NLNAC
SELF-STUDY REPORT 2012
Parkland College
Associate Degree Nursing Program

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Executive Summary
General Information

Nursing Program Type
Associate Degree Nursing

Purpose of Visit
Continuing Accreditation

Date of Visit
February 7 - 9, 2012

Name and Address of Governing Organization
Parkland College
2400 West Bradley Avenue
Champaign, IL 61821-1899
Phone: 217-351-2200
www.parkland.edu

Name and Title of Chief Administration Officer
Tom Ramage, Ed.D., President

Name of Regional/Institutional Accrediting Body and Accreditation Status
North Central Association of Colleges and Schools (NCA)
Higher Learning Commission
30 N. LaSalle Street, Suite 2400
Chicago, IL 60602-2504
www.ncahigherlearningcommission.org
Most recent accreditation: February of 2003 fully accredited
Next accreditation visit scheduled: October 2012

NLNAC Accreditation Status
Fall of 2004 granted continued accreditation with conditional status. Conditional status removed Spring 2007.

Name and Contact Information of Nursing Education Unit
Parkland College Nursing Program
2400 West Bradley Avenue
Champaign, IL 61821-1899
Phone: 217-351-2224
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Name and Title of Administrator of the Nursing Education Unit
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Program Director
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State Board Information and Status
Illinois Department of Financial and Professional Regulation

James R. Thompson Center
100 West Randolph, Suite 9-300
Chicago, IL 60601
Phone: 312-814-3039
Fall 2000 visit with full approval and inclusion on listing of State-Approved programs

NLNAC Standards and Criteria Used to Prepare the Self-Study Report
2008 Standards and Criteria established by the NLNAC for Associate Degree programs located on the NLNAC website (http://www.nlnac.org/home.htm).

Introduction

Parkland College is a comprehensive community college located in central Illinois that offers an Associate Degree (A.A.S.) in nursing. Parkland College has delivered vocational-technical and academic instruction to more than 210,000 people since it began classes in 1967. Parkland College serves as a provider, partner, and advocate to the residents and businesses of District 505, the third largest community college district in Illinois. District 505 is made up of residents from 12 surrounding counties, with the largest population being in Champaign County. The campus is accessible to all 54 communities in the district, being located in the center of District 505 and located near the intersection of Interstate highways 57, 72, and 74. Parkland's campus covers 255 acres, serves approximately 11,000 students each semester, and retains nearly 1,000 employees. The College offers over 100 associate degree and certificate programs for career, university transfer, and/or job specific training. An overview of Parkland College's students, enrollment, graduates, employees, employers of graduates, facilities and finances was published in August 2010 and is available at: http://www2.parkland.edu/oire/Envsc10.pdf. More recent data should be available at the time of the visit in February 2012.

Parkland College is located in east central Illinois and is one of the most productive corn and soybean agricultural areas in the region. Champaign County alone covers 1008 square miles and the majority of this area is dedicated to agriculture. Besides agriculture, Champaign County is considered a leader in education, health care, government, technology, and light industry. It is home to the University of Illinois (Urbana campus), Parkland College, and two major regional hospitals, Carle Foundation Hospital and Provena Covenant Medical Center. The University of Illinois campus is the largest employer in the area with Carle Foundation Hospital and Clinics being the second largest employer.

The Parkland College Board of Trustees consists of seven members elected by the residents of District #505 and one student representative, elected by the student body. The trustees serve for staggered six-year terms and provide local control and direction for the college and operate in accordance with written policies and procedures published in the Parkland College Policies and Procedures Manual and the duties outlined in the Illinois Public Community College Act. Board meetings are open to the public and are held monthly except in August.

The current president of Parkland College is Tom Ramage, Ed.D. Dr. Ramage, the fifth president of Parkland College, accepted this position in 2008. He received his Master's Degree in Education and Human Development with a specialization in Educational Technology Leadership from The George Washington University in 1998, and a Doctorate in Education with a specialization in Instructional Technology and Distance Education from Nova Southeastern University. Dr. Ramage joined Parkland College in 1998 as Chair of the newly created Distance and Virtual Learning Department and was responsible for developing and administering Parkland's online course delivery systems and policies. Parkland College has been accredited for offering online courses since 2001 and continues to offer outstanding distance education under Dr. Ramage's leadership.

Although only one nursing course is entirely online, our students have the option to take most of their general education courses online. The faculty in the nursing program also use the learning management system (ANGEL), which is managed through the Distance and Virtual Learning (DVL) department, extensively for each nursing course. One faculty member is also part of a pilot program through DVL utilizing iPad and exploring appropriate applications for use in the curriculum. DVL also provides the opportunity for faculty throughout the college to provide podcasts for students through ItunesU. Two members of the nursing faculty presently have lectures available for students via this format, as well as in the classroom.

The Parkland College nursing program is organized within the Health Professions Department, one of nine departments within the College. The ADN program is one of thirteen programs sharing equal rights and responsibilities within the Health Professions Department and also the largest program. The office for all Health Profession programs is located in the L-wing (L119) of the main Parkland College campus. Health Profession

programs housed at the main campus in the L-wing include: Associate Degree Nursing, Respiratory Therapy, Radiologic Technology, Surgical Technology, Dental Hygiene, and Veterinary Technology.

In 2007 planning began to expand space for the Health Profession programs. In summer 2008, construction began to renovate space in a building located directly east of the main campus at 1309 N. Mattis Ave. The building was entirely planned and designed by Health Profession faculty who are now using the space. The building has been designated as Health Professions on Mattis or the "H Wing" of Parkland College and classes began there in January 2009. Presently the following programs reside in the H wing: Certified Nursing Assistant (CNA), Licensed Practical Nursing(LPN), Medical Office Assisting (MOA), Dietetics, Emergency Medical Services (EMS), Massage Therapy, and Occupational Therapy Assistant (OTA), as well as nursing faculty and nursing lab assistants for the simulation labs. The H wing, although not on the main campus, is conveniently located close to campus with adequate parking and is easily accessible by city bus.

The H-wing building is 28,000 square feet with 8 classrooms, a nursing lab, massage clinic, Independent Living Center (a home simulation area), a 25 station microcomputer laboratory, conference room, and office for full and part-time faculty. There is also a high fidelity simulation lab which is home to METI's *I-Stan* which includes a two-way mirror, computer screen that displays all patient information, a Pyxis machine, medication cart, and all supplies needed for any medical-surgical simulation. An OB simulation lab with Gaumard's Noelle simulator and baby is also located at the H wing, as well as a training ambulance for EMS programming. The two simulation labs provide clinical simulation instruction to students enrolled in CNA, MOA, LPN, OTA, Respiratory Therapy, and EMS students as well as students in the ADN program. Interdisciplinary simulation experiences include medical students from the University of Illinois, ADN students, and respiratory therapy students. We are working to expand this to include more disciplines.

The current Department Chair for Health Professions, Bobbi Scholze, MSN, RN, accepted this position in fall 2006 (Appendix A – Department Chair Job Description). Ms. Scholze has a Bachelor of Science in Nursing from Villa Maria College and a Master's Degree in Nursing from the University of Pittsburgh. Ms. Scholze's office is located in L-119 and is very accessible to faculty, staff, and students. She also spends designated time at the H-

Wing to provide support for faculty and staff located there as well. Ms. Scholze is strongly involved in state organizations focusing on the future of nursing, as well as, actively participating in the community as President of the Champaign County Board of Health. She encourages nursing and all health professions to participate in the governance of Parkland College and encourages faculty to engage in the community.

The Program Director for Nursing is an appointed position by the Department Chair of Health Professions. Michele Spading began her tenure as the Nursing Program Director in August 2010. Ms. Spading began teaching in the Parkland Nursing Program in fall 2007 and had 3 years previous teaching experience in BSN programs. (See Standard 2). Ms. Spading's office is located in the L wing (L-232) in close proximity to nursing classrooms, labs and the offices of nursing faculty making her accessible to faculty, staff, and students. All Program Directors in Health Professions, the Health Profession Program Manager, the Wellness Coordinator, and Ms. Scholze meet on a regularly scheduled basis to discuss issues within the Health Professions department. These meetings are also utilized to bring representatives from other departments to the table to increase communication and provide a more balanced and coordinated nursing program.

Parkland College offers several college wide committees available for employees to participate in, however, all Parkland employees are members of the Parkland College Association (PCA). The general purpose of the PCA is to provide advice, counsel, and assistance to the President of the College and to the Board of Trustees in order to promote and to develop the goals and philosophy of Parkland College. The PCA plays a major role in achieving the college's objectives through the process of shared governance. The concept of shared governance is demonstrated by the variety of PCA committees providing opportunities for Parkland employees to be involved in the decision-making process. The PCA Senate comprises representatives from all professional staff groups, part-time faculty, two student representatives, and the college president attends monthly open senate meetings as an ex-officio member. Faculty and staff within the Health Profession department, as well as nursing specifically, participate in PCA and various committees in the College. The following link provides information on the PCA, as well as information on committees within the

PCA: https://my.parkland.edu/collegedirectories/commorg/pca/default.aspx .

Demographics of the Community and Parkland College

Champaign County is listed as the 10th largest County in the State of Illinois, according to the 2010 US Census, with a total population of approximately 201,081, made up of 73% white, 12% Black, 9% Asian, 5% Hispanic or Latino, and less than 1% "other." Although Parkland serves communities outside of Champaign County within District 505, the largest population is within this county so it will be used to compare demographics.

According to a report from Parkland's Institutional Research department reflecting fall 2010 (Appendix B), the majority of enrolled students at Parkland are white, non-Hispanic students (59.8%), followed by Black or African American (15.5%). The remaining student population identifies themselves mostly as: Hispanic or Latino (5%), Asian (3.5%), Non-Resident Alien (2.0%), Unknown (13.7%). These numbers suggest a slightly more diverse population of students at Parkland than within the community as a whole.

The student population of the nursing program reflects the school's population as follows: 5.1% Hispanic or Latino (similar), Non-resident Alien 2.1% (similar), 4.6% Asian (slightly higher), 6.2% Black or African American (significantly lower), 79.5% White (higher), and only 2.6% unknown (significantly lower). The most alarming difference is the low number of students identifying themselves as Black or African American in the nursing program.

Parkland College is continually working to increase the diversity of our student population in all programs. Parkland College has an active Diversity Committee working to increase and promote diversity on our campus. The concept of celebrating and respecting diversity is incorporated in the Core Values of Parkland College and is addressed in the 2011-2015 Strategic Plan for Excellence: http://www.parkland.edu/about/strategicplan.aspx .

The profile of Parkland's students for fall 2010 (Appendix B) also shows there are slightly more women (52.1%) than men (47.9%) enrolled at Parkland. This profile is not reflected within Parkland's A.D.N. program. Although the Parkland College Nursing Program has significantly increased the number of male students enrolled, the majority of nursing students enrolled in Fall 2010 were female (81%) reflecting a different distribution than the College as a whole.

When considering age distribution among Parkland's student population, the 17-20-year-old range is the largest (38.9%) followed by the 21-24 age range (21.7%) with an average age of 26.7 for all students. The average age of nursing students enrolled at Parkland is higher than the general college population (30.1) and the largest numbers of nursing students are in the age range of 25-30. This reflects the increase of students coming into the nursing program who have already attained a previous degree and those who are often termed the "non-traditional" student who return to school as older adults instead of continuing their college education straight from high school.

For fall 2010 (Appendix B) Parkland's part-time enrollment (59.2%) exceeded full-time enrollment (40.8%). In the nursing program, the part-time enrollment is significantly higher with 76.4% of our students registered as part-time students.

According to data obtained from Parkland College Human Resources, in fall 2010 Parkland College employed 172 full-time faculty for instruction purposes and 390 part-time faculty. Of the 172 full-time faculty, 82 were men (48%) and 90 were women (52%). The standard set by Parkland College is to maintain a standard of 60% of instructional hours being provided by full-time faculty. The most recent statistics indicated 54.3% of Parkland's course load was taught by full time faculty. In comparison, Parkland's ADN program during fall 2010, 64% of instructional hours were taught by full-time faculty and 36% were taught by part-time faculty. Presently, fall 2011, 69% of instructional hours are taught by full-time faculty in the ADN program. Out of the nine faculty members teaching full-time, 2 (22%) are men and 7 (78%) are female.

Full-time College faculty are predominantly white, non-Hispanic, 82.6 % (n = 142). Faculty in the remaining 17.4% are made up of Hispanic/Latino, black, non-Hispanic, unknown and "other", with the largest

number (n=10) made up of those reporting two or more races. Unfortunately the Parkland College ADN faculty do not reflect cultural diversity as 100% of full- and part-time faculty are reported as white, non-Hispanic. An example of how the College is encouraging diversity among faculty is the Professors of the Future Program: http://www.parkland.edu/academics/PROF.aspx. Students who identify themselves as members of an underrepresented group within the program the student aspires to teach in may apply to this program which provides financial and mentoring support to assist them to become community college teachers. In return, these scholars return to Parkland to teach full-time for up to five semesters.

History of the Nursing Education Unit

Parkland College opened in fall 1967 and the first nursing class graduated in 1970. Providing an Associate Degree (A.A.S.) in nursing was a priority for the College from the very beginning to respond 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 nursing graduates who excel and are in high demand in the community.

In 1988, Parkland College experienced major reorganization. As part of this 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 Profession 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 ADN program.

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 LPN curriculum was revised to create a stand-alone program, and the program now graduates around 40 students each year.

Parkland College Associate Degree program was initially accredited by NLN in 1970 and has continued to be accredited since that date. In January 1996, continuing accreditation was granted to Parkland's Associate Degree Program in nursing with the next visit scheduled for fall 2003. The Board also formulated recommendations identifying areas needing improvement. A progress report was submitted fall 1998. Upon review of the progress report the next visit remained scheduled for fall 2003. Due to major changes within the faculty and program leadership, a request for extension was made and granted. The last NLNAC visit took place in February 2004 instead of October 2003. At this visit recommendations were made and a focused report was submitted in 2006 and accepted. The next accreditation visit was scheduled for 2012.

The Parkland College Nursing Program has again experienced a great deal of change in faculty and leadership since the last NLNAC visit. Four of our most experienced faculty retired since 2007 and we have also experienced turnover in new faculty over the last two years. Although faculty have been replaced with clinically competent Master's prepared nurses, they have had little or no experience in the educational environment. As a program we have found it increasingly difficult to recruit and retain qualified Master's prepared full-time faculty due to a competitive job market outside the educational setting offering much higher salaries for these same qualifications. Although Parkland College offers a very competitive salary to nursing faculty compared with surrounding BSN and ADN programs, we still cannot compete with the salaries of hospitals. We have continued to work steadily to provide a quality nursing program for our students and first time NCLEX pass rates have remained above state and national levels. We have also seen a decline in attrition over the past two years.

The Parkland College Nursing Program has graduated a large number of nurses in its history, with a wide range of interests, cultural backgrounds and achievements. At the present time, the program admits approximately 50 students each fall and spring semester. It is a four-semester, 68 semester hour program for the full-time student but a part-time curriculum is also available where students complete all general education and

science courses before being formally admitted to the program. Once admitted, the program must be completed within no more than six semesters. Classroom space, equipment, faculty and support personnel are consistently evaluated to meet the needs of our students. The Nursing Program is a leader in technology used for instruction, especially the simulation experiences offered and the interdisciplinary collaboration during these simulations. A complete history of how technology has been integrated into our nursing curriculum since 1975 is found in Appendix C. We have strong administrative support for our program and new leadership that is striving to constantly improve all aspects of the nursing program.

