**4**	**4**	**4**	**4**
5. **Accept responsibility for the RN's collaborative role within a community-based health care system, consistent with ethical and professional standards (system-based care).**				
a. Uses evidence to make practice decisions when faced with new workforce trends	1	2	3	4
b. Demonstrates tolerance for unpredictability and complexity of health care delivery and its effect on care delivery.	1	2	3	4
6. **Advocate for the RN's unique role contributing to equal access to safe, high quality, affordable health care, with a special emphasis on management of long-term, chronic care for underserved and other vulnerable populations (personal and professional development).**				
a. Practices collaboratively as a member of the interprofessional health care team to support the unique contributions of the RN to a robust nursing workforce.	1	2	3	4
b. Recognizes the difference between the professional code of ethics and personal code of ethics.	2	3	3	4
c. Uses self-reflection to assess personal level of competence, adequacy of knowledge base, and areas needing improvement to grow professionally.	2	3	3	4
d. Commits to the growth and development of the RN role,	2	3	3	4

	consistent with ethical and professional standards.				
e.	Participates in professional development to strengthen knowledge base and nursing practices focused on safe, quality, cost-effective care.	1	2	3	4
f.	Expresses value in the role of the RN.	4	4	4	4

***Spirit of Inquiry** – 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.*

1. Suggest novel approaches to improve care to diverse patients and families (quality).

a.	Uses valid resources and informatics to guide clinical decision making	2	3	3	4
b.	Recognizes the importance of patient/family satisfaction as a key determinant of quality	3	4	4	4
c.	Demonstrates the role of the RN as an innovative thinker to improve quality standards	1	2	3	4

2. Question existing and traditional practices to improve safety, quality, cost-effective care as a member of the health care team (safety).

a.	Uses new knowledge to minimize risk.	2	3	3	4
b.	Considers alternative options, when reexamining patient response to care.	2	3	3	4
c.	Utilizes knowledge of best practices and national safety standards to improve care.	2	3	3	4

3. Collaboratively seek creative approaches to care delivery (team/collaboration).

a.	Seeks out health care team members for expert clinical knowledge about patient care needs.	4	4	4	4
b.	When in doubt, clarifies the RN role and scope of practice.	4	4	4	4
c.	Acknowledges the unique talents, knowledge and experience of all interprofessional team members.	2	2	3	4

4. Utilize best current evidence coupled with clinical expertise and patient preferences and values to make practice decisions (relationship-centered care).

a. Promotes patient engagement in care decisions seeking new solutions to improve their care.	1	2	3	4
b. Asks about patient preferences and values and utilize evidence to determine new approaches to care.	2	2	3	4
5. Collaborate with team members with suggestions to improve health care outcomes for patient safety, recovery, and transitions (systems-based care).				
a. Shows humility, trust, and empathy in considering high quality, low-cost solutions.	1	2	3	4
b. Collaborates with the interprofessional team to identify system barriers that impede implementation of new approaches for patient safety.	1	2	3	4
6. Value evidence-based approaches to yield best practices for nursing (personal and professional development).				
a. Develops a persistent sense of curiosity to think creatively	**4**	**4**	**4**	**4**
Work Ethic – Exhibits moral principles as a student encompassing the traits of reliability/dependability, dedication, productivity, cooperation, character, integrity, sense of responsibility, emphasis on quality, teamwork, and professionalism.				
1. Attendance: arrives/leaves on time; proper notification given if absent; absent only if ill or absolutely necessary.	**4**	**4**	**4**	**4**
2. Character: honest, trustworthy, reliable, dependable, accountable, responsible, takes initiative, self-disciplined, and maintains confidentiality.	**4**	**4**	**4**	**4**
3. Teamwork: team worker, cooperative, mannerly, respectful of others in works/actions.	**4**	**4**	**4**	**4**
4. Appearance: appropriate dress, clean, well groomed, good hygiene; follows guidelines in student handbook.	**4**	**4**	**4**	**4**
5. Attitude: positive attitude, appears self-confident, realistic expectations of self and others.	**4**	**4**	**4**	**4**

6. Productivity: uses time wisely; follows safety practices, keeps work area clean & neat; follows directions/procedures.	4	4	4	4
7. Organizational Skills: displays good time management, flexible, prioritizes appropriately, manages stress.	4	4	4	4
8. Communication: appropriate and therapeutic verbal and nonverbal skills in all interactions.	4	4	4	4
9. Cooperation: follows chain-of-command, works well w/peers & supervisors/instructors; handles criticism; problem solves vs. blame.	4	4	4	4
10. Respect: respects rights of others; does not engage in harassment of any kind; provides respectful care to diverse populations without regard to gender, culture, religion, socio-economic status, life style or beliefs – makes conscious effort to pick diverse patients,	4	4	4	4

References

Krishbauam, K., Rowan, M., Duckett, L., Ryden, M., & Savik, K. (1994). The Clinical Evaluation Tool: A measure of the quality of clinical performance of baccalaureate nursing students. *Journal of Nursing Education,* 33(9), 395-404.

National League of Nursing. (2000). NLN Educational Competencies for Graduates of Associate Degree Nursing Programs.

Appendix P *Care Plan Grading Rubric*

Section	Complete	Missing Items	Not Correct or Missing	Student Total
Admitting Diagnosis Why did the patient seek medical attention and admitted to the hospital? Include presenting signs and symptoms and how long present. What was the final diagnosis? The diagnosis should not be a surgical procedure.	2	1	0	
Past Medical & Surgical History Pertinent Acute and Chronic Illness. Those treated and resolved do not need to be added unless they have created a long-term problem.	3	1	0	
Pathophysiology Physiological explanation of the disorder for admission. Must use CoursePoint Plus. No cutting and pasting!	5	2.5 Incorrect choice, wrong diagnosis.	0	
Allergies (include reactions)	2	1 Missing reactions.	0	
Vital Signs Set of vitals before clinical(day of pick-up) and set from clinical.	3	1.5 Missing one.	0	
Intake and Output Record	2	.5 each up to 2 points	0	
Treatments/Current Orders day of pick-up and changes for the day of clinical	3	1.5, missing or not changed for the day of clinical.	0	
Medications Must include **classification, dosage, route, time, and purpose why the patient is taking and two nursing implications.**	10	No Classification -2 No Purpose -2 No Nursing Implications -5	0	
Parental Lines IV fluid & site assessment	1	0	0	
LAB VALUES	10	3.5	0	

Highlighted labs areas must be completed on all patients. INCLUDE NORMAL AND ABNORMAL VALUES IN HIGHLIGHTED AREAS. Other ABNORMAL labs can be added if they are diagnostic of the patient's condition. All information is to be from required CoursePoint Plus. No other source should be accepted.		Missing a correlation to patient condition or incorrect correlation.		
Assessment Flow Sheet Add systems as learned in Health Assessment.	20	2 points removed for each item missed during the assessment.	0	

Appendix Q: 2019 Hospital National Patient Safety Goals

NPSG 01: *Identify Patients Correctly*	
NUR 114	Return demo of patient identifiers.
NUR 118	Two patient identifiers, such as name and date of birth. Double-checking blood with two RNs.
NUR 236	Mom reads Ident-a-band number on the bracelet to nurse to prove number matches the mom
NUR 238	There are pictures of the residents in the MAR used to identify and they never administer a medication without a staff person personally identifying the resident, as well as the instructor. In the pediatric hospital setting patients who are old enough to speak are asked to identify themselves and provide their birth date. If not verbal, parent is asked, if no parent staff must identify. Their bracelets are also scanned for identification.
NUR 255	Students use 2 Patient Identifiers
NUR 258	Students use 2 Patient Identifiers. Per hospital policy they can use patient name and birth date. The information is double checked with the ID band
NGSP 02: *Improve Staff Communication*	
NUR 114	Appropriate documentation to facilitate staff communication and improve patient safety. Use SBAR for report.
NUR 118	Students get bedside report from RN. Write a narrative in computer. Must report off before leaving unit. SBAR
NUR 236 & NUR 238	Students always report off to the nurse in charge of that patient. They also receive report from the patient's assigned nurse and resource that nurse with any questions pertaining to the patient. The students work closely with the nurses for those patients they care for.
NUR 255	Report to Pt's Nurse any changes through-out clinical. Report to nurse before and after clinical.
NUR 257	Summary of client/ patient case load and check off with RN.
NUR 258	Students use 2 Patient Identifiers. Per hospital policy they can use patient name and birth date. The information is double checked with the ID band. Following policy for reporting critical test results.
NUR 215	Conflict resolution, hostile work environment professional communication.
NPSG 03: *Use Medication Safety*	
NUR 114	Administer medications using the 6 rights for medication administration with supervision.
NUR 151	Meds specific to mental health
NUR 118	Pass meds with instructor present in clinical. Teaching on home medications.
NUR 236 NUR 238	At both facilities the students are required to write out the patient's medications – both prn and all meds scheduled regardless of whether the student is required to administer them. This way they are aware of any