SUMMARY OF STANDARDS AND CRITERIA

Standard 1: Mission and Administrative Capacity

The mission/philosophy and outcomes of the Parkland ADN program are congruent with those of the governing organization. This includes any nursing education activities that incorporate distance learning into the curriculum. The governing organization has nursing faculty and nurse administrator representation in ongoing governance activities and offers opportunities for student involvement. All nursing students are members of the Student Nurse Association at Parkland (SNAP). Communities of interest have ongoing input into nursing program processes, as well as participating in the strategic planning for health professions which occurs every five years. Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community.

The ADN program is administered by a nurse who holds a graduate degree in nursing. With support of administration, the position of Nursing Program Director became a full time position in 2012 allowing adequate time and resources to fulfill the responsibilities of program administration. The Nursing Program Director has the authority and responsibility, with faculty input, to prepare and administer the program budget, execute policies, work to continually develop and progress the nursing program, and respond to students.

Policies of the ADN program are comprehensive, provide for welfare of faculty and staff, and are consistent with those of the governing organization as outlined in the Parkland Academic Employee (PAE) contract and the Parkland College Policy and Procedures Manual. Differences are justified by goals and outcomes of the nursing education unit. Records reflect that program complaints and grievances receive due process and include evidence of resolution.

Standard 2: Faculty and Staff

The nursing faculty for the Parkland College Nursing Program consists of nine full-time faculty with teaching responsibilities. The Nursing Program Director also maintains some teaching responsibilities. Eight of the faculty have their master's degrees in nursing and one will complete his Master's Degree in February 2012. The nursing program has consistently provided full-time faculty to teach over 60% of all instructional hours, the rest being provided by qualified part-time faculty. All part-time nursing faculty hold a Master's Degree in nursing.

One full-time and two part-time nurses are utilized in the nursing laboratory setting, all with Bachelor's Degrees in Nursing. Although their responsibilities do not include teaching and evaluation, they provide outstanding support to faculty and students in the simulation lab setting as well in the clinical practice lab setting.

All nursing faculty have a board range of clinical practice experience which includes diverse clinical practice as well as leadership and management experience. Parkland College offers exceptional opportunities to all faculty for continuing education through the Center for Excellence in Teaching and Learning (CETL): www.parkland.edu/cetl. Nursing faculty maintain expertise and engage in scholarly activities through the Center, as well as through activities and educational opportunities outside Parkland College. New full- and part-time faculty are provided College orientation through CETL with ongoing mentoring through monthly group meetings with other new faculty and the assignment of a nursing faculty mentor to provide 1:1 support and guidance. Adequate support is provided to all faculty interested in utilizing distance education.

Part-time faculty members are utilized as clinical instructors in specific courses and are evaluated by the full-time faculty coordinating the course or evaluation is completed by the Nursing Program Director. Full time faculty and the Nursing Program Director are evaluated by the Department Chair of Health Professions.

Standard 3: Students

Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied. The Nursing Program policies differing from the general Parkland College student policies are justified by the nature of the profession the students will be entering and also result from the need to be in compliance with clinical agencies' policies. The Nursing Program has more

stringent policies related to admission, progression, and functional abilities as compared to the governing institution based on the knowledge and skill needed to succeed within the nursing curriculum, pass the nursing licensure exam, and meet the health and safety requirements for working in a clinical setting to safely care for consumers of health care.

Student services within Parkland College support the academic, personal, and financial needs of all students. These services support students on campus as well as those participating in distance learning. Orientation to the College, as well as to technology services, is provided to all students coming to Parkland College. There are additional support services for those enrolled in distance education. Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines. Parkland College maintains meticulous records and safeguards them against any breech of state or federal guidelines.

Support services and student policies of Parkland College are easily accessible to the public online and in written form (Parkland College Catalog). Nursing specific program policies are explained in the Nursing Student Program handbook which is publicly available online at: http://virtual.parkland.edu/hp/nurse/, the Nursing Program website, posted online for each nursing course along with course syllabus and other course materials, and provided in written form during orientation to the Nursing Program for newly admitted students. Changes in program policies are published in the Nursing Program handbook annually and changes occurring before that time are clearly communicated to all students in a timely fashion.

Standard IV: Curriculum

The curriculum reflects the mission and philosophy of the Parkland College Nursing Program and prepares students to achieve the program outcomes. The nursing process, Gordon's Functional Health Patterns, and National League for Nursing (NLN) eight core educational competencies are reflected in all aspects of the nursing curriculum. The course objectives and clinical practice standards are based on the NLN eight core competencies. The curriculum consists of four levels and criteria of each core competency are used to define the performance expected at each level which increases in complexity and higher expectations for critical thinking and performance.

Gordon's Functional Health Patterns provide a framework for data collection that facilitates assessment and development of nursing diagnoses and these are integrated into each Level of the program. The traditional framework of the nursing process is the fundamental core of nursing practice and guides delivery of holistic, patient centered care. The ANA Nursing Standards of Practice and Code of Ethics, along with the Work Ethics and Core Values of Parkland College, are also integrated throughout the curriculum. The curriculum integrates concepts regarding cultural, ethnic, and socially diverse groups in each and every course.

With a relatively new faculty and loss of seasoned faculty with many years of experience, the process of preparing for the NLNAC accreditation visit has proved beneficial for the faculty as a whole to acquire a better understanding of NLNAC accreditation and the need for a thorough review of the present curriculum. In the past, faculty regularly reviewed the curriculum although thorough data collection and documentation of discussions and faculty meeting minutes have been lacking. Present faculty and nursing leadership are working hard to consistently use the NLNAC standards to guide discussions and faculty meetings and improve data collection. Course objectives have been revised in the past year along with revision of the evaluation tool for clinical experiences. Faculty are ready to move forward and have asked for a consultant to lead them in curriculum revision in the coming year. Faculty provide a variety of teaching methods and assignments and are integrating new technology and best teaching practices into their classes. Practice environments are appropriate for student learning, contracts are up to date and strong relationships are maintained. The Nursing simulation lab experiences have received positive student feedback and faculty are researching appropriate evaluation tools to better reflect the learning environment of simulation. Students have enjoyed collaborative experiences with University of Illinois medical students and respiratory therapy students from Parkland.

All nursing courses have course information on the College learning management system (ANGEL). Most courses are held in the traditional classroom setting with assignments, communication, and student support documents placed on the ANGEL class site. Some courses have attempted to provide the theoretical content online via ANGEL while still maintaining the traditional lab and clinical interaction. At the present time only one course is utilizing distance learning successfully, NUR215, Leadership and Management. This is a one credit hour

course that utilizes online instruction with weekly discussions and feedback from the instructor and a variety of reading requirements and projects. Student participation expectations are high and the instructor provides frequent ongoing feedback and direction.

Standard 5: Resources

The strategic plan at Parkland College provides for the prudent use of its financial resources to advance the college mission and purposes. The college continues to demonstrate appropriate allocation and accounting of all funds and remains financially sound. Parkland College is supportive of the nursing program and provides resources necessary to meet the needs of the nursing program. The addition of the H wing to provide more resources for health professions with the addition of two simulation labs there is a prime example. The master plan for the college includes updates to the L wing on the main campus where the majority of nursing classes are held and nursing faculty offices are held. The new student services building will provide additional areas for students to study, a large computer lab available for proctored testing, and an increase in food service areas. Building for this new center will begin in February 2012.

Support services for the nursing program are sufficient for the operation of the nursing program and recent addition of a part-time clerical support person specifically for nursing has been beneficial. Parkland has many resources that are available to students in the form of learning resources (Standard 3) and physical facilities. Students have ready access to a comprehensive library, computer facilities and equipment, and an on-site college bookstore. Faculty and staff have access to office space, computer equipment and office machines. Faculty, staff and students have access to other services that are available such as a cafeteria, a sports track, and adequate study/lounge space for relaxation. Renovation of the L wing will provide even more updates leading to an increase in space and aesthetic improvement. Updates for both nursing skill labs located in the L wing are proposed during the renovation as well. A new athletic facility is presently under construction next to the L wing providing easy access to students and faculty. Parking is also adequate for faculty, students and staff.

Parkland College has continually worked to increase technological resources available to faculty and students. Adequate support staff is available to provide assistance to both faculty and students involved in distance education.

Standard 6: Outcomes

The nursing education unit has utilized the Systematic Plan for Evaluation (SPE) for many years as an organized method to assess compliance with NLNAC Standards and Criteria. Unfortunately, there was a significant time period when the SPE was not utilized efficiently and documentation was very poor. During this time period there were multiple changes in leadership leading to poor consistency and follow through. A new Department Chair for Health Professions came in 2006, along with two new faculty members. In 2007, a new Nursing Program Director was appointed but left that position by the end of 2008. During this time period two new nursing faculty were hired and three faculty retired. The Department Chair took over the responsibilities for Nursing Program Director in January 2008, restructuring the department with the support of the Vice President of Academic Services to devote time to the Nursing Program, through Summer 2010 when the current Program Director was appointed. One new faculty was hired and two other faculty did not renew their contracts after the 2009-2010 academic year. Since fall 2010 the nursing program has worked vigorously to revise the SPE, increase documentation, and worked with the College's Institutional Research department to gather more accurate and usable data.

Direct measures of program outcomes have been positive in that our students continue to have first time NCLEX-RN pass rate above the national and state average and employment of nursing graduates remain high. The use of Assessment Technologies Institute (ATI) programs have provided usable feedback and data for faculty to identify curriculum and content strengths and weaknesses. Retention has increased throughout the program and there has been improvement in course pass rates as well. We are still working to improve evaluation methods for student and employee satisfaction.

Analysis and Summary of Strengths and Areas Needing Improvement

Parkland College Nursing Program has experienced many changes since the focused report was submitted in 2006. Most notable is the loss of experienced faculty with more than 100 years of teaching experience in nursing and the frequent turn over in faculty and leadership. Strength is clearly seen in the motivation of the present faculty and Nursing Program Director to move forward to improve the Parkland College Nursing Program and become compliant with all Standards and Criteria. There is also strength in the strong support from Parkland College administration, financial stability of the college, and the excellent resources provided for students and faculty at the College. The mission, purposes, and values are lived each and every day at Parkland. Working together with each other and with the College, faculty will maintain the reputation of excellence and the spirit of caring that has been evident in the program since it began in 1968.

The following Table 1.0 is a comparison of the Nursing Program's significant strengths, areas needing development and future plans in relation to each standard.

Table 1.0: Summary of Strengths and Areas Needing Improvement

Standard	Strengths	Development Needs
Standard 1	-Congruency between nursing unit and governing organization; -Adequate opportunities for faculty and student involvement; -Strong partnerships exist; -Strong leadership from Dept. Chair to mentor new nurse administrator	-Maintain active Advisory Board -Develop Nursing Faculty Handbook incorporating College polices plus those nursing specific; add resources for new faculty to nursing -Refine definition of "distance learning"
Standard 2	-Well qualified full and part time faculty and staff who continue to practice in their specialties and/or engage in nursing and scholarly activities. -College orientation for new faculty is comprehensive and ongoing -College evaluation process is consistent with program goals and outcomes -Faculty receive adequate support in all aspects of distance education	-Nursing dept. has many new faculty requiring intense mentoring and more comprehensive orientation specific to nursing is needed -Inconsistent evaluation of PT faculty and staff; plan now in place for regular evaluation -Encourage nursing faculty participation on college wide committees
Standard 3	-Adequate student services, including support for students in distance learning -Financial and educational records in compliance	-Need for more informative nursing program website – presently in development -Encourage nursing student involvement in College Student governance

	-Nursing student policies congruent with College and differences justified -Comprehensive Student Handbook -Adequate student orientation	-Continue to work on more comprehensive orientation
Standard 4	-Curriculum flows from simple to complex, with clear student learning and program outcomes -Clinical experiences are varied, providing diverse populations -Clinical sites offer expertise and role model high standards in nursing -Excellent simulation opportunities -Excellent support for technology -Many faculty working to expand and improve teaching methodologies and integrate more technology	-Curriculum has suffered from inconsistency in faculty and leadership **Plan:** consistent curriculum review; hire consultant to work with faculty to refine/revise -Need to increase use of varied evaluation methods and innovative teaching methodologies
Standard 5	-Resources are adequate to accomplish the goals of the nursing education unit -Classroom and lab technology is adequate at the present time -College physical resources in process of renovation which will increase availability and space -New H wing building with two simulation labs -Update to computer lab in L wing that is predominantly used by nursing -Adequate library resources for students	-Only one I-Stan for simulation; increased demand for use -Classroom space is becoming less available due to increase in enrollment across campus and renovation projects -Lack of privacy when meeting with students due to shared offices for faculty -Nursing skill labs "adequate" but in need of updating -Staffing for the simulation lab and computer labs is not sufficient -Food available is expensive with limited healthy choices
Standard 6	-Graduates demonstrate achievement of competencies for role preparation - NCLEX first time pass rates above state and national average -Graduates readily obtain jobs in nursing -Retention rates are increasing -Qualitative data provides positive feedback from employers that nursing graduates from program are well prepared	-Due to change in faculty and administration, SPE was poorly utilized and revisions not made in a timely manner. -Poor data collection and documentation in past years -Inconsistent use of graduation satisfaction and employee satisfaction surveys -Poor retention rate in past

Standard 1: Mission and Administrative Capacity

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

1.1 The mission/philosophy and outcomes of the nursing education unit are congruent with those of the governing organization. **The mission of Parkland College is to engage the community in learning.** http://www.Parkland.edu/Media/Website%20resources/PDF/catalog/catalog..aspx page 8
The mission is elucidated in the Parkland College Policies and Procedures Manual (on exhibit) and is supported by purposes, statement of core values, work ethics statements, and personality, and character statements, and goals.

Parkland College believes that the following Core Values support the mission of the college and expects that all faculty perform their duties with these ideals at the forefront and serve as positive role models to students in all aspects of their roles.

• **Honesty and Integrity.** In our daily operations, our classrooms, and all of our interactions, it is essential that we communicate openly, truthfully, and without hypocrisy.

• **Fairness and Just Treatment.** We advocate and strive for respect, equity, and justice in all of our operations and proceedings.

• **Responsibility.** We believe that employees and students are personally and mutually accountable for their actions as they carry out their duties. We understand the need to balance the pursuit of our own well-being with concern for others. Likewise, we understand the importance of balancing personal accountability with graciousness in the acceptance of help from others.

• **Multiculturalism.** We celebrate the diversity in both our community and our world. Our goal is to recognize, promote, utilize, and educate one another regarding the unique qualities and shared humanity of all people and cultures.

• **Education.** We provide a forum for innovation, critical thinking, open inquiry, and lifelong learning opportunities.

• **Public Trust.** In our efforts to serve the community, we honor the trust placed in us by our citizenry.

The mission, purpose, and philosophy of the nursing education unit are articulated in the Nursing Student Handbook located on the nursing website: http://virtual.parkland.edu/hp/nurse/. The mission, purposes, values, philosophy, and character of Parkland College and the nursing education unit are consistent and supportive of one another. The Parkland College Policies and Procedures manual and the Nursing Student Handbook reflect congruence and commitment to the highest possible learning achievement to meet the needs of a diverse body of students and our community.