	interactions and the side effects of the entire patient's medications, not just those they are administering. They are responsible for knowing side effects, contraindications, patient teaching, specific reason for the medication, as well as any lab tests that recommended when taking the medication. For instance, seizure medications usually have "levels" drawn and regular CBC and metabolic panels. They are to look at these beforehand.
NUR 255	Double check meds before speaking to Instructor and a 3rd final check is done with nursing student and instructor. Scanned by computer before giving. Monitors medication therapeutic levels.
NUR 257	Elder medication assessment. Home evaluation for safety.
NUR 258	Meds are checked with the Instructor prior to administration. The final check is via the Scan by computer before giving. Medications are not to be given unless scanned prior. Monitoring IV drip medications and lab results.
NSPG 06: *Reduce the harm associated with clinical alarm systems.*	
NUR 114	Perform safety assessment. Identify those at risk for falls. Respond quickly to bed alarms. Identifying priority alarms.
NUR 118	Perform safety assessment. Identify those at risk for falls. Implement injury prevention. Identifying priority alarms.
NUR 151	Identify risk, implement suicide precautions and monitor for suicide. Identifying priority alarms.
NUR 236 NUR 238	Identify patients at risk for falls. Identifying priority alarms. Implement injury prevention. Perform safety assessments, employ safety measures to protect patients. Observe patients on suicide precautions.
NUR 255	Identify risk, implement suicide precautions and monitor for suicide. Identifying priority alarms.
NUR 258	Identify risk, implement suicide precautions and monitor for suicide. Identifying priority alarms.
NPSG 07: *Reduce the risk of health care-associated infections*	
NUR 114	Hand hygiene, Standard Precautions, PPE, Transmission Based Isolation. Preventing CAUTI and surgical site infections.
NUR 118	Review and utilize PPE in clinical, simulation if needed. Isolation precautions, Sterile central line changes, observing surgical asepsis and sterile procedures and monitoring for surgical site infections. Hand hygiene per facility policy
NUR 236 NUR 238	Hand washing audits have been done in the hospital which includes our students and they have done well with these. Knowledge of isolation procedures and guidelines are necessary for patient care. Students and instructor discuss all pediatric patients on the floor and steps taken to prevent spread of disease, such as RSV. For instance, if a student is caring for a child with RSV and another student is caring for a patient with a decreased immune system they will not be allowed to help each other.

NUR 255	Good hand washing always. Universal precautions and Isolation procedures are followed. Monitoring for sepsis, preventing central line infections, CAUTIs, and surgical site infections.
NUR 258	Hand hygiene per facility policy. Isolation guidelines per facility policy. Facility policy compliant with CDC recommendations. Monitoring for sepsis, preventing central line infections, CAUTIs, and surgical site infections.
NPSG 15: Identify Patient safety risks. 15.01.01 Find out which patients are at risk for suicide.	
NUR 114	Observe patients on suicide precautions.
NUR 118	Observe patients on suicide precautions.
NUR 151	Identify risk, implement suicide precautions and monitor for suicide.
NUR 236 NUR 238	Identify risk, implement suicide precautions and monitor for suicide.
NUR 255	Identify risk, implement suicide precautions and monitor for suicide.
NUR 258	Identify risk, implement suicide precautions and monitor for suicide.

Appendix R: Standard 6.1: End of Program Student Learning Outcomes

EPSLO	ELA/Assessment Method						Action	Analysis
Spirit of Inquiry *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.*	The cohort average will be at or above the score threshold set by **Kaplan** on the Kaplan Secure Predictor. **ATI** – Group National Mean = 68.3%	**Term** SP19 FA18 SP18 FA17 SP17 FA16 SP16 FA15	**Parkland** 59.1% 57.3% 55.9% 57.4% 58% ATI ATI ATI	**Kaplan** 61% 61% 61% 61% 61%	**ATI group program mean** 68.6%	**NCLEX Pass Rate** 80% 83% 75%	The decision was made by faculty to adopt Kaplan in 2016. Previously Parkland used ATI but had become dissatisfied with ATI's inconsistent customer service and follow through, plus reports ATI generated contained questionable validity. ATI was contacted with a request to share 2016 test results. Received information for SP16 only.	Parkland has seen a gradual improvement on the Kaplan Secure Predictor since its inception. Measures implemented by faculty to improve Kaplan scores include; assigning points based upon Kaplan recommendations, requiring remediation of scores not achieving threshold, introducing Kaplan earlier in the program, and in SP19 the decision was made to require a Kaplan assessment in *every* nursing course.
Nursing Judgment *Make judgments in practice, substantiated with evidence, that integrate nursing science in the*	The cohort average will be at or above the national norm on the Kaplan MedSurg Comprehensive Integrated Exam.	**Term** SP19 FA18 SP18 FA17 SP17	**Parkland** 65.7% 64.9% 62.3% 63.8% 65.2%	**National Norm** 72% 72% 72% 72% 72%	**Secure Predictor** 59.1% 57.3% 55.9% 57.4% 58%		**Action** Individual remediation if score is less than the national norm; class review of topics missed if class average is less than	**Analysis** Parkland students have experienced an upward trend over the past several semesters. Content is reviewed during end-

						Action	Analysis
provision of safe, quality care and promote the health of patients within a family and community contest.						the national norm. Results reviewed by faculty at the end of each semester. Course content reviewed. Curriculum is reviewed &/or mapped annually.	of-semester faculty meetings to ensure no gaps are present and that the same content isn't being taught in more than one semester.
Spirit of Inquiry & Human Flourishing	80% of a cohort's students will achieve an 83% (B) or greater on the evidenced-based research paper for the online course, NUR 215.	Term	Total # of students	Students who achieved 83% or >	Class Ave.	Action	Analysis
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. *Advocate for patients and families in ways that promote their self-*		SP19 FA18 SP18 FA17 SP17 FA16 SP16	48 59 35 62 31 34 46	89.5% 95% 80% 82% 61% 73% 87%	96% 92% 85% 85% 78% 85% 90%	In the past many students did not take this assignment seriously, and several have chosen to not complete the assignment and accept a grade of 0. For many this was their first attempt at writing a paper using APA formatting and they struggled with APA. In addition to increasing the weight (grade) for the assignment, additional APA	For many of Parkland's nursing students this is the first time they have done an EBP research paper requiring APA formatting. Many resources have been increasingly provided, including Parkland student resources available online and on campus. Slight decrease in average score of those achieving 83% or greater in SP19; will continue to monitor.

						resources were made available to the students. A very detailed rubric was provided to the students each semester but was updated each semester based upon the previous semesters' feedback.	
Nursing Judgment	The cohort average will be at or above the national norm on the Kaplan Community Integrated Exam.	Term	Parkland	National Norm	Secure Predictor	Action	Analysis
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 contest.		SP19 FA18 SP18 FA17 SP17 FA16 SP16	61.2% 61.4% 60.6% 60.2% NR NR ATI	58% 58% 58% 58%	59.1% 57.3% 55.9% 57.4%	Individual remediation if score is less than the national norm; class review of topics missed if class average is less than the national norm.	Parkland students have consistently averaged greater than the national norm set by Kaplan. Kaplan was new to Parkland FA16.
Nursing Judgment & Spirit of Inquiry	80% of a cohort's students will achieve an 83%	Term	Total # of students	Students who achieved 83% or >	Class Ave.	Action	Analysis

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 contest. 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.	(B) or greater on the evidenced-based research project focused on a Joint Commission National Patient Safety Goal.	SP19 FA18 SP18 FA17 SP17 FA16 SP16	50 59 35 62 31 34 46	98% 100% 100% 100% 100% 100% 100%	99% 99% 96% 99% 98% 99% 100%	As noted, students tend to do very well with this semester-long, research project. The plan is to continue to assign this project as it prepares the students for future EBP research in their practice and with their continuing educational pursuits.	Determined through discussion with faculty that this EBP research project continues to be very beneficial as it includes many positive lessons beyond learning about EBP, such as leadership, teamwork, and professional communication.

Professional Identity	**NCSBN Data** The Parkland	**Year**	**A**	**PP**	**B**	**PP**	**C**	**PP**	Action	Analysis
Implement one's role as a nurse in	Associate Degree Nursing program	2018 2017	58 58	49 49	59 57	49 49	56 56	49 49	All topics in the NCSBN report in	PP – Passing Performance reflects

| 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. | will achieve a percentile rank of 50% or greater for each reported year in categories of; **A**) *Management of Care*, **B**) *Safety & Infection Control*, and **C**) *Health Promotion & Maintenance* on the Test Plan Performance Report (See NCLEX Program Reports) | 2016 | 56 | 49 | 60 | 49 | 56 | 50 | correlation to the NCLEX are reviewed by faculty for strengths and weaknesses annually. Each instructor responsible for the delivery of content is then tasked with reviewing their course to ensure content clarity. Faculty reviewed course content delivered within each course. An excel file was created to reveal any gaps or overlap of content; adjustments were made to courses based upon findings (see faculty meeting minutes from 2/11/19. | the % of all possible questions asked within the category that corresponds to a minimum *passing performance*. The results reflect Parkland nursing students consistently exceed the PP established by NCSBN. |

FACULTY PROFILE TABLE
Agency Information

Directions: *Instructions for completing the Faculty Profile Table can be found at*
http://www.acenursing.net/resources/FacultyProfile_Instructions.pdf

Name of Institution: **Date Form Completed:**

Name of Nursing Education Unit:

Agency	Name of Agency	Full- and Part-Time Faculty Requirements *Directions: List the specific academic, licensure, practice/teaching, and/or other requirements (as applicable) for full and part-time faculty by agency and include the reference (link or location) where information can be verified. If requirements are not applicable for an agency, provide a brief explanation why.*
The program's state regulatory agency for nursing	**Parkland College**	Reference: The Illinois Department of Financial and Professional Regulation (IDFPR) and the legislature of the State of Illinois articulate requirements for nursing faculty in pre-licensure programs that prepare graduate for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The requirements are as follows: 4. Requirements: Minimum of a master's degree with a major in nursing. 5. Licensure as a professional Registered Nurse (RN) in the state of Illinois. 6. Minimum of two years of clinical practice experience as a registered nurse.
Other state agency (e.g., state department of education, state system, etc.)		Reference: Requirements:
The program's governing organization		Reference:

		Requirements:
The governing organization's accrediting agency	**The Higher Learning Commission**	Reference: https://www.hlcommission.org/Policies/assumed-practices.html Requirements: Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

Faculty Profile Table

Qualifications of Full-Time Faculty Exclusive to ADN Nursing Program

Directions: Complete requested information below for each full-time exclusive faculty member teaching **at the time of the site visit**. *Insert additional rows as needed. Each person listed here should also be included in the Qualification and Professional Development Addendum.*

1	2	3	4	5
LAST NAME, FIRST NAME • *Alphabetical Order by Last Name*	**DATE OF INITIAL APPOINTMENT** • *Month/Year*	**ACADEMIC DEGREES** • *Undergraduate Degree(s): name of degree/date of completion* • *Graduate Degree(s): name of degree/specialty/date of completion* • *Waiver/exception (if applicable) for credential/experience requirements: (explain)* • *Currently enrolled: name of degree/projected date of completion*	**LICENSURE/ CERTIFICATION** • *Current licensure: state/license number/expiration date* • *Current certifications: type/date acquired/expiration date*	**TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY** • *Course: Prefix, Number, Role/Responsibilities* • *Committees; Course, Clinical, Laboratory Coordination, etc.*

Bosch, Theresa	2001	**Undergraduate Degree(s):** Parkland College-AAS NUR 1979 University of Illinois at Chicago (UIC)- BSN 1992 **Graduate Degree(s):** University of Illinois at Chicago (UIC)-MSN 2000	**Current licensure:** Illinois Department of Professional and Financial Regulation Nursing License, 041193139, Expires 5/31/2020 **Current certification(s):** N/A	**Course Prefix & Number:** NUR 113-all sections, didactic, lab, course coordination
Bucher, Deborah	1/2009	**Undergraduate Degree(s):** Parkland College - ADN 5/1981; Olivet Nazarene University - BSN 1/2003 **Graduate Degree(s):** Walden University - Masters of Nursing Degree in Education 10/2008	**Current certification(s):** Certified Registered Nursing in Infusion-CRNI, Expires 12/31/2020 Basic Life Support, Expires 5/31/2018 Illinois Department of Professional and Financial Regulation Nursing License, 041207153, Expires 5/31/2020	**Course Prefix & Number:** NUR 118-004, 005, lab NUR 255-003, 005, didactic, clinical, course coordination NUR 114-003, lab
Cross, Megan	2/2012	**Undergraduate Degree(s):** Northwest Mississippi Community College- ADN 1999; Jacksonville University-BSN 2007 **Graduate Degree(s):** Olivet Nazarene University- Masters of Science Nursing Education 2012	**Current licensure:** Illinois Department of Professional and Financial Regulation Nursing License, 041343089, Expires 5/31/2020 **Current certification(s):** NRP, BLS	**Course Prefix & Number:** NUR 236 all sections, didactic, clinical, course coordination NUR 215-051, 052, didactic, course coordination

Ducey, Terri	8/2017	**Undergraduate Degree(s):** Parkland College – ADN 1982 University of Illinois – BSN 1988 **Graduate Degree (s):** Benedictine University – MSN 2012	**Current certification(s):** Certified Nurse Educator BLS Illinois Department of Professional and Financial Regulation Nursing License, 041212694, Expires 5/31/2020	**Course Prefix & Number:** NUR 114, didactic, course coordination NUR 114-001, 002, lab, clinical NUR 118-002, lab
Kennett, Tami	8/2011	**Undergraduate Degree(s):** Lincoln College - ADN 5/1991 Mennonite College of Nursing – BSN 1996 **Graduate Degree(s):** Mennonite College of Nursing - MSN 2007 Grand Canyon University – Post-graduate hours in Nurse Educator, 2016-2017	**Current certification(s):** BLS ACLS Illinois Department of Professional and Financial Regulation Nursing License, 041255669, Expires 5/31/2020	**Course Prefix & Number:** NUR 258, didactic, course coordination NUR 258 all sections, clinical NUR 118-006, lab
Matthews, Michelle	2012	**Undergraduate Degree(s):** Parkland College – ADN 2006 University of Phoenix – BSN 2009 **Graduate Degree(s):** Walden University - MSN 2012 Maryville University – Post-graduate Certificate, Psychiatric Mental Health Nurse Practitioner 2018 to current	**Current certification(s):** Board Certified in Psychiatric and Mental Health Nursing, ANCC BLS ACLS Illinois Department of Professional and Financial Regulation Nursing License, 041354438, Expires 5/31/2020	**Course Prefix & Number:** NUR 151, didactic, course coordination NUR 151-001, 002, 004, lab NUR 151-001, 002, 003, clinical Program coordination – 13%

Papenbrok, Heidi	8/2003	**Undergraduate Degree(s):** Aurora University - BSN 11/1985 **Graduate Degree(s):** Rush University - MSN 5/1992	**Current certification(s):** BLS Illinois Department of Professional and Financial Regulation Nursing License, 041235414, Expires 5/31/2020	**Course Prefix & Number:** NUR 118, didactic, course coordination NUR 118-002, 004, clinical NUR 118-001, 003, lab NUR 117, didactic, course coordination
Roberts, James	1/2011	**Undergraduate Degree(s):** Parkland College - ADN 1994 University of St. Francis - BSN 2008 **Graduate Degree(s):** Walden University - MSN 2012	**Current certification(s):** BLS Illinois Department of Professional and Financial Regulation Nursing License, 041284432, Expires 5/31/2020	**Course Prefix & Number:** NUR 257 all sections, didactic, clinical, course coordination NUR 114-004, lab Program coordination – 16%

Faculty Profile Table

Qualifications of Part-Time Faculty Exclusive to ADN Nursing Program

Directions: Complete requested information below for each part-time exclusive faculty member teaching **_at the time of the site visit_**. Insert additional rows as needed. Each person listed here should also be included in the Qualification and Professional Development Addendum.