Mission-Parkland College Policies and Procedures	Mission, Purpose and Philosophy Nursing Student Handbook
Parkland College is a comprehensive community college in Illinois dedicated to providing programs and services of high quality to its students and committed to continuous improvement, to academic achievement and its documentation, and to the concept of shared governance.	The associate degree nursing program at Parkland College is dedicated to providing a high-quality, balanced curriculum of general education, nursing theory and skills essential for qualified people to function in their chosen field.
The following purposes are of equal importance in fulfilling the mission of Parkland College: • To guide and assist students in becoming active, responsible, ethical, and self-disciplined citizens in our democratic society. • 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. • 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. • 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. • To expand global awareness by providing opportunities for international studies and experiences.	The Nursing Unit at Parkland College believes the following will assist in delivering the highest quality education to the students in the program: • Maintain a state-of-the-art program of learning that meets the needs of students, the community and health care organizations. • Assist students in preparing for articulation from secondary schools and to institutions of higher learning beyond this basic program. • Provide academic advising that will assist students in achieving their career goals. • Develop a climate where students feel free to discuss ideas and concerns regarding social and professional issues. • Offer learning opportunities that allow for demonstration of caring behaviors. • Provide a nurturing, quality work environment that allows for free expression of ideas, implementation of a vision for the future and pedagogical methods that will enhance student learning. • Prepare safe, qualified nursing graduates who meet the requirements for beginning practitioners in nursing.

• To provide a climate, both in and out of the classroom, for the discussion of ideas, concerns, and social issues. • To provide services, training, programs, and resources to the public and to business, industry, agriculture, and labor that promotes the intellectual, cultural, and economic development of Illinois Community College District 505. • To provide a nurturing, quality work environment for all college personnel and to provide professional development opportunities to help meet the challenges of changes in technology, student needs, resource-delivery systems, and District demographics.	

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

There are many ways for students to participate in Parkland governance activities. On a global level the Parkland Board of Trustees includes an elected student representative. Election of student representation to the Parkland College Association (PCA)/Faculty Senate is assured through the office of the Student Government Association. The students elected as President and Vice President serve one year terms as members of PCA. Student representatives' input is solicited via as a routine agenda item and non-elected students are always welcome as guests with an opportunity to speak.

While the typical nursing student is very busy, and we have not had a nursing student elected to these positions recently, many students become active in SNAP, Student Nurses at Parkland. This organization has recently held elections and has numerous student participants each semester. Faculty and staff advisors are available to assist the SNAP elected officers and serve in a consultative role. Designated SNAP members participate in monthly Intra Organizational Council (IOC) meetings with leaders from other campus organizations and the Program Manager for Student Life and Student Activities. IOC participation encourages college-wide roles and the SNAP participation in a pumpkin decorating contest in October netted the student group $100 to donate to a charity of their choosing, the Center for Women in Transition.

SNAP frequently supports college wide health fairs and has performed fundraising to support community organizations, such as the Mill's Cancer Institute. SNAP members also assist in activities such as new nursing student orientation and the pinning ceremony for graduates. Additionally, in order to provide input and support communication, the president of SNAP attends the portions of faculty meetings that do not address confidential information related to particular students.

Faculty have many ways to participate in the college both within the nursing unit and in college-wide formats. Recent faculty involvement is evident in Table 1.2A. Opportunities may be by selection, volunteer, or election and ensure that the faculty have the fullest opportunity to participate in the governance of Parkland College and the

nursing education unit. Additionally, the program director participates in Program Director meetings, college Curriculum Committee, and other college-wide activities.

Faculty Committee Work – Table 1.2A 2009-2011

Faculty	**Committee**
Theresa Bosch	Department Chair Selection Policy Group
	Faculty Mentor
	Nursing Admissions Committee
Kevin Collins	Nursing Admissions Committee
Deb Bucher	Agriculture Strategic Planning Committee
	Search Committees
	Classroom Assistant Seminar Committee
	Faculty Mentor
	Health Professions Strategic Planning
Deb Kamradt	Student Nurses at Parkland (SNAP) advisor
	Adjunct Faculty Mentor
	Parkland College Association
Michelle Lewis	Student Nurses at Parkland (SNAP) advisor
Heidi Papenbrok	Nursing Admissions Committee
	Agriculture Strategic Planning Committee
	Health Professions Strategic Planning
	Health Professions Policy and Procedure Committee
	Equal Employment Opportunity search committee advisor
Jim Roberts	Advisory Board
Michele Spading	Advisory Board
	College Curriculum Committee
	Nursing Admissions Committee
	Faculty Mentor
	Search Committee
	Health Professions Strategic Planning
	Planning Committee for Asthma Camp Day
	Program Directors Committee
Carmen Zych	Graduate Nurse Pinning Committee
	Search Committee
	Nursing Admissions Committee

Self-governance is encouraged in numerous ways, most notable is the recent methodology being utilized to select a new course management system. After being notified that the current system, ANGEL, was being phased out by its company, the department of Distance and Virtual Learning was granted authority to enlist users to determine its successor. Faculty have participated in coordinated open sessions with vendors of other systems. Faculty have also participated in sponsored sessions with other users at similar institutions to help faculty learn about the strengths and weaknesses as perceived by current users. Faculty in the nursing education unity and throughout the college will use this data to make recommendations for the new tool for course management at the end of this process.

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

The nursing unit at Parkland College has many outside groups that can provide input and feedback to best meet the needs of our students and community. The Parkland College Board of Trustees is a geographically diverse group and represents the community of District 505. They receive routine updates on the program status and have opportunities for regular input.

The recently reformulated Nursing Advisory Board is comprised of representatives from community agencies, former students, and current Parkland employees. Recent meetings occurred in July over the course of two days, July 27th and 28th to facilitate participation of more members and ease scheduling conflicts. Representation included from hospital administration and education departments, a recent graduate, the program director for nursing, the department chair for health professions, faculty members, a health professions recruiter, and long term care and a home care agency representatives. All offered input and contributed insight. Topics included our program retention and National Council Licensure Examination pass rates, employment concerns upon graduation, and future educational needs of Associate Degree in Nursing graduates. Graduate surveys and survey results from employers were discussed as well as strategies to increase survey participation. Members agreed to meet again in early spring, 2012.

Member	Agency/Affiliation
Rikki Brady	Clark Lindsey
Diane Cousert	Carle Foundation
Kathy Lewis	Parkland College
Rita Myles	Parkland College
Jamie Nickell	Carle Foundation
Elly Radi	Former Student
James Roberts	Parkland College
Bobbi Scholze	Parkland College
Michele Spading	Parkland College
Gloria Valenti	Diversified Home Health

Strategic planning for health professions is performed every 5 years at Parkland. This past spring Parkland utilized a unique approach to soliciting community feedback. Modeled on the previous years' successful visits to community employers in the Agri-Industry and Business Department, full and part-time faculty in Health Professions, Natural Sciences and other support areas visited health care agencies in the area.

Objectives of these visits included:

- Understand how emerging technologies and social trends will impact the workforce needs over the next 5-10 years
- Enrich and expand engagement with the stakeholder community in a manner that will keep Parkland attuned to evolving workforce needs into the future
- Provide an opportunity to engage faculty from different programs/departments to learn what is going on in other programs and to foster cross-fertilization of ideas and strategies
- Create awareness in the community about opportunities at Parkland

- Demonstrate that Parkland is staying on top of evolving workforce needs and engaging with the community
- Evaluate how well our current career programs are positioned to meet these future workforce needs
- Develop recommendations for tangible changes in career program offerings to meet the evolving needs
- Provide for follow-up in subsequent years to monitor progress

Three groups were formed to address acute care groups, the community, and the region served by Parkland College district 505 and beyond. The acute group visited the two hospitals in town and the affiliated clinics. The community group visited with psychiatric facility providers, providers from a long term care facility, the public health department, and a consumer advocacy group. The regional group met with representatives of a school district to evaluate regional concerns and needs, Sodexho Healthcare Services, a long term care facility and Eastern Illinois University.

After the agency tours in the day, Parkland administrators met with the tour group that evening to compile data and examine input for trends and opportunities to improve. Comments from many groups overlapped into a few key areas. The areas identified by all groups as areas of needed focus in the future are the aging population, employee core skills, communications, empathy and work ethic, changing accreditation requirements, and changing demographics. Parkland College will use this insight in strategic planning and program development.

We do not have a separate nursing Alumni Association, but do have active, interested former students that promote Parkland nursing in a variety of ways. Many are active in the Parkland College Alumni Association. This group recently hosted a celebration of the 40th anniversary of the first graduating class of the Parkland College Nursing program. This occurred on May 7th, 2009 (on exhibit) and was attended by community members, past graduates, current students, members of Parkland administration, and current and former faculty.

Program graduates are solicited for feedback in a variety of ways. They are encouraged to participate and stay informed via the Alumni Association and in the Advisory Board. They are encouraged to give feedback about their educational experience by survey. This survey has recently changed format to an online tool to boost participation and this change has demonstrated success in terms of enhanced participation.

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

Parkland College has entered many partnerships to enhance student opportunities. Several colleges that have entered agreements to assist nursing students in earning a baccalaureate degree, including Eastern Illinois University, Bradley University, University of Illinois at Chicago, Millikin University, College of St. Francis, and Olivet Nazarene College. Departmental and advising offices have copies of these articulation agreements to assist the students in understanding course equivalencies and needs upon transfer.

Because many of our students have already received an undergraduate degree or higher upon enrolling in our program, there are not large numbers that take advantage of these offerings, but Table 1.4-A illustrates enrollment in the ADN to BS in Nursing program at Eastern Illinois University for the last 3 years. One of our current faculty members has pursued his undergraduate degree via the cooperative arrangement with Eastern and another faculty and one of our current lab assistants completed her BSN through the Olivet cooperative program.

Table 1.4-A ADN to BS in Nursing at Eastern Illinois University

2009	5 students
2010	5 students
2011	6 students

Other partnerships that benefit the student and community include student participation in college-wide health fairs, flu vaccination fairs, and clinical time, and support of community agencies serving the underserved. Clinical time in some classes may include simulation time with University of Illinois students from medicine and the Parkland College respiratory therapy program to foster collaborative practices. Their educators assist nursing in running critical care simulations and participate in debriefing to review strengths of the simulation and areas for improvement. This generally occurs in the last semester of the program and has been well-reviewed by all participants.

Our largest clinical agency, Carle Foundation Hospitals and Clinic, has taken the partnership idea and supported an additional faculty member to meet the desire for additional students in the nursing program for the last several years. Carle Foundation Hospital committed to an ongoing endowed position, and in Fall 2009 Deb Bucher was added to the faculty. She was not a replacement for an outgoing faculty member, but rather was hired in an effort to bolster the quantity of students that a larger faculty could serve.

Through collaboration with the Community Colleges for International Development (CCID Inc.) we have been able to offer selected students a study abroad class with a clinical component in Ecuador. This two week trip is a for-credit elective for which students may apply. It includes some prep and coursework, in addition to their field experience in Quito city institutions and their work with the indigenous Quichuan-speaking population of the remote, rain forest areas. This partnership allows our students to learn with students from other colleges, as the trip usually involves students from 3-4 colleges at a time, along with faculty from multiple colleges. Most importantly our students receive exposure to different ideas and values related to health care. The profound differences in culture and the opportunity to participate as a minority are unique experiences that give perspective and empathy, in addition to knowledge.

CCID assures some continuity with local health care agencies and assists in coordinating travel and contacts for the trip. They also compose guidelines for vaccinations, supplies, and other issues to allow students and faculty to focus on the cultural aspects of the experience. Exhibit 1-4-C shows a students' perspective on their Ecuador encounter. The Parkland Foundation has been able to provide some funding to ease the financial burden of this elective in many of the 6 years in which we have had student participation.

Other valuable partnerships exist to ease the financial concerns of students in our program. Scholarship opportunities are numerous and have assisted numerous RN students enrolled in our program. Funding for Health Professions students via scholarship will be on exhibit, and has averaged over $57,000 each of the last three academic years.

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

Ms. Michele Spading completed her nursing undergraduate degree in 1984 at the University of Iowa. In 1996 she completed her Master's degree in Public Health Nursing at the University of Illinois at Chicago. She has enjoyed a diverse career from medical-surgical nursing, home care, and other areas. With extensive work in school nursing, her roles included developing policies and contributing to the evaluations of other school nurses. She has volunteered time to a camp with children who have experienced loss, as well. The local affiliate of Camp Kesem began in 2007. It serves the dual mission of the national organization, "To provide children whose parents have or have had cancer with a summer camp experience and give them a chance to be kids" and to develop future leaders.

Since 2004, Ms. Spading has been involved in the formal education of nurses. She has taught for Lakeview College, Danville Area Community College, and Illinois and Mennonite College of Nursing at Illinois State University in Normal, Illinois. Since coming to Parkland in 2007, Ms. Spading has taught obstetrical nursing, pediatric nursing and performed clinicals in a wide variety of areas. (Appendix 1-A – resume)

Mission and Administrative Capacity

1.6 The nurse administrator has the authority and responsibility for the development and administration of the program as required by the Illinois Nursing Practice Act.

The authority of the Program Director for all key management functions is delegated by the Department Chair. Authority from all management functions flows from the Board of Directors to the College President, to the Vice President for Academic Affairs, to the chair. See table 1A for a summary of key functions and responsibilities.

In 2006, the Program Director received 10 hours of release time for their administrative duties. In AY 2010-2011 the chair received approval for the Nursing Program Director to receive 15 hours (FT) release time with overload paid for any teaching. Although the Program Director remains a tenured FT faculty member, this is the preferred structure at Parkland College. (Appendix 1-B – Job Description)

The Program Director serves on/or as Chair of the search committee for all FT Nursing faculty positions and interviews and recommends PT faculty and staff hires to the Department Chair who ensures all required college paperwork is completed.

The Program Director prepares and administers the Nursing budget as described in Table 1A.

The Program Director is the key liaison with other College units such as Digital and Virtual Learning, the Center for Excellence in Teaching and Learning, Academic Scheduling, and other departments as necessary.

The Program Director has resources to fulfill her responsibilities. She has a private office; all other FT faculty share offices. She has a computer with access to Budget, Main Frame, Student Screens, M Drive (main frame files), Neogov (HR Hiring), and all systems needed to perform Program Director work.

In summer of 2011, a 19 hours secretarial support position was approved, in addition to the two current FT Administrative Assistants in L-117 who serve all programs in Health Professions, including nursing.