1	2	3	4	5
LAST NAME, FIRST NAME • *Alphabetical Order by Last Name*	**DATE OF INITIAL APPOINTMENT** • *Month/Year*	**ACADEMIC DEGREES** • *Undergraduate Degree(s): name of degree/date of completion* • *Graduate Degree(s): name of degree/specialty/date of completion* • *Waiver/exception (if applicable) for credential/experience requirements: (explain)* • *Currently enrolled: name of degree/projected date of completion*	**LICENSURE/ CERTIFICATION** • *Current licensure: state/license number/ expiration date* • *Current certifications: type/date acquired/ expiration date*	**TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY** • *Course: Prefix, Number, Role/Responsibilities* • *Committees; Course, Clinical, Laboratory Coordination, etc.*
Chou, Chin	August 2017	BSN 2001 MSN 003	RN license – IL license 041423901, expires 5/31/2020 Certification – CWOCN 7/30/2014; 12/31/2023	NUR 114-005, clinical

Farmer, Wendy	January 2014	ADN 1997 BSN 2012 MSN Nursing Education 2015	RN license – IL license 041308503, expires 5/31/2020 Ambulatory Care Nursing, ANCC, 2014010144	NUR 255-006, clinical NUR 236-005/006, clinical
Forbes, Barbara	February 2017	BS – 1978 MSN Psychiatric Mental Health Nursing - 2002	RN license – IL 041183172, expires 5/2020 Basic Life Support (Renewal due September. 2021) Illinois Nurse Assistant Competency Evaluation Program Basic Nursing Assistant Training Program (BNATP) Expiration date 3/24/2020	NUR 151-004, clinical NUR 118-006, clinical
Hall, Amy	August 2018	ADN 1988 BSN 2018 MSN 2018	RN license IL 041249757, expires 5/31/2020 Advanced Practice Nurse IL 209017853, expires 5/31/2020	NUR 258-001, clinical
Johnson, Kelly	January 2019	MSN	RN license IL 041308882, expires 5/31/2020 Advanced Practice Nurse IL 209009939, expires 5/31/2020	NUR 151- 006, 007, clinical

Kauwell, Leigh	October 2013	BSN 2009 MSN 2013	RN license IL 041334881, expires 5/31/2020 Wound, Ostomy and Continence Nurses Society/Certified Wound Ostomy Nursing, 2005459525, 10/31/2024 Baromedical Nursing Association Certification Board/Certified Hyperbaric Registered Nursing 0473, 7/1/2021	NUR 114-006, clinical
Kirby, Carrie	September 2017	ADN 2000 BSN 2003 MSN 2015	RN license- IL 041336079 (expires 5/2020) APRN license-IL 209014146 (expires 5/2020) FNP-C AANP (expires February 2021) ACLS (Expires 03/2020) PALs (Expires 06/2021) BLS (expires 07/2021)	NUR 110-001, clinical

Mammen, Kristi	February 2019	ADN 2003 BSN 2018 MSN 2019	RN license- IL 049145599 (expires 5/2020) CPN-Certified Peds Nurse (acquired 1/2015 exp: 2/2020) ACLS (acquired 8/2018 exp: 8/2020) PALs (acquired 4/2018 exp: 4/2020) BLS (acquired 2/2018 exp: 2/2020)	NUR 238-003, clinical
Mars, April	March 2018	MSN	RN license – IL 041322738, expires 5/31/2020	NUR 258-002
Matson, Kelly	January 2017	ADN 1994 MSN 2008	RN license – IL 041288000, expires 5/31/2020 Nurse Executive Certification, ANCC 2010003140, 4/27/2020	NUR 255-004, 006, clinical
Molina, Danielle	August 2010	ADN 2004 BSN 2008 MSN 2011	RN license – IL 041345181, expires 5/31/2020 AONL Certification in Executive Nursing Practice; date acquired: April 2018; Exp: 4/30/21	NUR 258-006, clinical NUR 218-001, clinical

Peoples, Sarah	August 2017	ADN 2002 BSN 2004 MSN in Nursing Education 2017	RN license – IL 041334568, expires 5/31/2020 MSNCB CMSRN (Certified medical- surgical RN) 3103315 expires 10/31/20 AHA: BLS expires 12/20; ACLS expires 5/21	NUR 110-001, lecture NUR 218-001, lecture NUR 110-001, lab NUR 114-006, lab
Redding, Staci	August 2013	ADN 2006 MSN 2012	RN license – IL 041358662, expires 5/31/2020 Certifications: CMSRN acq: 10/2010 Exp: 10/2020 RN-BC - Nursing Professional Development acq: 11/2017 Exp: 11/2022	NUR 255-002, clinical NUR 258-003, clinical
Snyder, Stephanie	August 2018	ADN BSN MSN	RN license IL 0431361383, expires 5/31/2020 Advanced Practice Nurse IL 209012968, expires 5/31/2020	NUR 118-003, clinical

Thomas, Rhonda	August 2018	ADN 2008 BSN 2013 MSN 2015	RN license IL 041374184, expires 5/31/2020 APRN-FNP IL Exp 5/2020 AANP 2015 Exp 8/20 ACLS 2009 Exp 3/21 PALS 2009 Exp 5/21 BLS Exp 5/20 TNS Exp 12/19	NUR 255-001, clinical NUR 114-005, lab
Verone, Emily	August 2018	BSN Jacksonville University 2013 MSN Jacksonville University 2018	RN license IL 041436237, expires 5/31/2020 ACLS, Acquired July 2014, Expires July 2020 BLS, Acquired May 2012, Expires May 2020 PALS, Acquired November 2014, Expires November 2020 CEN, Certified Emergency Nurse, Acquired October 2015, Renewed October 2019, Expires October 2023	
Williamson, Danna	January 2015	ADN 2004 MSN 2013	RN license IL 041343281, expires 5/31/2020 Nursing Professional Development Certification, ANCC, 2016015398, 8/1/2021	NUR 118-005, clinical

Wakefield, Mernice	August 2017	ADN BSN MSN	RN license IL 041194723, expires 5/31/2020	NUR 238-001, 002, 005, 006, didactic, clinical, course coordination

Old ACEN Standards/SEP

Standard 6 Outcomes:

Program evaluation demonstrates that students and graduates have achieved the student learning outcomes, program outcomes, and role-specific graduate competencies of the nursing education unit.

Criterion 6.1 The systematic plan for evaluation of the nursing education unit emphasizes the ongoing assessment and evaluation of each of the following: Student learning outcomes; Program outcomes; Role-specific graduate competencies; and The ACEN Standards.

The systematic plan of evaluation contains specific, measurable expected levels of achievement; frequency of assessment; appropriate assessment methods; and a minimum of three years of data for each component within the plan.

Plan				Implementation	
Component	**Expected Level of Achievement (ELA)**	**Frequency**	**Assessment Methods**	**Results of Data Collection and Analysis/Recommendation with Documentation**	**Action Resulting from Assessment**
SEP ongoing assessment and evaluation of outcomes	The SEP guides the functions of the Parkland Nursing Program. All aspects of the SEP are evaluated at various Faculty Meetings based on the SEP calendar and as needed. The plan is incorporated into 100% of the Faculty Meetings.	Annually in May and as specifically outlined in the SEP Plan frequency.	Faculty meeting minutes reflect discussing for maintaining, monitoring, or revising the ELAs of the SEP according to the SEP calendar.	2012-2013: Met. This year the SEP criteria were reviewed – Standards 1-3 in December, and Standards 4-6 in May. Each criterion was evaluated, discussed, and it was documented in minutes. 2013-2014: Partially met. The SEP standards were evaluated and addressed in Faculty Meeting minutes at every Faculty Meeting. A 12 month calendar was developed in June of 2014 specifying when each criterion would be evaluated. The SEP was transitioned to the 2013 ACEN standards and a new format was used based on best practice. A template was found and used on the ACEN website. Faculty members were re-assigned individual standards and they are responsible for bringing evidence to Faculty Meetings at specified times. Faculty members were e-mailed the new SEP and calendar, input was solicited, and approved via e-mail or face to face meetings during the	2012-2013: Maintain 2013-2014: Revise with new 2013 ACEN Standards, calendar, and reassign responsibility. 2014-2015: Maintain 2015-2016: Maintain

				summer of 2014. 2014-2015: - Met. All criterion were evaluated at a faculty meeting as designated, unless deferred at the request of the standard owner and approved by the faculty at large. - The Team Site was reviewed and the accessibility of data at faculty meeting 8/11/14 2015-2016: Met. - All criterion were assigned to individual faculty members whose responsibility was to review the standard, review all data related to the standard and report back to faculty during our bi-monthly meetings of findings. Faculty approved as was presented or discussed and made program revisions as needed. See faculty minutes for discussions and revisions. A calendar of due dates for all data to be presented to faculty was created and is accessible on the Parkland home page under Nursing.	