Table 1A

	Program Director	Department Chair
1. Hiring	Recommends potential hire	Confirms recommendations and notifies PD when hire process is complete
2. Evaluation & Development of faculty	Provides input to FT faculty evaluations Evaluates the FT & PT staff employed in Nursing Program Director &/or FT faculty evaluate PT faculty Collaborates with faculty and the Center for Excellence to provide mentoring & faculty development	Evaluates FT faculty according to the PC procedure Works with PD(s) and the Center for Excellence to provide specific PD development Collaborates with faculty and the Center for Excellence to provide mentoring & faculty development
3. Budget	Works with faculty to recommend capital, personnel and operational budgets Initiates/approves requisites for supplies as needed Recommends change in course fees	Approves & submits final program budgets to VP of Academic Services Approves all requisitions on Mainframe Approves & submits all covered fees to the Board of Trustees for approval.
4. Faculty Assignments & Workload	Recommends all assignments & workload Recommends appropriate substitute/PT faculty	Approves all load and works with Program Director to enters into the Mainframe
5. Program Advisory Committee	Works with faculty to develop & select Program Advisory Committee	Attends Advisory Committee

	Program Director	**Department Chair**
6. Program Curriculum Development	a) Works with faculty to review CIF(s) every 3 years and as required to ensure curriculum philosophy content, objectives and prerequisites b) Texts; faculty recommend all texts c) Works with faculty to assure program assessment and revisions are done as needed to ensure development, implementation & evaluation of the purpose, philosophy, objectives and the Nursing Curriculum	a) Approves all CIF(s) & ensures Curriculum Committee & ICCB approval as needed b) Signs off on all textbook orders Works with PD and Faculty to assure program assessment and revisions are done as needed

1.7 The Nurse Administrator has authority and responsibilities for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.

The budget process is given annually to all faculty at the fall department meeting. This process interfaces strongly with the faculty assessment process at Parkland College. The Program Director works with faculty and recommends all course fees, construction projects, needs for new faculty and staff, capital projects, and the operational budget. Given solid reasons for recommendations, the Department Chair submits the budget as recommended.

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

Faculty have a contractual agreement with the Board of Trustees of Parkland College and the Parkland Academic Employees (PAE), Exhibit 1.8-A.

Nursing faculty receive a copy of the contract upon hire and with annual contract renewal. The PAE faculty association negotiates a contract to ensure consistency in employment conditions. Table 1.8 A lists page numbers for selected policies of the contract and the Parkland College Policy and Procedures Manual.

Table 1.8 A

Policy Document	Page in Faculty Contract	Page in Parkland College Policy and Procedures Manual
Program Director	8	
Faculty Titles		79
Promotion	10	88
Harassment		36
Workload	11	
Grievance		89

Unique to Health Professions and the Nursing unit is the requirement to fulfill health and safety requirements as required for patient care by the clinical agencies. The rationale for immunizations is supported by college policy 3.38, page 64 of the Parkland College Policy and Procedure Manual. The policy allows for updates in response to outbreaks and details the procedure for employee reimbursement to meet these requirements.

The Illinois Community College Board (ICCB) specifies that in the Associate Degree Nursing program, one credit hour is equivalent to 50 minutes of classroom study, and one clinical credit hour employs a 3:1 ratio to equal 150 minutes of clinical instruction.

The employee contract defines a full teaching load as 30-32 contact hours per academic year, usually evenly distributed between fall and spring semesters. For classroom instruction, faculty receive one contact hour for a 50 minute period. Clinical time is calculated at 0.8 contact hours per 50 minute period. Office hours are stipulated in the contract and can vary based upon student enrollment in the class or classes. Discussion has occurred over time about the disproportionate effect of the 0.8 lab/clinical reimbursement on those in clinical disciplines, but this is consistent with other clinical disciplines throughout the college.

Classroom size is commonly 36-48 students. Lab sizes vary by course and may contain 8-18 students. Clinical size is further reduced to 8-10 students, in conjunction with the Illinois Nurse Practice Act and Rules (Exhibit 1.8 B) which limits size to no more than 10 students. As many clinical agencies prefer or have limitations in census, clinical group numbers are most commonly held at 8 students.

Policies of the Associate Degree Nursing Program are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the program. The contractual agreement and the Parkland College Policies and Procedures Manual stipulate work load, tenure, promotion, grievance and harassment procedures, and other relevant workplace concerns.

1.9 Records are available in the Chair's office reflect program complaints & grievances, receive due process & evidence of resolution.

The Student Grievance Policy and Procedure (pages 36-41 of the Student Policies and Procedures manual http://www.parkland.edu/studentLife/policies/default.aspx) was followed in the one grievance filed in Nursing in the past three years.

The Informal process was utilized by the student, who did not feel there was resolution. A formal grievance was filed and a hearing scheduled. However, after review of the policy, and the nursing syllabus, it was determined that the college did not have a statement allowing the nursing program to have a policy that was in conflict with the college policy. The student was reinstated in Nursing, his grade was removed from his record and he was refunded the money he paid for the course. The student went on to pass the course and all subsequent Nursing courses. He graduated Spring 2010 and subsequently passed NCLEX.

1.10 Distance education, as defined by the nursing education unit, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

Students in the nursing program may use distance learning to meet many of their general education requirements, and many who have not met these in another degree program in their educational history choose to use this venue.

Nursing, although typically a combination of didactic classroom, lab, and clinical components, has, at times, utilized online or hybrid course strategies. NUR 215, Transitions in Nursing has utilized the ANGEL online course management system to facilitate learning by posting assignments online, facilitating discussions online, and facilitating group work online. Currently Nursing 151, Psychiatric and Mental Health Nursing has lab/small group time and clinical time, but the classroom is using an online approach to meet student needs via ANGEL. Also, all assignments for the elective Transcultural Nursing course are facilitated online as the course is being managed by a faculty at one school, whereas multiple schools across the country participate, making classroom time unworkable.

Standard II: Faculty and Staff

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

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

The Illinois Department of Financial and Professional Regulation and the legislature of the State of Illinois articulate requirements for nursing faculty in prelicensure programs that prepare graduates for the national registered nursing licensing exam (NCLEX-RN). These requirements include:

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

Nine faculty members teach full time in the Parkland College ADN program; eight have a master's degree in nursing and one will have attained a master's degree in nursing in February of 2012. Two faculty members are currently pursuing doctoral degrees. All maintain expertise in their areas of responsibility. The Nursing Program Director is a faculty member and has both administrative and teaching responsibilities.

Table 2.1A provides a profile of full-time faculty teaching in the ADN program at Parkland College.

Table 2.1A

FACULTY NAME FULL TIME	YEAR OF HIRE	RANK	EDUCATION/INSTITUTION GRANTING DEGREE	AREA OF CLINICAL EXPERTISE
Theresa Bosch	September 2001	Associate Professor	MS – University of Illinois Chicago (2000) BSN – University of Illinois Chicago (1992)	Medical Surgical Nursing Home Care Family Nurse Practitioner Rehabilitation
Debbie Bucher	January 2009	Instructor	MSN – Walden University (with emphasis on education) (2008) BSN – Olivet Nazarene University (2003)	Medical Surgical Nursing Home Care Certified Infusion Nurse

Kevin Collins	August 2010	Instructor	MSN – University of Phoenix (2009) BS – Eastern Illinois University(2002)	Medical Surgical Nursing Wound Care Geriatrics Long Term Care CNA Instructor
Debbie Kamradt	August 2008	Instructor	MSN – University of Phoenix (2005) BSN – Indiana Wesleyan University (2003)	Obstetrics
Tami Kennett	August 2011	Instructor	Diploma – St. John's School of Nursing, Springfield (1989) BSN – Mennonite College of Nursing (1996) MSN – Mennonite College of Nursing at ISU (2007)	Cardiac Medical Surgical Home Care
Michelle Lewis	January 2001	Associate Professor	MS – University of Illinois Chicago (2002) BSN – McKendree College (1998)	Mental Health Nursing Rehabilitation CNA Instructor
Heidi Papenbrok	September 2003	Associate Professor	MS – Rush University (1992) BSN – Aurora University (1986)	Medical Surgical Nursing Oncology
James Roberts	August 2010	Instructor	MSN – Walden University (to be granted in February 2012) BSN – University of St. Francis (2009)	Medical Surgical Nursing Wound Care Cardiac
Michele Spading	August 2007	Associate Professor Nursing Program Director	MSN – University of Illinois Chicago (1996) BSN – University of Iowa (1984)	Pediatrics Public Health Nursing Certified School Nurse

Carmen Zych	August 2006	Associate Professor	MS – University of Illinois Chicago (2001) BSN – University of Illinois Chicago (1994)	Medical Surgical Nursing Community Health Nursing APN in Hospice and Palliative Care Family Nurse Practitioner

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

All part-time faculty have attained a minimum of a master's degree in nursing, which is reflected in Table 2.1.B. Part-time faculty teach primarily in the clinical setting, so the number of part-time faculty may vary somewhat from semester to semester depending upon student enrollment. Three part-time nursing faculty hold the rank of Professor Emeritus, having retired from full-time faculty nursing responsibilities within the past three years. Although they have part-time teaching responsibilities, they are considered full time faculty by Parkland College. Nursing laboratory instruction and evaluation is completed by full- and part-time nursing faculty.

Table 2.1.B: Part-Time Faculty Profile, Fall 2011

FACULTY NAME	YEAR OF HIRE	EDUCATION/INSTITUTION GRANTING DEGREE/YEAR DEGREE GRANTED	AREA OF CLINICAL EXPERTISE
Eva Barger-Marcusiu	2005 (1991)	University of Illinois, Chicago; Master of Science, Nursing-Medical/Surgical; 1990	Medical Surgical
Carol Baxter	1995	Columbia University; Master of Science/Psychiatric and Community focus; 1986	Mental Health
Cathy Bond	2008 (2000)	University of Chicago; Master of Science-Nursing/Surgical; 2000	Medical Surgical
*Marty Carlson	1982 (1978)	University of Illinois, Urbana-Champaign; Master of Education, 1975; Master of Science-Public Health/Nursing, 1978;	Nurse Practitioner Public Health
Diane Cousert	2008	University of Illinois, Chicago; Master of Science – Nursing, 2007	Medical Surgical

Patricia Damler	2003	University of Arizona, Master of Science- Nursing, 1979	Medical Surgical
Joanne Heck	2008	Olivet Nazarene University, BSN Walden University, MSN	Emergency Room Medical Surgical Director of Parkland College LPN Program
Glenn Huff	2009	University of Illinois, Chicago; Bachelor of Science-Nursing, 1996; Master of Science- Nursing, 2007;	Medical Surgical
Becky Kesler	2002 (1999)	University of Illinois, Chicago; Master of Science-Nursing Med/Surgical, 1998;	Medical Surgical
*Kathleen Lewis	1980	St. Louis University, BSN, 1974 Northern Illinois University, M.S. 1984	Medical Surgical
Lou Ann Lord	2008 (1990)	University of Illinois, Chicago; Master of Science- Nursing, 1999;	Medical Surgical
Dianne Manganaro	2008 (1992)	University of Illinois, Chicago; Master of Science-Public Health/Nursing, 2000;	Medical Surgical Public Health
*Diane Maxwell	1982 (1981)	Indiana University – East; Master of Science in Nursing, Nurse Adults Bio Dis; 1981;	Nurse Practitioner Medical Surgical
Danielle Molina	2010	University of Phoenix, Master of Science – Nursing, 2011	Medical Surgical
Kristen Pritts	2009	Millikin University; Bachelor of Science-Nursing, 2002; Master of Science- Nursing, 2007;	Medical Surgical
Kathleen Snyder	2003	University of Akron, Master of Science- Nursing, 1998	Medical Surgical

* Professor Emeritus

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

All full time nursing faculty except one have a minimum of a master's degree with a major in nursing at the time of this writing. James Roberts is on schedule to complete his master's degree in nursing from Walden University in February 2012. All part time faculty have completed a master's degree in nursing.

Three committed and long term nursing faculty at Parkland College retired, two in May 2008 and one in August 2010. In the role of Professor Emeritus, these faculty members will continue to teach half-time for three years. Two of these professors are currently serving as clinical instructors in the areas of their specialty; one faculty member has served to develop our clinical simulation lab, providing expertise and support to faculty learning to use this as a teaching modality. Two other faculty members sought other employment opportunities since May 2010. These changes resulted in a net loss of half of our nursing faculty within two years.

The nursing program at Parkland College has attracted and hired five enthusiastic and committed nursing faculty members since January 2009. However, the process of recruiting and hiring new nursing faculty has at times been a very difficult endeavor. Two complete searches were conducted which resulted in no viable candidates. Current faculty observed James Roberts in the clinical setting and noted his passion and gift for teaching. Given our inability at that time to find nursing faculty with a master's degree in nursing after two exhaustive searches and given Mr. Roberts' interest and dedication to teaching nursing as well as developing a proven track record, administration decided to hire him as an adjunct faculty member in spring 2011. Mr. Roberts applied for a full time tenure track position as nursing faculty for fall 2011 and was hired for that position when the third search for nursing faculty was conducted.

According to the policies at Parkland College and as posted on the Parkland College Website, **"**A master's degree in the field is required to teach transfer courses. Bachelor's degree and/or appropriate certification is required to teach technical courses leading to degrees, but not intended for transfer."

Faculty maintain expertise in their areas of responsibility through a variety of activities. These activities include achievement and maintenance of certification, continuing education which is required for licensure beginning in May 2012, formal advanced education, clinical practice in acute and community health care settings, research, and other service activities. Documentation of expertise of full-time faculty members will be on exhibit.

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

The credentials of the full- and part-time faculty meet the requirements of the State of Illinois and Parkland College. The State of Illinois requires that nursing faculty shall have at least two years in clinical nursing practice, a master's degree or higher with a major in nursing, and be currently licensed as registered professional nurses in Illinois. There is a provision in the Administrative Code that allows for variances for nursing faculty without a graduate degree if the faculty member is within one year of completion of the master's degree in nursing, if the faculty member is continuously enrolled in the graduate degree in nursing program, if a plan exists for the timely completion of the graduate degree in nursing, and if at least 80% of the school's nursing faculty has a master's degree in nursing. The faculty at Parkland College meet all of the above criteria; a variance was applied for and granted by the Division of Nursing for James Roberts (variance will be on exhibit). The variance will be on exhibit during the visit. Utilization of faculty is also consistent with the mission and philosophy of Parkland College and the goals of the ADN program. All faculty maintain current Healthcare Provider CPR status, currency in immunization status as required by Parkland College and clinical sites, continuing education, and any other

certifications and qualifications required by their specialty areas. Job description for Professor Emeritus, full-time and part-time nursing faculty can be found in the Appendix 2-A. All faculty are listed in Tables 2.1A and 2.1B and illustrate compliance with the above criteria. Proof of licensure can also be accessed at the IDFPR website: https://www.idfpr.com/dpr/licenselookup/default.asp

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

The nursing faculty who teach and evaluate students in the laboratory skills setting are in most cases the same teachers who manage the theoretical and lecture component of the same course. In a few instances, master's prepared part-time faculty teach and evaluate in a single section of the laboratory skills setting. The qualifications and areas of clinical expertise are congruent with those listed in Table 2.1A and 2.1B.

In addition, there are one full-time and two part-time non-faculty staff members with a Bachelor's Degree in Nursing who serve as the Nursing Laboratory Assistants. The nursing laboratory assistants assist the nursing faculty during the practice time in the lab, staff the open lab practice times, and help maintain the totality of the nursing laboratory as a cohesive learning space. As the nursing program develops and expands its use of clinical simulators, it is likely that the nursing laboratory assistant can become proficient at managing the simulator, while the nursing faculty member works with students during the scenario. The job description for the full time Nursing Laboratory Assistant position can be found in Appendix 2-B. These part-time laboratory personnel are hired as hourly employees.