Criterion 6.2 Evaluation findings are aggregated and trended by program option, location, and date of completion and are sufficient to inform program decision-making for the maintenance and improvement of the student learning outcomes and the program outcomes.

	Plan			Implementation	
Component	**Expected Level of Achievement (ELA)**	**Frequency**	**Assessment Methods**	**Results of Data Collection and Analysis/Recommendation with Documentation**	**Action Resulting from Assessment**
Evaluation findings are complete and aggregated	Aggregated data are used to make decisions to maintain or improve student learning outcomes and program outcomes are documented in the SEP.	Twice a year in August and May	Evaluation findings are shared in a variety of formats as described. The findings include: - Student Exit surveys - Employer Targeted surveys - Clinical site evaluations - ATI subject area results - NCLEX pass rates - Employment rates as reported on Parkland Student Follow-up Occupational Survey - Nursing Advisory Council	2012-2013: Partially met. - Data were reviewed and discussed by faculty. - Faculty meeting discussion: 11/16/13 – Discussed NCLEX pass rates for December 2011 and spring 2012 graduates. Goal met. - 1/10/13 – Discussed reports from the State Council of Nursing that outlines specific information about pass rates for portions of the test. - 2/28/2013 – ATI integration specialist on site to assist with use of ATI and its results. - 4/5/13 – NCLEX results – 100% pass rate for December 2012 graduates. Goal met. - Exit surveys and clinical surveys are available to all faculty on Survey Monkey. Employment rates are discussed informally based on student feedback. 2013-2014: Met. - Results shared and discussed at the following Faculty Meetings: 10/14/13 – Results of Survey Monkey clinical site and follow-up surveys presented	2012-2013: Maintain and improve communication of evaluation findings. Specifically, push Survey Monkey data to faculty at Faculty Meetings. 2013-2014: Revised curriculum based on evaluation of ATI and NCLEX lower scoring areas. Those areas are: - NUR113 and NUR114 will review additional ways assessment can be applied to clinical practice. - Care plans will be reviewed and body systems will be added to clinical assessment. - Faculty discussed a trend with care plans. A measurable goal is frequently missing. The care plan will be revised this summer and points will increase for the goal section. Faculty will review in prep week in August 14. - Fourth semester will add to lecture content and faculty will review what is taught in Fundamentals (NUR114) so all are on the same page. The fundamentals text book's formula for goals will be added to the care plan as a guide.

				in hard copy format. - 10/28/13 – Spring 2013 NCLEX results shared with faculty. Pass rate dropped to 88%. Discussion about ensuring students are ready to graduate that 4th semester. Critically looked at progression in program. - 2/3/14 – ATI graphs were distributed to faculty. Questions regarding interpretation. Invite ATI representative to educate faculty. - 2/27/14 – ATI representative presented longitudinal data for the past 5 years and described how to use trended data in program decision-making. Discussion regarding changes that were made in the program and how that affected the ATI results. - 4/14/14 – Presented data on student surveys 6 month post-graduation and employer surveys. - 4/28/14 – NCLEX pass rate update – 92.86% passed. - 5/14/14 – Full curriculum revision based on specific ATI and Mountain Measurement, Inc. (NCLEX) test results. Changes were made. (see document) 2014-2015: Partially met. Reviewed only twice instead of three times. - Data were reviewed at	- 114 will continue to increase focus on application of processes to nursing and increase application questions on quizzes. - Faculty request that sterile processes and techniques have more focus in first semester. Consider a guest speaker from Surgery Tech. Consider having a quiz specific to sterile technique. - Review of ATI data showed low scores in pain control. It was noted that the Fundamental text does not have the best chapter for this topic. Will consider using additional resources. - NUR118 – the only repeat is renal failure which is also taught in 255. The two coordinators will work together to provide comprehensive coverage. - NUR151 (Mental Health Nursing) will add appropriateness of communication to the therapeutic communication section. (Such as what not to say to patients and families). - NUR236 – STD's (STI's) are covered in both 236 (Maternal Newborn Nursing) and NUR257(Community Health Nursing). The coordinators will work together to provide comprehensive coverage. - NUR238 – The following

					faculty meeting 8/11/14.	topics are taught in two courses; the coordinators will work together to provide comprehensive coverage.
					- Reviewed 5/11/15. 2015-2016: Met. - Survey Monkey is utilized for supportive data as needed. Parkland surveys are utilized for data collection. Course reviews are utilized to promote and support revisions of program. - Program and course revisions are based on data from current surveys, student feedback via SNAP representative or special surveys via Survey Monkey. - Discussed at September meeting utilization of data and changes made to courses related to data. Discussed data throughout the year but major focus in January and February related to feedback on NCLEX failures from students. Course work revisited with emphasis on fourth semester and use of comprehensive test predictor. - Data reviewed again in May with focus on individual changes in all courses based on data.	- Immunizations with 257 - Child abuse and neglect with 151 - ADHD with 151 and 257. Most likely 257 will remove. - Sickle Cell and specific anemia's with 118. - Faculty discussed whether pediatrics and maternal newborn should be joined into one class as it was at one time. There is a new pediatric instructor for fall and she will review the content during fall semester and make recommendations. - 255 – Review renal failure with 118. - 257 – Will move immunizations back to pediatrics. - 257 - Will continue focus and possibly revise wrap up of nursing across the lifespan. Continue to emphasize skin care and skin integrity and application to nursing as it should be repeated in every semester. - Faculty questions whether geriatric and leadership be moved into community health as we continue the curriculum revision. This may happen over the next 2-3 years. - 258 – There is not a respiratory

| | | | | | modalities chapter in the new text that was chosen for med-surg. Modalities are mixed into the respiratory chapter. The course schedule will be adjusted as a new edition has been printed.
- 215 – Résumés are taught in both 119 and 257.
Faculty supports keeping the duplicate since first semester students use them to get CNA jobs and fourth semester use them to get nursing jobs.
- 210 – No LPN bridge course is planned for fall of 2014 related to low enrollment. Will review course at a later date.
- Faculty discussed that focus toward transgender patients need to be incorporated well into program.
Exit surveys were re- designed for Spring 2014 graduates to include quantitative data – taken on paper in class to increase responsiveness.
- Instead of using Post-graduation survey, the Parkland Student Follow- up Occupational Survey will be used.

2014-2015: Revise SEP to reflect twice a year – more realistic.

2015-2016
Student at Risk policy created, tested, revised, and presented to Dean. Policy approved and will be |

| | | | | | used when data shows students are at risk passing a course. Risk include family issues, below average work, multiple unsatisfactory marks in clinical evaluation, etc. 016
- Faculty did not wait until May to review data again. Data returned in January showed a higher than percentage of failures on the first time NCLEX exam takers. Faculty monitored this trend very closely and started to identify possible outliers with the class. The class as a whole did not vary much from previous cohorts. The class decided as a group not to take the NCLEX review course as previous cohorts had done. Faculty looked at ATI data, course work, and evaluation summaries. The percentage of students at risk for failing the NCLEX based on the ATI predictor was slightly higher than previous cohorts. It was noted that four of students identified as at risk took an NCLEX review on their own and all four passed on the first take.
- Faculty current fourth semester students take ATI practice test with remediation assigned for those who scored below assigned benchmark.
- Faculty reviewed the ATI |

					program with others and decided to change to Kaplan for predictor exams. A four day NCLEX review is built into the Kaplan packaged purchased and now all students will be required to take the review with the cost being included in the program fees.
					- Areas identified through the NCLEX reports for 2015-16 and the ATI comprehensive exam include:
					- Regarding the ATI Comprehensive results for the May 2016 cohort:
					- Major content areas in which our group as a whole scored below the program group mean score
					- Management of care
					- Health promotion and maintenance
					- Psychosocial integrity
					- Pharmacological and Parental Therapies
					- Reduction of risk potential
					- Physiological adaption.
					- Each course coordinator to review these areas.
					- Areas identified within major content categories where shared with faculty with individual course coordinators taking responsibility for action items to be addressed.