Table 2.3A: Nursing Laboratory Assistants

STAFF MEMBER NAME	FULL TIME / PART TIME	DATE OF HIRE	EDUCATION/INSTITUTION GRANTING DEGREE	AREA OF CLINICAL EXPERTISE
Karen Cundiff	Part Time	01/12/2009	University of Illinois, Chicago; Bachelor of Science, Nursing	Cardiac and Critical Care
Kathy Davidson	Full time	08/12/2002 (Full time)	South Dakota State University, Bachelor of Science, Nursing	Medical Surgical
Joni Fredrikson	Part time	08/26/2002	Olivet Nazarene, BSN Parkland College, Associate in Applied Science - Nursing; Certificate – Practical Nursing	Medical Surgical Mental Health

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

Currently, the number and utilization of full- and part-time faculty ensure that program outcomes are achieved. There are nine full-time nursing faculty members teaching in the Parkland College ADN program in fall semester 2011. However, due to recent retirements and resignations, many of the full-time faculty are new to teaching as

well as to Parkland College. The nursing faculty as a whole will need to determine how to most effectively utilize faculty resources to meet the nursing program outcomes in a most thorough and efficient manner.

Parkland College admits generally between 50 and 60 students to the ADN program in the fall semester and in the spring semester, and students must complete the program within three years. Therefore, there are typically no more than 240 students actually enrolled in the nursing program at one time. With nine full-time faculty members, that would produce a full time-faculty to student ratio of 1:26.7.

Full-time faculty are required by contract to teach 15 to 16 contact hours per semester. Part-time faculty can teach up to 12 contact hours per semester. Full- and part-time faculty have worked extra hours to ensure that student learning needs were met during the times of faculty shortages; full-time faculty may work up to 22 contact hours per semester per Parkland College policy. Overload is not required; the PAE contract with Parkland College specifies in detail the order in which open classes must be offered to faculty to allow them to determine if they wish to teach above the required course load. Faculty are assigned to courses according to their area of expertise; faculty members are also encouraged to expand their horizons, to learn about other areas of nursing specialties to increase faculty flexibility and to meet specific student needs.

The Parkland College ADN Program has worked to maintain a 1:8 faculty to student ratio in the clinical setting even though the state of Illinois allows for a 1:10 ratio. If a clinical rotation requires 9 or 10 students, an assistant may be hired to help the nursing faculty in that particular clinical setting. Some clinical sites can only accept 8 students maximum due to patient census, acuity, and increased concerns about patient safety. In the laboratory setting, the ratio is 1 faculty and 1nursing laboratory assistant to 16 students or less. The theory or lecture component of the nursing class will educate the entire cohort in the nursing program; class size typically ranges from 38 to 60 students. If class size is 40 students or more, instructors receive extra contact hours and are required to maintain an extra office hour to accommodate these students. Instructors typically lecture and do case studies during class time. Some instructors do pod casts in addition that allow students to review material on their own time. In fall 2011, two instructors will complete lecture / theory in an on-line fashion.

Table 2.4A Full-Time and Part-Time Instructional Distribution (Based on Instructional Contact Hours)

FALL 2008		SPRING 2009		FALL 2009		SPRING 2010		FALL 2010		SPRING 2011		FALL 2011	
% FT	% PT	% FT	% PT	% FT	% PT	% FT	% PT	% FT	% PT	% FT	% PT	% FT	% PT
73%	27%	70.3%	29.7%	79.1%	20.9%	68.4%	31.6%	64%	36%	62.6%	37.4%	69.1%	30.9%
172.1 ECH	63.8 ECH	160.94 ECH	68.09 ECH	179.1 ECH	47.2 ECH	154.76 ECH	71.2 ECH	137.7 ECH	77.6 ECH	144.1 ECH	86.2 ECH	153.6 ECH	68.8 ECH

As a performance indicator, Parkland College strives to maintain a standard of 60% of instructional hours being provided by full-time faculty. The number of full-time faculty is fixed and the faculty are distributed across the college related to program enrollment. Due to an increase in enrollment, the Parkland College Board approved five additional positions early in the fall of 2009 so that Parkland could advertise nationally in the search season that led to faculty starting in the fall of 2010. The number of institutionally funded full-time faculty increased from 167 to 172 at the start of the 2010-2011 academic year. There are actually 173 full-time tenure track slots because Carle Foundation Hospital funds one position in nursing. The data in Table 2.4A demonstrates that the Parkland

College ADN program exceeded the standard for percentage of instructional hours provided by full-time faculty each semester.

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

Parkland College nursing faculty have embraced the ideas of scholarship as articulated by Boyer's model (Boyer, 2004). Boyer articulates four types of scholarship: discovery (building new knowledge), integration (interpreting the use of knowledge across disciplines), application (using knowledge to address societal problems), and teaching (development and adoption of educational practices that improve student learning) (Boyer, 2004).

The NLN's Vision for Nursing Education emphasizes Boyer's scholarship of application and the need to focus research on societal issues. Nursing education has an opportunity to develop this aspect of scholarship at the current time with the advent of health care reform and a changing health care system.

Table 2.5 reflects scholarship and evidence-based teaching and clinical practice on the part of the Parkland Nursing program faculty.

Table 2.5

FACULTY NAME	EVIDENCE OF SCHOLARSHIP
Theresa Bosch	Member of I.S.A.P.N. Teaching techniques presentation at Parkland Center of Excellence in Teaching and Learning Completed Parkland Leadership Conference
Debbie Bucher	Certified Infusion Nurse – certified summer 2011 Volunteer Firefighter for the Ogden-Royal Fire Department Volunteer at Illinois Marathon Collaborated with other Parkland Faculty and support staff to develop "Classroom Assistant" training for Parkland College Teaching techniques related to technology presentation at Parkland Center of Excellence in Teaching and Learning Completed Clinical Faculty Academy through Saint Xavier University School of Nursing
*Marty Carlson	Wrote chapters in contemporary Medical Surgical Nursing textbook. Continuing education

Kevin Collins	Started a wound clinic in Decatur in 2007. Experience as a wound nurse, and long term care experience. Enrolled in doctorate program in nursing.
Debbie Kamradt	Enrolled in doctorate program in nursing. Completed EDU 960 – EDU 960: Online Faculty Certification
Tami Kennett	Became a Parish Nurse summer 2011 after completing the two week program. Completed Clinical Faculty Academy through Saint Xavier University School of Nursing Completed EDU 960 – EDU 960: Online Faculty Certification
*Kathy Lewis	Presentation, Stem Tech 2010, League for Innovations October 31-November 2, 2010. "Clinical Simulations: Emphasizing Collaboration with MD, RN, and RC Students." Presentation, University of Illinois, Urbana Campus, "Clinical Simulations: Emphasizing Collaboration with MD, RN, and RC Students."
Michelle Lewis	Enrolled in EDU 960 – EDU 960: Online Faculty Certification
*Diane Maxwell	Practicing as a family nurse practitioner in an urgent care setting. Parish nurse; APN-ANCC
Heidi Papenbrok	Participating in EDU 974: Student Engagement Techniques in CETL this fall
James Roberts	Works PRN as RN in Carle Foundation Hospital Wound Healing and Limb Preservation Center Spring 2011 participated in a research project implementing a wound care protocol for inpatient wound care nurses presented at WOCN annual conference
Michele Spading	Completed EDU 960 – EDU 960: Online Faculty Certification Collaborated with other Parkland Faculty and support staff to develop and teach "Classroom Assistant" training for Parkland College Completed Clinical Faculty Academy through Saint Xavier University School of Nursing Completed Parkland Leadership Conference

	Maintains Illinois School Nurse Certification Transcultural Nursing instructor for nursing students going to Ecuador Volunteer camp nurse for Camp Kesem Volunteer camp nurse at YMCA camp First Aid and CPR Instructor for American Heart Association since 2003 Preceptor for graduate students in nursing programs Board member of the Smile Healthy, County Dental Services Program since 2005 Certified as an Illinois Vision and Hearing screening technician
Carmen Zych	Presentation, University of Illinois, Urbana Campus, "Clinical Simulations: Emphasizing Collaboration with MD, RN, and RC Students." Completed EDU 960 – EDU 960: Online Faculty Certification Presenter at University of Illinois College of Medicine, Medicine and Society Class, annually in spring, on breaking bad news and palliative care Presented at Parkland College EMT program annually on Hospice and Palliative Care. Earned recertification as a Family Nurse Practitioner from ANCC in June 2010, certified through June 2015 Volunteer as a Family Nurse Practitioner at the Champaign County Christian Health Center Recertified as an Advanced Practice Nurse in Hospice and Palliative Care in 2011, certified through December 2015 PRN work as an Advanced Practice Nurse in Hospice and Palliative care in Provena Hospice Care Program Serves as a member of Provena Covenant Medical Center Ethics Committee Serves as a member of the Community Diabetes Coalition Mentoring/precepting of graduate students in nursing education

* Professor Emeritus

Full and part time faculty have opportunity and support to participate in activities that facilitate individual and collective scholarship.

The contract for full-time faculty provides for up to $1800 per bargaining unit member per year for tuition and fees reimbursement at four-year colleges and universities and/or tuition and fees for workshops/training sessions which are required by governmental or accrediting agencies for faculty certification in vocational programs. Faculty members are also encouraged to keep current in the technology, advanced technical training, or pedagogy of their disciplines.

Bobbi Scholze, Department Chair of Health Professions, has also been supportive of faculty development in nursing education and providing opportunities for sharing what Parkland nursing faculty have accomplished. She has used some funds from her discretionary budget to provide additional faculty experiences, such as the presentation at STEMTECH in fall of 2010.

The Center of Excellence in Teaching and Learning (CETL) at Parkland College also provides frequent programs for all faculty to keep them abreast of new developments in teaching methods and evidence-based teaching practices as well as updates on technological advances.

Professional development is a high priority at Parkland College. The Center for Excellence in Teaching and Learning (CETL) innovatively supports faculty and staff in their journey for professional development and enrichment. Numerous other resources are available for faculty and staff support.

- The Center for Excellence in Teaching and Learning provide new faculty and staff orientation classes during their first week of employment. The center also manages a mentoring program that supplies a mentor from the faculty member's program and provides monthly support meetings.
- All faculty may receive $1800 for CE/Travel annually.
  Additional monies may be applied for through the Center for Excellence in Teaching and Learning to cover the cost of tuition for conference or workshop
- Faculty and staff may also utilize tuition waivers and take up to 4 hours per semester of classes and conferences free offered by Parkland College.
- Parkland also offers a system called Parkland College Faculty Academy where a faculty member may earn a onetime 500 dollar addition to their base pay once 15 hours of continuing education hours have been completed.
- The Center for Excellence in Teaching and Learning provides faculty and staff opportunities to take classes offered in the center.
- Faculty and staff have opportunities to earn stipends by being presenters of classes or sessions in the center.
- Each faculty and staff member has an opportunity to attend Parkland College's Leadership Conference. This is a three day conference that is off campus and facilitated by Parkland College Administration and other invited speakers.
- Faculty prep week each semester offers many types of preparatory assistance through classes offered by the CETL.
- Professional Development Day each year in February offers special speakers and activities.
- The President's Fund for National Speaking Engagement supports faculty speaking at national conferences and may cover the cost of tuition/registration for the conference.

- Sabbaticals are also available after 7 years employment with Parkland College. Unfortunately none of the nursing faculty have had an opportunity to take advantage of a sabbatical. (Comparable to what has been seen in other nursing programs across the country, there is a shortage of nursing faculty and coverage for faculty on sabbatical would be difficult.).
- International Professional Development is also available but with the exception of June Burch (our wellness coordinator) none of our nursing faculty or staff have taken advantage of this professional development opportunity.

The Center for Excellence in Teaching and Learning has also received much national recognition. The Center is the heart of Parkland and the site of many discussions including introduction of new technology, faculty and staff orientations, and many sessions focused on making the faculty and staff at Parkland the best they can be! During the past year, the Center partnered with Health Professions and the Adult Entry Department on a grant to prepare classroom assistants and part-time faculty for their roles. The Nursing Program Director was a member of the team that developed this program and taught the sessions. Another nursing faculty member, Deb Bucher also helped in the development of this course. In addition, this grant will be institutionalized and will serve as the template for orientation for all part-time faculty Parkland College with the first offering in Fall 2011. A list of all programs over the last three years offered in the Center of Excellence in Teaching and Learning will be on exhibit.

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

The ADN program is a part of the Health Professions Department at Parkland College. The chairperson of our department, Bobbi Scholze, is a registered nurse with a master's degree in nursing and has experience teaching nursing. All of the individuals who teach nursing courses are registered professional nurses licensed in the State of Illinois. The non-nurse staff provide the support that the nursing program needs to achieve program goals and outcomes. There are two administrative assistants who positions were recently reclassified in the Health Professions office who assist in answering student questions, entering student registration into the computer, and completing the myriad number of details that allows a program to run smoothly. The nursing program has the support of technology services, such as Campus Technologies Hotline @ x2633 (217-353-2633), which allows faculty to call for immediate help with a computer problem in the classroom or in their office.

2.7 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 outline of EDU 972 – New Full-Time Faculty Orientation Course can be found in Appendix 2-C. Orientation to the ANGEL Learning Management System (LMS) and technology is also provided both in a group setting and on an individual basis as needed. The new faculty member is also paired with an experienced faculty mentor typically teaching in a similar nursing discipline for assistance in developing and implementing course materials as well as the mechanics of teaching in a new setting. Responsibilities and expectations for the mentor and mentee will be on exhibit. Recently hired full and part-time faculty also had the opportunity to participate in the Classroom Assistant Training. The outline and materials for this program will be on exhibit.

The Parkland website and portal provides information for full-time and part-time faculty on policies and procedures that govern their employment at Parkland College and can be found at: https://my.parkland.edu/personnelresources/default.aspx

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

Full- and part-time faculty performance assessment is addressed in the Parkland College Collective Bargaining Agreements located on the Parkland College employee website (https://my.parkland.edu/personnelresources/union/default.aspx) and this document will also be on exhibit. The Parkland College Faculty Performance Evaluation Procedures Manual will also be on exhibit.

The purposes of faculty evaluation include promoting excellence in the teaching/learning process, providing a basis for professional growth and development, and recognizing service to the department, the college, and the community. The goal of performance evaluation is to identify areas of strength in employee performance as well as to discern areas in which improvement is needed. The full evaluation shall include a pre-evaluation conference to agree upon the optional components of the process; a review of the bargaining unit member's written statement of philosophy, a review of student evaluations; classroom performance evaluation; a review of materials used in the classroom that were generated by the faculty member; a discussion of the bargaining unit member's adherence to policies and procedures applicable to instruction; a written report by the bargaining unit member summarizing contributions to the department, to the College, and to his/her own professional growth since the last evaluation; a post-evaluation conference to discuss and provide a signature for the written evaluation; and other activities as needed. For new faculty in their first semester at the college, student evaluations will be done at eight weeks and the new faculty member will participate in the mentoring program. A Professional Development Plan will be generated to help faculty improve and grow in needed areas.

For full-time faculty, the evaluation plan may serve to confirm tenurable performance by non-tenured full-time faculty and to provide ongoing feedback for professional development. Evaluations for full-time faculty are normally required during the first, third, and fifth semesters and then during the sixth and ninth years and then every fourth year thereafter. Evaluations for non-tenured faculty will occur each fall semester.

For part-time faculty, evaluations shall normally be completed one semester out of six and must occur every four years. Mid-semester student evaluations will be administered for new part-time faculty members and evaluation will occur in the first semester and may occur in any of the following semesters.

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

Non-nurse faculty and staff performance is reviewed according to the policies of Parkland College. According to the Collective Bargaining Agreement between the Board of Trustees of Parkland College and the Parkland College Professional Support Staff, employees who have completed their initial probationary period shall be evaluated once during the fiscal year.