Criterion 6.3 Evaluation findings are shared with communities of interest.					
Plan				**Implementation**	
Component	**Expected Level of Achievement (ELA)**	**Frequency**	**Assessment Methods**	**Results of Data Collection and Analysis/Recommendation with Documentation**	**Action Resulting from Assessment**

Evaluation shared with communities of interest	Regularly share information with Nurse Program Advisory Council, the Dean of Health Professions, ACEN, and Illinois State Board of Nursing.	Annually in April	Meeting minutes, Newsletter.	2012-2013: Met.
				- Nursing Advisory Council held 2/12/13. Discussion and feedback regarding pass rates, employment of graduates, graduate exit survey, results of accreditation visit, LPN to ADN program, changes in admission requirements to include background check, drug screen, and other health requirements, and employer survey format. Department Chair of Health Professions was in attendance. Reports sent to ACEN and Illinois BON.
				
				2013-2014: Met.
				- Nursing Advisory Council held 4/1/14. Expanded membership to include more diverse members and a current student.
				- Discussion included:
				  o New organizational structure/faculty updates, pass rates, employment of graduates, results of graduate surveys, results of employer surveys, and update on RN to BSN movement.
				  o Suggestions on improved response rate for the employer survey which will be distributed in December of every year.
				  o Feedback on using more off shift (night, evening, weekend, and longer clinicals) – all were
					2012-2013: Maintain.
					
					2014: Maintain and pilot alternate clinicals in the fall.
					
					Develop a Newsletter or Annual Report for the Parkland Nursing Program to reach more of the agencies and employers that are partners with Parkland in the community.
					
					2014-2015: Increase participation by inviting more diverse committee members to include ambulatory, long term care, and home health.
					Decision was made to hold a second meeting only as needed and to continue with the Annual Newsletter.
					
					2015-2016: Will look at venders who offer an employee satisfaction study. This will also compare with other programs. Cost is a consideration as it is around 2700.00.
					90% of our students state they are going to continue their education on the

| | | | | in agreement that this would better prepare students for the real world.

2014-2015: Met.
- Parkland Blog and Newsletter developed and distributed.
- Advisory Board Meeting held 4/3/2015. Suggest increasing the diversity of the group. Other pertinent topics were CNA requirement, ESL students, Paramedic Bridge, sharing of data.
- 4/27/15 meeting – Nursing Advisory Council meeting minutes from 4/1/15 were shared and discussed with faculty.

2015-2016 – Met.
- Advisory Committee met in 4/2016. Representatives were present from three area hospitals, two clinics, ambulatory and acute settings, administration from both settings, previous grads, future grads, simulation and Parkland administration. Items shared with this group included:
- ADN Parkland pass rates for previous year (Remains above nation average)
- Admission numbers and retention (remaining around 80%)
- Employer Satisfaction (Surveys returned not as many as last year but positive feedback)
- Student satisfaction (Students are satisfied with program design)
- Accreditation status (until 2020)
- CNA requirement for ADN program. Faculty vote to discontinue, advisory board would like us to look at other options that would meet both student | student satisfaction survey. We will promote/publicize our current partnerships with other colleges for BSN completion.

Dean and Assistant Dean will look at alternate programs to provide healthcare experience but not require resources that the CNA does.

Continue to promote evening and weekend clinical assignments to faculty. We currently have a weekend and several evening clinical sections. |

				and health care facility's needs.	
				- Paramedic bridge update	
				- Clinical sites (consider evening and weekend clinicals) BSN and the community college (current state requirements)	
				- Simulation	

Criterion 6.4 The program demonstrates evidence of achievement in meeting the program outcomes.					
Plan				Implementation	
Component	**Expected Level of Achievement (ELA)**	**Frequency**	**Assessment Methods**	**Results of Data Collection and Analysis/Recommendation with Documentation**	**Action Resulting from Assessment**

Criterion 6.4.1 Performance on licensure exam: The program's three-year mean for the licensure exam pass rate will be at or above the national mean for the same three-year period.

	Plan			Implementation	
Component	Expected Level of Achievement (ELA)	Frequency	Assessment Methods	Results of Data Collection and Analysis/Recommendation with Documentation	Action Resulting from Assessment
Licensure exam pass rate	The program's three-year mean for the licensure exam pass rate will be at or above the national mean for the same three-year period.	3 times a year in February, May, and August	NCLEX pass rates per National Council for State Boards of Nursing.	Met. - Parkland's NCLEX pass rate is consistently higher than the national average. Per NCSBN: - 2011-2012 – Parkland pass rate = 95%, national mean = 88% - 2012-2103 – Parkland pass rate = 94%, national mean = 90% - 2013-2014 – Parkland pass rate = 91%, national mean = 82% - Parkland 3 year mean = 93.33%, national = 86.67 Per IDFPR: - Calendar year 2011 – Parkland pass rate = 98%, national mean = 88% - Calendar year 2012 – Parkland pass rate = 89%, national mean = (unavailable to me) - Calendar year 2013 – Parkland pass rate = 95%, national mean = 83% - Parkland 3 year mean = 94% 2014-2015: Met. Reviewed at faculty meeting each quarter when results received from state.	2012-2013: Maintain. 2013-2014: Maintain. 2014-2015: Maintain. 2015-2016 Although met for the year, Parkland faculty felt results were lower than acceptable to us and implemented several changes. - Implemented practice comprehensive test with remediation for fourth semester students. - Encouraged the cohort to take an NCLEX review course (all but one has registered). Negotiated a discounted price for the review course to be more affordable to students and for future classes, the review course will be paid with program fees. Reviewed areas of weaknesses from last NCLEX and reported to appropriate faculty members. Action plans

				2015-2016: Met. (See attachment) Reviewed at faculty meeting each quarter when results received from state. - Calendar year 2014 – Parkland pass rate = 93%, national mean = 82% - Calendar year 2015-parkland pass rate = 90% national mean = 85%	discussed at faculty meetings.

Criterion 6.4.2 Program completion: Expected levels of achievement for program completion are determined by the faculty and reflect student demographics and program options.					
Plan				**Implementation**	
Component	**Expected Level of Achievement (ELA)**	**Frequency**	**Assessment Methods**	**Results of Data Collection and Analysis/Recommendation with Documentation**	**Action Resulting from Assessment**
Program completion	At least 80% of students in each cohort will graduate within three academic years of enrollment (6 semesters).	Annually in May	Student Progress Longitudinal Spreadsheet.	2012-2013: Partially met. - All students who were predicted to graduate in the 150% timeframe had done so. - Retention in program for this period = 78.5%, lower than the goal. 2013-2014: Met. - All students who were predicted to graduate in the 150% timeframe had done so. - Retention in program for this period = 86%, surpassed goal. 2014-2015: Partially met. One LPN Bridge student did not meet completion timeframe. 2015-2016: Met.	2012-2013: Monitor closely – retention rate took a dip. 2013-2014: Maintain, but will continue to monitor. 2014-2015: Continue to monitor for trend. 2015-2016: Continue to monitor.

Criterion 6.4.3 Graduate program satisfaction: Qualitative and quantitative measures address graduates six to twelve months post-graduation.					
Plan				**Implementation**	
Component	**Expected Level of Achievement (ELA)**	**Frequency**	**Assessment Methods**	**Results of Data Collection and Analysis/Recommendation with Documentation**	**Action Resulting from Assessment**
Graduate program satisfaction	Graduates rate satisfaction >3 on a 4 point Likert scale.	Annually in May	Student Occupational Follow-up Survey through the Institutional Accountability & Research Department – The survey is sent via e-mail, a second e-mail, and if no response a paper survey with a follow-up phone call to all Parkland graduates beginning 8 months post-graduation.; faculty and Advisory Council meeting minutes.	2012-2013: Partially met. - Data from IAR available, but a separate survey was sent to nursing students via Survey Monkey with poor response. 2013-2014: Partially met. - Found that IAR breaks out data into programs and that it is very comprehensive with a >50% response rate. Areas that are surveyed are: Satisfaction with the Nursing Program, Student Services, and Academic Services. - Three years of data show employment remains >90%. - On a 4 point Likert scale where 4 is very satisfied, students rate all 18 areas as greater than 3 except, college transfer planning, job placement, and faculty advising. - Will discuss ways to improve at Faculty Meeting. 2014-2015: Met. All areas >3.	2012-2013: Discussion at Advisory Council meeting about how to improve response rate. 2013-2014: Develop action plan with faculty to improve college transfer planning, job placement, and faculty advising. 2014-2015: Maintain.