The bargaining agreement is located on the Parkland College employee website at:

(https://my.parkland.edu/personnelresources/union/default.aspx) and will be available on exhibit.

2.10 Faculty (full- and part-time) engages in ongoing development and receives support in distance education modalities including instructional methods and evaluation.

All nursing courses utilize ANGEL Learning Management System for instructional materials, assignments, student communication, and grading. Ongoing support and training is available through the Center for Excellence in Teaching and Learning as well as from mentors and other faculty members. Currently, two nursing courses are being offered as hybrid courses. Five full time faculty and one part time faculty have taken the On-line Certification course offered through Parkland College.

Other examples of courses offered through the Center for Excellence in Teaching and Learning related to distance education include:

CETL: Mentoring and Co-Teaching in Online Courses
Facilitated by Toni Burkhalter Register by email to centerforexcellence@parkland.edu Have you thought that your online class could be "richer" and more engaging?
CETL: Online Pedagogy Series
Facilitated by Brett Coup Are your students engaged in your online/hybrid course discussions? Do you use discussion forums, blogs or wikis? What works best for active online learning?
Online Pedagogy Series
Facilitated by Brett Coup; Erika Hackman Join your faculty colleagues to discuss the challenges and opportunities in teaching an online and/or hybrid course. Share ideas, strategies and tips about managing …

All courses offered through the Center for Excellence in Teaching and Learning will be on exhibit.

Standard III: Students

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

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

At Parkland College, student polices are found in the Parkland College Catalog pages 7-54 and the Parkland College Student Policies and Procedures Manual. Both are available online on the Parkland College Website (http://www.parkland.edu/). Student Policies and Procedures, as well as all other student resources are located under the Student Life tab. Both the catalog and the manual are available in hard copy, as well. The Parkland College Catalog (http://www.parkland.edu/academics/catalog) clearly states career programs in Health Professions have policies specific to their program and directs students to refer to their program student handbook.

Policies specific to the Parkland College Nursing Program are found in the Nursing Student Handbook. The current handbook is available on the Parkland College Nursing website at: http://virtual.parkland.edu/hp/nurse/ and a current hard copy of the handbook is distributed during incoming new student orientation. The handbook is also posted on the ANGEL class site for each nursing class. Revisions to the Parkland College Nursing Student Handbook are done annually in the fall. Each year when a new handbook is provided, students sign a confirmation form acknowledging that they received the Parkland College Nursing Student Handbook and had any questions regarding the handbook answered. This documentation is kept in the student's longitudinal file. The longitudinal files are kept in the office of the Director of the Nursing Program.

Students enrolled in the nursing program follow the same policies as other students enrolled at the College, as well as the additional policies for the Nursing Program. Policies address, but are not limited to, the following: non-discrimination, Family Educational Rights and Privacy Act (FERPA), validation of prior learning, transfer of credit, selection and admission, academic progression, student evaluation/grading, retention, withdrawal/dismissal, graduation requirements, grievance/complaints, appeal procedures, financial aid, scholarships, maintenance of educational and financial records, and health requirements. Table 3.1 delineates the location of several specific policies, including those specific to the nursing program.

Table 3.1

Parkland College Open Admission Policies Parkland College Selective Admission Policies for Health Professions	Parkland College Catalog (pp 22-24) Parkland College Catalog (page 168) http://www.parkland.edu/academics/catalog
Nursing Program Selective Admissions	Parkland College Nursing Student Handbook (pp14-22) Website: http://virtual.parkland.edu/hp/nurse/
Parkland College Academic Policies and Procedures (general)	Parkland College Catalog (pp 46-52) http://www.parkland.edu/academics/catalog
Nursing Program Academic Policies and Procedures Progression and Readmission (specifically)	Parkland College Nursing Student Handbook (pp 23-28) Website: http://virtual.parkland.edu/hp/nurse/

Parkland College Withdrawal/Dismissal Policy	Parkland College Catalog (p 51) http://www.parkland.edu/academics/catalog Parkland College Student Policies and Procedures Manual (pp 5-7) http://www.parkland.edu/studentLife/policies
Nursing Program Withdrawal/Dismissal Policy	Parkland College Nursing Student Handbook (pp 26-27) Website: http://virtual.parkland.edu/hp/nurse/
Nursing Program Health and Safety Requirements	Parkland College Nursing Student Handbook (pp 20-22) Website: http://virtual.parkland.edu/hp/nurse/
Nursing Program Needle stick/Exposure Follow-up Policy	Parkland College Nursing Student Handbook (page 34) Website: http://virtual.parkland.edu/hp/nurse/
Parkland College Alcohol and Drug Policy	Parkland College Student Policies and Procedures Manual (pp 11- 17) Website: http://www.parkland.edu/studentLife/policies
Nursing Program Alcohol and Drug Policy	Parkland College Nursing Student Handbook (page 22) Website: http://virtual.parkland.edu/hp/nurse/
Nursing Program Clinical Policies: Clinical Practice	Parkland College Nursing Student Handbook (pp 29-31) Website: http://virtual.parkland.edu/hp/nurse/
Nursing Program Clinical Policies: Dress Code	Parkland College Nursing Student Handbook (pp 35-36) Website: http://virtual.parkland.edu/hp/nurse/
Nursing Program Clinical Policies: Health Insurance Portability and Accountability Act (HIPAA) Policies and Procedures	Parkland College Nursing Student Handbook (pp 31-33) Website: http://virtual.parkland.edu/hp/nurse/

There are several policies in the Parkland College Nursing Program that differ from, or are in addition to, those of the College. The rationales for these are explained below.

Admission

The nursing program admission policy differs from the College policy which has open admissions policies. The Nursing Program, as well as all other Health Profession programs, has selective admissions policies. Enrollment is limited and applicants must meet certain requirements to be considered. Specific application to the Parkland College Nursing program must be completed by October 1 for the following spring semester, or March 1 for the following fall semester. The selective admission policy is in place to help ensure academic success.

Progression and Readmission

Progression policies are also different for the nursing program as compared to the College policies. Students are required to take and pass the Assessment Technologies Institute (ATI) assessments in designated courses to progress in the nursing program. These assessments are utilized to provide another form of evaluation of the student's progress, as well as prepare them for the National Council Licensure Examination (NCLEX). Other policies that apply to progression that differ from the college include the following: attendance policy, grading scale, and a minimum GPA of 2.5 to maintain program status, and enrollment in at least one nursing course each semester that contains a lab or clinical component. All required courses in the nursing curriculum may only be repeated one time to remain in the nursing program.

Students may apply and be considered for readmission to the nursing program when they have not shown evidence of progression in the nursing program and/or not maintained the status of a Parkland College nursing student according to established policies and procedures, pages 25-27 Nursing Program Student Handbook, http://virtual.parkland.edu/hp/nurse/

Withdrawal/Dismissal

Policies regarding withdrawal for any nursing course or from the program differ in that nursing students are required to meet and obtain a signature on the withdrawal form from the course instructor and/or Program Director. This process is in place to counsel students, provide referrals as needed, and also provide feedback to the nursing program as to the reason for this action. There is also and "inactive policy" or "leave of absence" for students who may require time out of the program for personal or health related reasons. A leave must be no longer than one sixteen-week semester and must be approved by the Program Director.

A student may be immediately dismissed from the nursing program if behavior in a classroom, laboratory, or clinical setting jeopardizes the safety of others, violates confidentiality or HIPAA, or does not meet with safe standards of care/practice for nursing. Only the Department Chair may take this action.

Health and Safety

There are specific policies in place for the Nursing Program to address requirements for working in a health related field and to meet the requirements of the various clinical sites. Students must have a physical upon admission to the program and must be current with all immunization requirements. A TB test is required before beginning clinical and thereafter annually. Students must maintain current CPR certification and may not practice at respective clinical sites if current certification is not maintained. Additional immunization requirements may be needed depending on the clinical setting. Presently one clinical site requires all students to have influenza immunizations or sign a declination and wear a mask if within five feet of a patient.

There is also a Needle stick/Exposure Follow-Up policy for students. Functional ability standards must also be met upon admission to the program and maintained throughout the program to assure patient safety and meet clinical agency requirements.

Alcohol and Drug Policy

The Parkland College Nursing Program follows the College Alcohol and Drug policies and delineates the implementation of this policy as it pertains specifically to the nursing program in the Parkland College Nursing Student Handbook (page 22). It is specifically noted in the handbook that nursing students should never be wearing their Parkland nursing uniform or lab coat when drinking alcoholic beverages.

Clinical polices

Specific clinical policies are also in place which includes the following: Clinical Practice, Conduct, Confidentiality, Professional Standards, dress code, and the Health Insurance Portability and Accountability Act (HIPAA) Policies and Procedures (see Table 3.1). These policies are in place to meet the requirements of the clinical sites as well as meet the professional standards for nursing practice.

Dress Code

Dress code policies are in place to meet the requirements of clinical sites, as well as to meet professional standards for nursing. These include requirements regarding dress, personal grooming, and accessories. Students are also advised not to wear a Parkland nursing uniform or lab coat when consuming alcoholic beverages or while around others who are.

The Parkland College Student Policies, as well as the Parkland College Nursing Student Policies are consistently applied, and are non-discriminatory.

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

At Parkland College, students have a variety of services available. The student services are listed in the Parkland College Catalog online (http://www.parkland.edu/academics/catalog) and in print. A full listing is also accessible on the Student Services link: https://my.parkland.edu/stuservices/default.aspx on the main Parkland College website. The following table 3.2 lists some of these services and the administrator in charge.

Table 3.2

Student Services	Administrator
Counseling and Advising Center https://my.parkland.edu/stuservices/counseling/default.aspx	Donna Tanner-Harold, M.S.
Assessment Center http://www2.parkland.edu/assessment/	Diana Steele, PhD
Career Center http://www2.parkland.edu/careercenter/	Sandy Spencer, M. Ed
Adult Re-entry Center http://www.parkland.edu/arc	Billie Mitchell, M.S.
Disability Services Center http://www2.parkland.edu/ods/index.html	Cathy Robinson, M.S. Ed
Perkins Grant Program and Trio/Student Support Services http://www.parkland.edu/resources/trio.aspx http://www2.parkland.edu/perkins/perkins01.html	Mary Catherine Denmark, M.S.
Student Life Services http://www.parkland.edu/studentLife	Thomas Caulfield, Ed. D
Child Development Center http://www2.parkland.edu/childdev/	Nancy Kemna, M. Ed

Center for Academic Success http://www.parkland.edu/resources/cas/	Becky Osborne, M.A.
Financial aid and Veterans Assistance http://www.parkland.edu/studentservices/financialaid	Tim Wendt, MBA
STAR (Student Technical Assistance & Resources) 217/353-3333 or via email at star@parkland.edu	Connie Macedo, Associate Director Technical Support Services

Student life services inform students of programs and activities available to all Parkland students. The student life office provides student ID's, honor organizations, diversity and resolution workshops, orientation, and commencement assistance. Also provided is a list of available housing to students.

Parkland College is building a new Student Services Center which will include all of the student services in one building. This will be more accessible to the Parkland student population. The center will be approximately 80,000 square feet and will include a student lounge and a food service area. It will also include a large computer testing center to accommodate the increased needs for computer based testing that is required throughout the nursing program, as well as many other Parkland College courses and programs. The college is adding a new Fitness Center to the gym, as well.

A recent addition to our student support services was added Fall 2011 to provide support to students in all aspects of technical assistance needed to be successful academically, (Student Technical Assistance & Resources or STAR). Assistance is provided for questions/problems related to using student email, ANGEL (the College's learning management system), and Wi-Fi. Students may seek help by calling the hotline or via email.

Parkland College offers a Child Development Center which provides child care and learning opportunities for children 15 months to 5 years of age. This is available, not only to the Parkland student community, but to the community at large. It is accredited by the by the National Association for the Education of Young Children. The hours for service are7:30am-4:30pm, Monday- Friday. The center is closed on Fridays during the 8 week full summer session.

The Student Nurse Association of Parkland was first organized in 1968. Membership consists of student nurses, and its purpose is to bring student nurses together both socially and professionally by participating in service activities outside of classroom and clinical settings. Meetings are held at scheduled times throughout the year according to the needs of the students. Officers are elected by the SNAP members, and they are responsible for organizing activities.

Students are also assigned to a nursing advisor who is also a full-time nursing faculty member. Students meet with their advisor at least once each semester and more often as needed. Students are encouraged to contact their nursing advisor whenever they have questions or concerns as they progress through the program. The advisor will refer the student to the appropriate college or community resource if needed.

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

At Parkland College, financial aid officers are available, and they have confirmed that the records are in compliance with state and government guidelines and Parkland College guidelines.

According to Reo Wilhour, Director of Admissions and Enrollment Management at Parkland College, educational records are maintained by the Office of Admissions and Records in Room A167. In accordance with the college policy, and state and federal regulations, student records are maintained in a manner that protects the privacy of students and provides eligible students access to the information recorded. Most records are maintained electronically via our optical imaging software. Specifically, educational records are maintained under the guidelines and regulations of the Illinois Community College Board (ICCB), the United States Department of Education, FERPA guidelines (Family Educational Rights and Privacy Act), and the Freedom of Information Act (FOIA).

According Tim Wendt, Director of Financial Aid and Veteran Services, the Federal Department of Education requires that all financial aid records be kept for a minimum of 5 years. We image all financial aid paperwork and will keep all information on file forever.

The student nursing program documents are kept in the office of Michele Spading (L232), Director of the Nursing Program. These documents are kept locked at all times. Michele Spading's office is in the Health Professions wing of the college. Faculty have access to these files for student advising purposes. Personnel who maintain these files also have access. Health records are kept and maintained in the Wellness Coordinator's office (L234) by Ms. June Burch, RN and these records are also locked at all times.

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

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

According to Tim Wendt, Director of Financial Aid and Veteran Services, the Financial Aid Department offers financial aid counseling before and after awarding assistance, and offers varied options to the students. The repayment program is explained to the students during this process.

Student Loan Entrance Counseling - All first-time student loan borrowers at Parkland are required to complete Entrance Counseling prior to receiving their loan. This is done online at https://studentloans.gov. This 30 minute educational process includes reading content and answering questions as well as submitting a copy of the online Borrower's Rights and Responsibilities.

Student Loan Exit Counseling - Student loan borrowers who fall below half-time, petition to graduate, or are no longer eligible to receive financial aid at Parkland are required to complete Exit Counseling. This is done through the National Student Loan Data System's website at http://www.nslds.ed.gov. This 30 minute process includes information regarding repayment and deferment options as well as submitting a copy of the online Borrower's Rights and Responsibilities. At the end, students can make an educated decision as to their loan repayment choice.

Loan Repayment Options

Standard Plan - student pays a fixed amount each month until the loan is paid in full. The total loan amount is divided into monthly payments over a maximum 10-year period with a minimum payment of $50.
Extended Plan - students who borrow in excess of $30,000 have this option. The total loan amount is divided into monthly payments over a maximum 25-year period.
Income Based Repayment Plan - the required monthly payment is capped at an amount that is intended to be affordable based on income and family size. Additionally, if the student works in public service and has reduced loan payments through IBR, the remaining balance after ten years in a public service job could be canceled.
Income Contingent Repayment Plan - Each year, monthly payments will be calculated on the basis of the student's adjusted gross income (AGI, plus spouse's income if married), family size, and the total amount of Direct Loans borrowed.