Criterion 6.4.4 Employer program satisfaction: Qualitative and quantitative measures address employer satisfaction with graduate preparation for entry-level positions six to twelve months post-graduation.					
Plan				**Implementation**	
Component	**Expected Level of Achievement (ELA)**	**Frequency**	**Assessment Methods**	**Results of Data Collection and Analysis/Recommendation with Documentation**	**Action Resulting from Assessment**
Employer program satisfaction	Employers rate satisfaction > 80%.	Annually in December	Survey Monkey data from employers. Questions are asked in a way that reflects how well the 8 NLN Core Competencies are demonstrated by the graduates on a 5 point Likert scale where 5 is very well, 4 is well, 3 is neutral, 2 is poorly, and 1 is very poorly. Comments are also encouraged.	2012-2013: Not met. - The Nursing Advisory Council that met in February 2013 gave input into the Employer Program Satisfaction Survey and it was sent out to Nurse Managers. There were 6 respondents. Areas for improvement based on <60%: • Patient interaction patterns • Developmental/cultural/emotional/ religious/spiritual • Response to actual/potential health problems • Client ability to access community resources • Environmental factors • Care plan evaluation as indicated by outcome • Implements prescribed care regimen • Provides client support in health care and end of life • Develops individualized teaching plan • Evaluation of identified learning outcomes • Modifies teaching plan as necessary • Provides client information to make choices • Interacts creatively and openly • Assists clients to access available resources • Implements strategies to provide cost-efficient care • Demonstrates competencies with current • Organizational skills, time management 2013-2014: Not met. - Overall, survey had slightly better response rate and improved scores in all but one area. - The same survey was sent in December to nine facility Human Resource Departments asking them to distribute to areas that hired Parkland graduates. There were 8 respondents. The following areas for improvement based on a score of <60% are: • Coordinates decision-making process	2012-2013: Revise course content to improve weak areas. 2013-2014: Revise course content to improve weak areas. Look for ways to increase response rate. Suggestions from Advisory Council included sending to the Education Departments of the facilities and 1:1 interviews. Will be vetted by faculty prior to December 2014. 2014-2015: Continue to monitor.

				Areas scoring <70%	
				• Utilizes therapeutic communication • Patient interaction patterns • Developmental/cultural/emotional/religious/spiritual • Education needs • Client ability to access community resources • Environmental factors • Identifies/honors emotional/cultural/religious/spiritual • Develops individualized teaching plan • Assists clients to access available resources • Implements strategies to provide cost-efficient care 2014-2015: Met. Employer satisfaction return rate and ratings improved.	

Criterion 6.4.5 Job placement rates: Expected levels of achievement are determined by the faculty and are addressed through quantified measures six to twelve months post-graduation.					
Plan				**Implementation**	
Component	**Expected Level of Achievement (ELA)**	**Frequency**	**Assessment Methods**	**Results of Data Collection and Analysis/Recommendation with Documentation**	**Action Resulting from Assessment**
Job placement rates	90% of graduates seeking employment will be employed full time or part time in nursing within 6-12 months of graduation.	Annually in May	Student Occupational Follow-up Survey through the Institutional Accountability & Research (IAR) Department – The survey is sent via e-mail, a second e-mail, and if no response a paper survey with a follow-up phone call to all Parkland graduates beginning 8 months post-graduation.	2011-2012: Met. - 57.3% response rate. 91.5% nursing program graduates are employed as nurses. 2012-2013: Not met. - Data for this timeframe are unavailable from IAR as of yet. 2013-2014: Not met. - As above. Data will be shared as soon as it is obtained. 2014-2015: 2012-2013 job placement rate = 100%. Will report on 2013-2014 as soon as available. Goal for 2012-2013 met. 2014-2015: 92.3%	2012-2013: Continue to monitor response rate and employment rates. 2013-2014: Continue to monitor response rate and employment rates. 2014-2015: Continue to monitor.

2017 ACEN Standards

Standard 6. Outcomes

Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome. The nursing   program has a current systematic plan of evaluation. The systematic plan of evaluation contains: (a) Specific, measurable expected levels of achievement   for each end-of-program student learning outcome and each program outcome; (b) Appropriate assessment method(s) for each end-of-program student   learning outcome and each program outcome; (c) Regular intervals for the assessment of each end-of-program student learning outcome and each   program outcome; (d) Sufficient data to inform program decision-making for the maintenance and improvement of each end-of-program student learning   outcome and each program outcome; (e) Analysis of assessment data to inform program decision-making for the maintenance and improvement of each   end-of-program student learning outcome and each program outcome; (f) Documentation demonstrating the use of assessment data in program decision-   making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.

Criterion 6.1 The program demonstrates evidence of students' achievement of each end-of-program student learning outcome. There is ongoing assessment of the extent to which students attain each end-of-program student learning outcome. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program student learning outcome.

Plan				Implementation	
Component	**Expected Level of Achievement (ELA)**	**Frequency**	**Assessment Methods**	**Results of Data Collection and Analysis/Recommendation with Documentation**	**Action Resulting from Assessment**
End of program Student Learning Outcomes	See the breakdown of each EOPSLO below.	Annually.			

EPSLO	ELA/Assessment Method						Action	Analysis
Spirit of Inquiry	The cohort average will be at or above the score threshold set by *Kaplan* on the Kaplan Secure Predictor. *ATI* – Group National Mean = 68.3%	Term	Parkland	Kaplan	ATI group program mean	NCLEX Pass Rate	The decision was made by faculty to adopt Kaplan in 2016. Previously Parkland used ATI but had become dissatisfied with ATI's inconsistent customer service and follow through, plus reports ATI generated contained questionable validity. ATI was contacted with a request to share 2016 test results. Received information for SP16 only.	Parkland has seen a gradual improvement on the Kaplan Secure Predictor since its inception. Measures implemented by faculty to improve Kaplan scores include; assigning points based upon Kaplan recommendations, requiring remediation of scores not achieving threshold, introducing Kaplan earlier in the program, and in SP19 the decision was made to require a Kaplan assessment in *every* nursing course.
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.		SP19	59.1%	61%		80%		
		FA18	57.3%	61%				
		SP18	55.9%	61%		83%		
		FA17	57.4%	61%				
		SP17	58%	61%		75%		
		FA16	ATI					
		SP16	ATI		68.6%			
		FA15	ATI					
Nursing Judgment	The cohort average will be at or above the national norm on the Kaplan MedSurg Comprehensive Integrated Exam.	Term	Parkland	National Norm		Secure Predictor	Action	Analysis
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 contest.		SP19	65.7%	72%		59.1%	Individual remediation if score is less than the national norm; class review of topics missed if class average is less than the national norm. Results reviewed by faculty at the end of each semester. Course content reviewed. Curriculum is reviewed &/or mapped annually.	Parkland students have experienced an upward trend over the past several semesters. Content is reviewed during end-of-semester faculty meetings to ensure no gaps are present and that the same content isn't being taught in more than one semester.
		FA18	64.9%	72%		57.3%		
		SP18	62.3%	72%		55.9%		
		FA17	63.8%	72%		57.4%		
		SP17	65.2%	72%		58%		
Spirit of Inquiry & Human Flourishing	80% of a cohort's students will achieve an 83% (B) or greater	Term	Total # of students	Students who achieved 83% or >		Class Ave.	Action	Analysis

						Action	Analysis
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. **Advocate** *for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.*	on the evidenced-based research paper for the online course, NUR 215.	SP19 FA18 SP18 FA17 SP17 FA16 SP16	48 59 35 62 31 34 46	89.5% 95% 80% 82% 61% 73% 87%	96% 92% 85% 85% 78% 85% 90%	In the past many students did not take this assignment seriously, and several have chosen to not complete the assignment and accept a grade of 0. For many this was their first attempt at writing a paper using APA formatting and they struggled with APA. In addition to increasing the weight (grade) for the assignment, additional APA resources were made available to the students. A very detailed rubric was provided to the students each semester but was updated each semester based upon the previous semesters' feedback.	For many of Parkland's nursing students this is the first time they have done an EBP research paper requiring APA formatting. Many resources have been increasingly provided, including Parkland student resources available online and on campus. Slight decrease in average score of those achieving 83% or greater in SP19; will continue to monitor.
Nursing Judgment	The cohort average will be at or above the national norm on the Kaplan Community Integrated Exam.	Term	Parkland	National Norm	Secure Predictor	Action	Analysis
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 contest.		SP19 FA18 SP18 FA17 SP17 FA16 SP16	61.2% 61.4% 60.6% 60.2% NR NR ATI	58% 58% 58% 58%	59.1% 57.3% 55.9% 57.4%	Individual remediation if score is less than the national norm; class review of topics missed if class average is less than the national norm.	Parkland students have consistently averaged greater than the national norm set by Kaplan. Kaplan was new to Parkland FA16.

Nursing Judgment & Spirit of Inquiry	80% of a cohort's students will achieve an 83% (B) or greater on the evidenced-based research project focused on a Joint Commission National Patient Safety Goal.	Term		Total # of students		Students who achieved 83% or >		Class Ave.		Action	Analysis
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 contest. **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.*		SP19 FA18 SP18 FA17 SP17 FA16 SP16		50 59 35 62 31 34 46		98% 100% 100% 100% 100% 100% 100%		99% 99% 96% 99% 98% 99% 100%		As noted, students tend to do very well with this semester-long, research project. The plan is to continue to assign this project as it prepares the students for future EBP research in their practice and with their continuing educational pursuits.	Determined through discussion with faculty that this EBP research project continues to be very beneficial as it includes many positive lessons beyond learning about EBP, such as leadership, teamwork, and professional communication.
Professional Identity	**NCSBN Data**	Year	A	PP	B	PP	C	PP		Action	Analysis
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,	The Parkland Associate Degree Nursing program will achieve a percentile rank of 50% or greater for each reported year in categories of; **A**) *Management of Care*, **B**) *Safety & Infection Control*, and **C**) *Health*	2018 2017 2016	58 58 56	49 49 49	59 57 60	49 49 49	56 56 56	49 49 50		All topics in the NCSBN report in correlation to the NCLEX are reviewed by faculty for strengths and weaknesses annually. Each instructor responsible for the delivery of content is then tasked with reviewing	PP – Passing Performance reflects the % of all possible questions asked within the category that corresponds to a minimum *passing performance*. The results reflect Parkland nursing students consistently exceed the PP established by NCSBN.

quality care for diverse patients within a family and community context.	*Promotion & Maintenance* on the Test Plan Performance Report (See NCLEX Program Reports)							their course to ensure content clarity. Faculty reviewed course content delivered within each course. An excel file was created to reveal any gaps or overlap of content; adjustments were made to courses based upon findings (see faculty meeting minutes from 2/11/19.	

Criterion 6.2 The program demonstrates evidence of graduates' achievement on the licensure examination. The program's most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period. There is ongoing assessment of the extent to which graduates succeed on the licensure examination. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates' success on the licensure examination. There is a minimum of the three (3) most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.

Plan				Implementation	
Component	**Expected Level of Achievement (ELA)**	**Frequency**	**Assessment Methods**	**Results of Data Collection and Analysis/Recommendation with Documentation**	**Action Resulting from Assessment**
Licensure exam pass rate	2016 - The program's three-year mean for the licensure exam pass rate will be at or above the national mean for the same three-year period. 2017 – ACEN presented new criterion. The programs most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers, during the same 12-month period.	Annually	NCLEX pass rates per state of Illinois	2016 – National Council of State Boards of Nursing average – 80.9% Parkland College – 75% ELA not met	Discovered trend in late 2015/early 2016. Faculty reviewed program for any outliers. Curriculum and faculty showed no significant changes. Noted that fall 2015 cohort had not taken the NCLEX review. A suspicion of cheating and low PGPA's was noted in some of the students in this cohort. Faculty put the following in place immediately – The current cohort was encouraged to take an NCLEX review. The Kaplan was chosen to replace ATI integrated testing and required assessments were increased for fourth semester students. Faculty made the decision to include an NCLEX review as part of our nursing program. Faculty spent time in special training on best use of integrated testing.

						Faculty compared the end of semester integrated assessment summaries for fourth semester and crossed referenced weak areas from the assessment with nursing courses in which they were taught. Content was weighted accordingly.
					2017 – Program started year using previous ELA but by the end of 2017, had switched to the new ACEN criterion. - Parkland aggregate pass rate is 80% Goal met	Faculty continued to monitor and implemented actions to assist students to best prepare for the NCLEX. A student at risk form was implemented. One area to be considered at risk was a low PGPA, which is reviewed each semester between student and student advisor.

Faculty continued to monitor and correlate data. Faculty reviewed the admit score to students who failed the NCLEX and found a trend of lower admit scored to higher percentage of failing the NCLEX. Faculty reviewed scoring data for the next cohort and raised the threshold.

Continue to monitor. |
| | | | | | 2018 – Parkland aggregate pass rate is 82%. Goal met | All courses are required to have integrated testing built into its curriculum in some form. |

					Faculty added to the current requirement of a PGPA of 2.5 to remain in the program the additional requirement of nursing courses have a combined GPA of 2.5 or higher as well. Continue to monitor.

Criterion 6.3 The program demonstrates evidence of students' achievement in completing the nursing program. The expected level of achievement for program completion is determined by the faculty and reflects student demographics. There is ongoing assessment of the extent to which students complete the nursing program. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program. There is a minimum of the three (3) most recent years of annual program completion data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion or entering cohort.

Plan				Implementation	
Component	Expected Level of Achievement (ELA)	Frequency	Assessment Methods	Results of Data Collection and Analysis/Recommendation with Documentation	Action Resulting from Assessment
Program (5/11/15) completion	At least 80% of students in each cohort will graduate within three academic years of enrollment (6 semesters).	Annually in May	Student Progress Longitudinal Spreadsheet.	Fall 2014 – Spring 2015, Goal met Spreadsheets were shared with faculty in 8/14 regarding attrition. (8-11-14) Fall 2015 – Spring 2016, Goal met Faculty request a comparison of attrition in each program, Traditional and LPN bridge. (1/17/15) Students are placed in an excel chart on entry into the program. Their progression is graphed to completion. LOA's, failures, and outliers are noted. Outliers are presented to the faculty for discussion. Spreadsheets for both programs shared with faculty. (5/11/15) Fall 2016 – Spring 2017 Goal met Shared with faculty. (5/1/17)	Continue to monitor Diane to keep a master spreadsheet with attrition information and share with faculty annually. Continue to monitor Continue to monitor

Criterion 6.4 The program demonstrates evidence of graduates' achievement in job placement. The expected level of achievement for job placement is determined by the faculty and reflects program demographics. There is ongoing assessment of the extent to which graduates are employed. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed. There is a minimum of the three (3) most recent years of available job placement data, and data are aggregated for the nursing program as a whole.

Plan				Implementation	
Component	Expected Level of Achievement(ELA)	Frequency	AssessmentMethods	Results of Data Collection and Analysis/Recommendation with Documentation	Action Resulting from Assessment
Job placement rates	90% of graduates seeking employment will be employed full time or part time in nursing within 6- 12 months of graduation.	Annually	Student Occupational Follow-up Survey through the Institutional Accountability & Research (IAR) Department – The survey is sent via e-mail, a second e-mail, and if no response a paper survey with a follow-up phone call to all Parkland graduates beginning 8 months post-graduation. Switched to Nursing Faculty Survey upon graduation with follow-up by Nursing Faculty in six months.	2017-2018 Not met. Results of the IAR survey was not available. 2018-2019 Met New method had almost 100% response with 90% employment.	2017-2018 Due to the IAR report lagging behind and low response rate, the nursing faculty decided to develop their own process. Distribute a questionnaire to graduating students in one of their last classes. Contact information is also obtained. Students who do not report that they are employed at the end of the program are contacted by nursing faculty or staff to see if they are employed.