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

Parkland administers many scholarships, loans, and grants as well as providing opportunities for student employment. Parkland affords this opportunity to all and is non-discriminatory. Students receive counseling regarding their responsibilities as noted in criteria 3.4.1. Student responsibilities are also explained in the Parkland College Catalog pages 29-32. Complete and comprehensive information regarding financial aid and student responsibilities is located on the College Financial Aid website at http://www.parkland.edu/studentservices/financialaid. All available scholarships, loans, and grants are also located here.

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

Information about the Parkland College Nursing Program is available in a variety of publications and information is reviewed annually or as needed by nursing faculty and those in the college responsible for revisions in these various formats. Recently, the Health Professions department at Parkland College received a new server that has allowed us to expand our nursing website and provide more information to the community and to our potential and current nursing students. The website is still being expanded with more information and can be found at: http://virtual.parkland.edu/hp/nurse/.

Rita Myles, Health Professions Program Manager, is the first contact for those inquiring about the nursing program. Rita meets with individuals about the nursing program and has a "Get the Facts" program for prospective students on a regular basis. Dates and times of these programs are listed on the main Parkland College website as these become available. There are also flyers on campus telling students of the upcoming dates and times for these programs each semester and throughout the summer.

Parkland College Nursing Program is accredited by the National League for Nursing Accrediting Commission (NLNAC). The NLNAC contact information is listed on the general Nursing Program website: http://www.parkland.edu/academics/departments/health/nursing.aspx and in the Parkland College Catalog. General accreditation information for all programs, including nursing, is located on the Parkland College website under accreditation http://www2.parkland.edu/accreditation.html. It is listed here as well:

National League for Nursing Accrediting Commission
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326

All publications provide an accurate, clear, current and consistent representation of the program to the public: program brochures (will be on exhibit), college catalog (will be on exhibit), and websites as noted above.

The information about the program, admission, graduation, licensing, and credentialing requirements, academic policies, student services, academic calendar, and more that is available on the nursing website and in the Parkland College catalog (available on-line and also in hard copy) allow the consumer to make an informed choice about the nursing program.

Since 1972, Parkland College has been accredited by the North Central Association of Colleges and Schools, Higher Learning Commission. A direct link to the North Central Higher Learning Commission as well as information on the current upcoming 2012 Self Study for Parkland College is available on the main Parkland College website at http://www2.parkland.edu/accreditation.html.

The Parkland College Nursing Program is also approved by the Illinois State Board of Nursing and meets standards of the Illinois Department of Financial and Professional Regulation. Parkland College is a member of the National Organization for Associate Degree Nursing (N-OADN) and the National League of Nursing.

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

At Parkland College, any changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner. Most changes affecting nursing students are implemented and communicated via the Nursing Student Handbook, which is reviewed and revised annually by faculty. The handbook is posted on all class websites before the semester begins, and any significant changes are brought to the students' attention. Students are required to review the handbook and sign documentation that says they have read the handbook and agree to abide by the policies within. If a policy requires immediate implementation, an addendum is created and distributed to the students. The students are asked to sign a notice of the addendum, which is kept in their longitudinal file. The policy is then reflected in subsequent handbooks.

In addition to the Student Nursing Handbook, information is also disseminated to students via in-class announcements, and the Student Nurse Association of Parkland (SNAP) list -serv. All nursing students are considered members of SNAP and are immediately included on the list-serv once enrolled in their first nursing course (NUR119). During new student orientation, students are informed of the importance of checking their student email on a daily basis and that all Nursing Program information will be sent via the SNAP email. They are reminded of this frequently during the semester in their classes. Information is also posted on the SNAP bulletin board located in a main hallway across from nursing faculty offices, and centrally located between nursing student skill labs.

All students at Parkland College have accessibility to the Immediate Response Information System (IRIS) system which provides immediate notification of any college closings or college emergencies via personal cell phones and emails. Students are invited frequently throughout the year to sign up for this, which is easily done on the Parkland web site. Students are also allowed to keep cell phones on vibrate while in class for this specific exception.

Parkland College information is quickly disseminated to all students via the student email, the main college website, and particularly via the "myparkland.edu" portal. The portal provides general college information and announcements, and provides students access to their individual information, their Parkland email account, and

the online course management system, ANGEL. Any changes that are communicated on the "myparkland.edu" portal is accessible to all Parkland students.

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

Students new to Parkland College are invited to attend an orientation program called Student Orientation, Advising, and Registration (SOAR), which includes an introduction to student email and the ANGEL system (Appendix 3-A). Students are encouraged to log in to their email to assure they do not have problems and are also provided other technical information and guidance. Most students admitted to the nursing program are already enrolled in classes at Parkland College and are familiar with the technology. If students have any problems with the technology, they can contact Student Technical Assistance and Resources (STAR) at Parkland for ongoing support and assistance. Policies and regulations regarding technology are discussed in the syllabi also.

Another source of technology utilized in the Parkland Nursing Program is the high fidelity patient simulator, "I-Stan". Students are oriented to the I-Stan Simulation lab during their first semester classes. They receive information on how I-Stan operates, where supplies are, and learning expectations. During each simulation experience an instructor is present as well as laboratory staff running the simulation scenario if questions arise.

First semester students are also provided orientation to the ATI (Assessment Technologies Institute) testing system, and this is reinforced each semester. A representative from ATI is invited to provide orientation sessions for students each semester. This representative also provides orientation for any new nursing faculty and provides ongoing updates in regards to ATI. There is also technical support available via phone or on the website 24 hours a day, 7 days a week that students can access. Those who have utilized this service have provided positive feedback. The ATI website is www.atitesting.com.

Orientation to the electronic medical record (EMR) systems at each clinical facility are required and provided by the clinical facility. Technical support is available to the nursing students at each clinical site which utilizes EMR systems. Students are also provided orientation each semester by clinical faculty who are available for questions or can refer students to the appropriate resource.

Criterion 3.8: Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.

Parkland College utilizes the ANGEL learning management system for online learning. The majority of traditional on campus courses at Parkland College also utilize ANGEL to post all course resources, such as syllabi, Power Point presentations, assignments, resources, etc. There is also a communication system within ANGEL that differs from their student email system which allows greater communication within the class itself. Discussion boards are utilized both in the traditional classroom setting, as well as distance learning settings. Orientation is provided as explained in Criterion 3.7 and additional support and resources are provided on the online learning website at: http://online.parkland.edu/index.cfm. Both traditional and online students can access ANGEL video tutorials at this site that provides visual and audio guidance.

Standard 4: Curriculum

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

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

Parkland College Nursing Program is guided by its nursing philosophy, mission and purpose, organizing framework, Parkland College work ethics, program outcomes and the NLN core competencies. Parkland College Nursing program reflects and supports the nursing process. The nursing process is the fundamental core of nursing practice, guiding nursing students in the delivery of holistic, patient centered care. The components of the nursing process include assessment, diagnosis, outcomes/planning, implementation, and evaluation. Parkland College Nursing program also utilizes Gordon's functional health patterns to organize the nursing process. Nursing is guided by ethical and legal guidelines which require critical thinking and leadership abilities in independent and collaborative practice within the healthcare team. The American Nurses Association (ANA) Standards of Practice and the Illinois Nurse Practice Act provide ethical and legal standards that help to guide nursing practice. Following is a table (4.1) showing the congruency between the nursing philosophy, NLN Core Competencies, and program outcomes.

Table: 4.1 Congruency between Philosophy, Core Competencies, and Program Outcomes of the nursing program.

Parkland College Nursing Philosophy	NLN Core Competencies	Parkland College Nursing Program Outcomes Students will:
Nurses with an associate degree function independently using educational competencies as defined by the National League for Nursing, the Illinois Nursing Act, and the ANA Standards of Practice and the Code for Nurses.	Professional Behaviors	Adhere to 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.
-Nursing is a dynamic, therapeutic interaction of the nurse, the client, and the environment. -A supportive environment in which frequent feedback is provided is essential for optimal learning.	Communication	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.
-As a scientifically based practice, nurses use evidence-based decisions to deliver client care. -Core competencies provide the framework for nursing practice.	Assessment	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).
-Learning progresses from the simple to the complex and involves the active participation of both the student and the instructor.	Clinical Decision Making	Demonstrate 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
-Primary purpose: to prepare safe, qualified nursing graduates. -The practice of nursing is both an art and a science. -Compassion, comfort and caring are essential to the practice of nursing.	Caring Interventions	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.
-Education is a continuous, life-long process that stimulates learning and individual growth. -Builds on the principles of general education to direct learning toward the acquisition of knowledge, abilities, skills, and attitudes necessary for the practice of nursing	Teaching and Learning	Demonstrate all integral components of the teaching process, including transmission of information, evaluation of teaching and modification of teaching based on identified responses.
The instructor serves as a mentor, role model, resource, coach, and/or facilitator of learning. -The student is a mentee, role apprentice, consumer of educational resources, and manager of his/her own learning.	Collaboration	Demonstrate 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.
-Faculty believes that nursing is a dynamic, therapeutic interaction of the nurse, the client, and the environment. -The goal of nursing in any setting is to promote, maintain, and restore optimum wellness and/or assist individuals to experience death with dignity.	Managing Care	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.

The nursing department philosophy states the importance of culture and diversity as it relates to students, patients, and faculty. This is congruent with Parkland College's Nursing Program Educational Outcomes and Core Competency of Caring Interventions.

The Parkland College nursing program curriculum identifies student learning outcomes for each course which are congruent with program outcomes. The program outcomes are modeled after the NLN Core Components and Competencies which include: Professional Behaviors, Communication, Assessment, Clinical Decision Making, Caring Interventions, Teaching and Learning, Collaboration, and Managing Care (see Table 4.1). The Parkland College Nursing Program follows the American Nurses Association (ANA) Professional Standards and Guidelines and the ANA Code of Ethics. All nursing courses integrate Gordon's Functional Health Patterns, the Illinois Nurse Practice Act, and the Parkland College Work Ethics. The specific work ethics are noted in the Parkland College Nursing Student Handbook (pg. 45).

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

The nursing curriculum is reviewed annually by faculty during professional development day as well as on an as needed basis to assure student learning outcomes are clear and that program learning outcomes are achieved. Along with faculty recommendations, a college wide process is in place that provides guidelines to follow if a program makes significant changes in curriculum. The Parkland College Curriculum Committee must approve all significant changes, as well as any new courses. The Committee is made up of representatives from all programs. A proposal must be submitted along with Course Information Forms (CIF) for each major curriculum change (See Appendix 4-A).

In fall 2008, during the annual "prep week" faculty meeting, a discussion was held with regards to the nursing curriculum. Faculty discussed feedback from students who had been expressing dissatisfaction with the amount of material and stress encountered during their second semester in the nursing program. This semester was composed of NUR 118 (Medical- Surgical Nursing I) and NUR 135, a combination of pediatric and maternal child nursing concepts. In reviewing data, a significant number of students had not successfully completed NUR 135 when taken concurrently with NUR118. Many students chose to "split" the semester fearing they would not be able to be successful. As a result, it was taking students longer to complete the program. The program had hired a new pediatric instructor in fall 2007 who taught NUR 135 and felt strongly there was too much content for the number of hours allotted for the class. As a result, the entire curriculum was reviewed, particularly in regards to sequencing and number of hours provided for each course.

Other community colleges were surveyed regarding whether they used a combination pediatric and maternal child course, or separate courses and no significant difference was noted. The combined class had been incorporated in the Parkland nursing curriculum 5 years earlier. After faculty discussion, consensus was reached to move mental health nursing to second semester concurrent with the first medical-surgical course because therapeutic communication is emphasized and utilized in all clinical experiences. Consensus was reached to separate the class into separate pediatric and maternal child classes. Due to clinical site restraints, total clinical hours were not increased but classroom/theory hours were. The second semester of the program would now offer NUR 118, Medical Surgical I and NUR 151, Mental Health Nursing. Appendix 4-B demonstrates graphically the sequence and levels of the present nursing courses.

In September 2010, the first class in the new curriculum entered their fourth semester with NUR 215 (leadership and management) having an additional hour for clinical and NUR258 (Medical Surgical Nursing III) with one hour less. It became clear by the end of this semester that the incorporated change did not produce satisfactory results.

In spring 2011, faculty discussed the changes and reversed the changes. A proposal was sent to the College Curriculum Committee and the new curriculum plan for fourth semester is in place, this fall 2011. Nursing faculty will continue to analyze and discuss data.

Rigor

The nursing faculty believes rigor is a strong component of the Parkland College Nursing Program. In support of this, National Council Licensure Examination (NCLEX) data demonstrates first time pass rates consistently above the state and national average. Informal feedback from the community, specifically from local hospitals, has been that Parkland graduates are considered strong and appropriately prepared for employment. Nursing faculty also review results of the ATI RN Comprehensive Predictor each semester to identify weaknesses and strengths of the nursing curriculum. The predictor has been a strong source of data for the program and correlates well with student educational outcomes.

In January 2011, nursing faculty decided to utilize the ATI assessments from the program in a more beneficial and consistent manner, and provide incentive for students to do well. Faculty decided to incorporate the ATI assessment into the course grading. Benchmarks were set for each assessment to be at 60th percentile program-rank, and if students reach this score or above they would receive points toward their grades, not to exceed 5% of the total grade.

Currency

During scheduled meetings nursing faculty share ways they are integrating current practice in their course. With the addition of four new faculty members since January 2009 new ideas have been generated and Parkland's present plan is to overhaul the current nursing curriculum beginning in Spring 2012. Faculty is researching other curriculum and discussing concepts needed to bring it up to date with current practice.

Over the last 4 years Parkland has incorporated use of high fidelity Human Patient Simulators (HPS) into the curriculum. This has been a positive experience for both faculty and students. This creates a safe learning environment for students to actively engage and ask questions in real life situations. Ms. Lewis, simulation lab coordinator, Ms. Siem, Respiratory Care Faculty and Ms. Corsaro, Clinical Nurse Educator at University of Illinois Medical School presented at the 2010 Stemtech League for Innovation National Conference in February 2010 regarding multidisciplinary simulations. This multidiscipline simulation involves, the senior Parkland nursing students, first and second year Respiratory Therapy students and the third year University of Illinois medical students. The simulation lab is utilized heavily by Health Professions at Parkland College and is looking for financial support for a second simulator.

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

The curriculum reflects the nursing process and the National League for Nursing Educational Competencies as put forth in the NLN Educational Competencies for Graduates of Associate Degree Nursing Programs (2000, Jones and Bartlett Publishers International, London). The program educational outcomes reflect the achievement of the student in meeting these core components and competencies. The core components include: Professional Behaviors, Communication, Assessment, Clinical Decision Making, Caring Interventions, Teaching and Learning, Collaboration, and Managing Care.

The NLN core components provide a framework for all nursing course objectives, and address each of the eight NLN Core Competencies in a way to show progression from semester to semester. All students are evaluated clinically using a clinical evaluation tool that also is reflective of the NLN Core Competencies and leveled by semester.

The leveling of the Core Competencies was revised when the curriculum revision occurred. Recently, summer 2011, the nursing faculty met and discussed another revision. As a result, leveling is now more consistent and student outcomes are more clearly articulated.

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 patient care, regardless of how the "patient" is defined (person, community, family, etc.).

The nursing process, Gordon's Functional Health Patterns, and the NLN competencies are reflected in all aspects of the nursing curriculum and in associated documents for courses (syllabi, evaluation tools, clinical prep materials, 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. The template is reviewed annually and as needed. 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. See Appendix 4-C for an example of a course syllabus.

The following table demonstrates how each course objective for the Core Component "Teaching and Learning" is integrated into the course. Course Objectives for each nursing course are found in Appendix 4-D.

Table 4.3 Teaching and Learning; Activities, Delivery and Evaluation Methodologies

Course	Course Objectives: Teaching and Learning	Faculty delivery method	Student activity	Evaluation method
NUR 113 Nursing Health Assessment	**Course Objective:** Teach alternative/complementary therapy techniques to peers. **Clinical objective**: (Lab) Provide the client and significant support person(s) with the information to make choices regarding health.	Lecture Readings	Students present in class an alternative therapy presentation.	In class evaluation with a grading rubric. Quiz Question: Which alternative therapy involves structured palpitation or movement of soft tissue of the body to enhance general health and well-being of the recipient? A. Reflexology B .Dance therapy C. Massage Therapy D .Chiropractic
NUR 114 Fundamentals of Nursing	**Course Objective:** Perform basic bedside teaching for adult patients using a variety of tools and resources. **Clinical Objective:** Teach the client and significant support person(s) the information and skills needed to achieve desired learning outcomes.	Lecture Faculty demonstration of medication administration Review of text material re: nursing care plans	Perform basic bedside teaching for adult patients using different methods Provide safe medication administration during the skill testing and at the clinical setting. In groups, discuss case study and write a care plan for the high priority nursing diagnosis	Medication Skill Test Direct Student observation in clinical. Discussion of student-generated care plans - long term - actual clinical care plans.

NUR 119 Nursing as Profession	**Course Objective:** Identify types of nursing education programs and how licensure and certification are obtained. **Clinical Objective**: NA	Lecture Discussion Readings Case Studies Clinical Application	Differentiate among various types of nursing education programs. Identify what body is responsible for setting the guidelines for educational programs. Discuss standards for nursing education and practice Nursing and Advanced Practice. Discuss trends influencing nursing and nursing education. Discuss the standards for nursing education programs set by the Illinois Nursing and Advanced Practice	Exams Clinical Evaluation
NUR 117 Introduction to Medication Principles for Nursing	**Course Objective:** Identify variations in culture and lifespan impacting patient's understanding and willingness to take medications. **Clinical objective:** NA	Lecture	Student paper on cultural influences on medications.	Evaluation of paper.

NUR 118 Medical-Surgical Nursing I	**Course Objective:** Develop and implement individualized care/teaching plans for the adult patient based on assessed needs **Clinical Objective:** Teach the client and significant support person(s) the information and skills needed to achieve desired learning outcomes.	Lecture Patient education.	Describe two methods to relieve pain. Describe pharmacologic al and non-pharmacologic al pain relief measures. Student asked to teach a weekly topic to class from previous weeks. Teach patient about medication and discharge	What is one of the most important goals of patient education? A.) To encourage exercise. B.)To encourage patients to adhere to their therapeutic program. C.)To encourage better nutrition. D.)To achieve a disease free state. Clinical paperwork self-evaluation. Instructor interviews patient and questions student.
NUR 151 Mental Health Nursing	**Course Objective:** Develop and implement individualized care/teaching plans for the psychiatric patients based on assessed needs. **Clinical Objective:** Teach the client and significant support person(s) the information and skills needed to achieve desired learning outcomes.	Lecture in Lab Group behaviors and therapeutic techniques are taught in lab.	Social Skills Presentation with the patients on the unit at the hospital.	Grading rubric utilized.
NUR 255 Medical Surgical Nursing II	**Course objective:** Develop, implements, and evaluates individualized teaching plans for the adult patient and family to	Lecture. Clinical. Patient education.	Develop a teaching plan. Present a teaching plan in post	Evaluate presentation of teaching plan during clinical post conference.

	achieve desired outcomes. **Clinical objective:** Teach the client and significant support person(s) the information and skills needed to achieve desired learning outcomes.		conference after clinical. Role play during post conference presentation. Student makes one original piece of teaching material.	Exam Question: A patient is diagnosed with chronic renal failure and is told he must start hemodialysis. Patient teaching should include which instruction? A) Follow a high-potassium diet B) Strictly follow the hemodialysis schedule. C) There will be a few changes in your lifestyle D) Use alcohol on the skin to clean the skin due to integumentary changes.
NUR 236 Maternal Newborn Nursing	**Course Objective:** Develop, implement, and evaluate individualized teaching plans for the maternal/newborn patient and family to achieve desired outcomes. **Clinical Objective:** Teach the client and significant support person(s) the information and skills needed to achieve desired learning outcomes.	Lecture Case Study One case study involves an emergent situation in a delivery and what priority interventions are needed.	Students review case study and answer 2 pages of questions on the case study. The students have given discharge instructions with staff nurses and have performed teaching with parents after circumcisions or other tests. They do not usually develop their own-this would not be accepted by the staff.	Is graded and worth 45 points.
NUR 238 Pediatric Nursing	**Course Objective:** Develop, implement, and evaluate individualized	Lecture - geared to how to teach to different developmental	Patient teaching is required part of weekly	Tests Clinical teaching is part of total grade each week for

	teaching plans for the pediatric patient and family to achieve desired outcomes. **Clinical Objective:** Teach the client and significant support person(s) the information and skills needed to achieve desired learning outcomes.	levels and to parents/children Examples given Case Studies	clinical Q/A - Give examples and ask student best way to approach/teach child at different age	clinical.
NUR 257 Community Health Nursing	**Course Objective:** Demonstrate all integral components of the teaching process, including transmission of information, evaluation of teaching and modification of teaching based on identified responses. **Clinical Objective:** Teach the client and significant support person(s) the information and skills needed to achieve desired learning outcomes.	Lecture Discussion	Understand the Health Belief and Model and the Transtheoretical Model in planning health education for patients, families, or groups in a community setting. Begin planning client-centered health education programs for individuals, families, or groups in a community setting. Use appropriate teaching methods in health education, incorporating principles from developmental theory, adult learning	Readings Case Studies Clinical Application Quizzes Exams Clinical Evaluation

			theory, and teaching of low-literacy learners.	
NUR 258 Medical Surgical Nursing III	**Course Objective:** Demonstrates all integral components of the teaching process, including transmission of information, evaluation of teaching, and modification of teaching based on identified responses. **Clinical Objective:** Modify the teaching plan based on evaluation of progress toward meeting identified learning outcomes.	Lecture Simulation lab	Cardiogenic Shock IStan scenario-Recognize manifestations and identify nursing interventions for cardiogenic shock in clinical. Describe shock and its underlying pathophysiology. Small group activity Assessments	IStan evaluation During clinical.
NUR 215 Leadership in Nursing	**Course Objective:** Demonstrate all integral components of the teaching process utilizing multiple modalities of teaching. **Clinical Objective:** NA	Evidence based practice articles, lesson, and handouts.	Evidence based practice paper on topic of the student's choice.	Grading Rubric

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

At Parkland College, the nursing program supports diversity by acknowledging different cultures in and around our community, as well as worldwide. We support Parkland College's diversity goal of being able to educate and support each other's unique characteristics and the different cultures which are represented here at Parkland and globally. The faculty models and expects all students to respect all individuals regardless of race, ethnicity, or gender. We promote learning about other cultures to help provide for the best outcomes of the patients served in the community.

Parkland College supports a trip to Ecuador every summer where nursing students immerse themselves in another culture. The students learn how health care is delivered, and takes part in providing basic care to the Ecuadorian population. Students and faculty can also participate in this program by donating personal care items, toys, books, etc. to help provide for basic needs in this community.

Nursing students in the last semester of the program are able to provide care to people via a Community Free Health Clinic that is held in Champaign. The students work with other health professionals who volunteer their services to provide care to patients unable to receive care elsewhere. All patients are welcomed, regardless of gender, socioeconomic status, religion, ethnicity, etc. There is a wide range of diverse individuals with various health concerns served here, providing students with another perspective of nursing care.

Nursing students participate in various community programs, such as the *Friendly Visiting program,* Head Start, and the Champaign County Christian Free Medical Clinic. This addresses the underserved population in Champaign County and is a great eye opening experience for the nursing students. Other students have participated in flu injection clinics for the community.

Students who are comfortable using another language are encouraged to communicate with patients in that language if it is the patient's main communication. We have had students use sign language during clinical to communicate with their patient, and students have interpreted Spanish and other languages. Largely due to the University of Illinois, we have a diverse international population living in our community. This provides for many experiences. Our nursing students and faculty also participated in Latino Day, held at Parkland during Spring Break, 2010.

During clinical, it is expected that students will work with a wide range of diverse patients so they are exposed to different genders, religions, ethnicities, etc. Also, cultural differences are addressed in each course in all aspects of assessment - physical, mental, emotional, nutritional, and life styles. The impact of different medicines on persons of a particular race is also discussed. Different cultures and ethnicities are incorporated into learning to promote a better cultural knowledge base for the nursing students.

Socioeconomic issues are widely discussed in the curriculum, as well. Students learn the effect of these influences on patients' abilities to access care. This is also discussed in depth when presenting Healthy People 2020 objectives.

Another experience widely accepted by students is their clinical experience at Swann Care Center. Swann is a 120 bed residential facility for severe and profoundly mentally and physically disabled clients who range in age from infant to geriatric. The residents at the facility produce art work that is sold throughout the community. Parkland College has begun a Spring Art Show exhibit where they may also sell their art work. Nursing students volunteer their time to help residents while they are at Parkland during the Art Show.

Below is table 4.4 showing how culture and diversity is integrated in our nursing program.

Table 4.4 Culture and Diversity

Course	Student Objectives	Textbooks by title only	Assignments	Clinical Facilities
NUR 113 Nursing Health Assessment	Discuss various cultural dietary preferences.	Health Assessment in Nursing 4th Ed. Weber and Kelly	Different skin assessment findings based on ethnicity.	Non clinical course
NUR 114 Fundamentals of Nursing	All patients are afforded dignity and respect.	Craven & Hirnle Fundamentals of Nursing: Human Health and Function, 6th Ed.	Woven throughout text. Mentioned in class and clinical.	Carle Hospital
NUR 117 Introduction to Medication Principles for Nursing	Discuss influence of culture and belief with drug therapy.	Adams and Koch Pharmacology: Connections to Nursing Practice.	Assigned readings and paper on culture.	Non clinical course
NUR 119 Nursing as a Profession	Identify influence of culture, social, and political issues on nursing, healthcare, and impact on nursing practice.	Cherry, Barbara & Susan R. Jacob (2011). Contemporary Nursing, (5th Edition).	Quizzes Lecture-Discussion Assignments Assigned Readings	Non clinical course
NUR 118 Medical Surgical Nursing I	Assess multiple patients of different backgrounds in time allotted.	Brunnar and Suddarth's Textbook for Medical Surgical Nursing	Exams Quizzes Clinical paperwork	Carle NT4, PT and wound rotation
NUR 151 Mental Health Nursing	Describe various cultural beliefs and practicing affecting mental health or illness.	Psychiatric-Mental health Nursing, 5th Ed.	Patient teaching Presentations Weekly care plans	Pavilion Provena Mental Health TIMES Center
NUR 236 Maternal Newborn Nursing	Cultural influences on pregnancy. Cultural assessment.	Murray and McKinney Foundations of Maternal-Newborn and women's health nursing, 5th Ed.	Newborn assessment Clinical prep Case studies	Carle OB NICU
NUR 238 Pediatric Nursing	Integrate into health care the beliefs, practices, and values of cultural groups as advocates for culturally	Hockenberry, M. & Wilson, D. (2009). Wong's Essentials of Pediatric Nursing (8th ed.). St. Louis, MO: Mosby	Case study Clinical paperwork Exams/quizzes	Swann Special Care Center Carle Pediatrics Unit

	competent care of children and families.			
NUR 255 Medical Surgical Nursing II	Client choices related to cultural values, beliefs, and lifestyle.	Brunnar and Suddarth's Textbook for Medical Surgical Nursing	Quizzes Exams Lecture	Carle NT7 Special Procedures/Digestive Health Surgery Center
NUR 257 Community Health Nursing	Effective communication through cultural awareness.	McEwen,M.& Pullis,B. Community-Based Nursing (2009)	Exams Quizzes Clinical paperwork.	Carle Foundation Hospital Provena Covenant Medical Center Carle Cancer Center Champaign Urbana Public Health Department Circle of Friends Ford Iroquois Public Health Department Frances Nelson Health Center Head Start Parkland College Child Development Center Provena Home Care and Hospice Family Service Senior Resource Center Unit 7 School Nurses
NUR 258 Medical Surgical Nursing III	Integrate cultural awareness towards nursing care.	Brunnar and Suddarth's Textbook for Medical Surgical Nursing	Exams Quizzes Clinical paperwork	Carle
NUR 215 Leadership in Nursing		No textbook ATI Leadership book Articles/ websites		Non clinical course

More examples of the integration of culture and diversity in our nursing program include:

NUR 113:Nursing Health Assessment, the students are required to do a genogram of their family health history. During the creation of this project, the students are asked to think about their ethnic origins and the many diseases that may have increased prevalence in certain cultures. For examples- Sickle cell, Diabetes in African Americans, Diabetes, Alcoholism, Hypertension in Hispanic cultures- Native Americans Diabetes, Alcoholism- Celiac Disease Caucasians, especially those of Eastern European ancestries.
As each system is presented, cultures are discussed that have increased risk of certain diseases in that body system. Reading and discussion include how to be culturally competent. Students are encouraged to be familiar with the main cultural groups in the area they choose to practice- also level of acculturation. Students are

reminded to not generalize by culture but they should have cultural awareness of groups they may be working with in the healthcare setting.

NUR117: Introduction to Medication Principles, the cultural aspect is emphasized in its own chapter, which is required and discussed/tested. Other chapters regarding diversity include one on geriatric differences, pediatric variation, and pharmacology regarding pregnant and lactating individuals. Also discussed is pharmacogenetics and variations in metabolism, the importance of including diverse culture groups in clinical trials. Additional discussions include historical elements (Tuskegee, Nazi "experiments").

NUR 114: Fundamentals in Nursing, cultural variations are discussed as well as needs in regards to hygiene and also the differences they may experiences in regards to their gender in this area. Extensively covered in class, is a chapter from the text about elderly patients and the challenges inherent in caring for these patients.

Also, in NUR 114, examples are given, one of which is a friend who practices nursing in Flagstaff, AZ and works with many Native American Tribes, including the Zuni, Hopei and Navaho. Afghanistan is spoken about and pictures are shown and discussion about health problems within that culture. The migrant farm workers in Onargo, IL are discussed, which are mostly Mexican descent, and the problems that come with that culture.

Nursing 255, Medical Surgical Nursing II, the African American race and the relationship to oral cancer and the related issues are discussed along with other disease processes that are related to ethnic origins and race. It is important for students to recognize cultural differences to help provide the most optimal care taking into consideration cultural beliefs and values. This ensures respect and trust to the patient being cared for by the nursing students.

~~In~~ NUR 258: Medical Surgical III, discussed the significance of heart disease in the African America, low socioeconomic and geriatric populations is discussed.

NUR119: Nursing as a Profession, discusses in lecture about cultural competence, reasons for a nurse to be culturally competent, principles of cultural competence, cultural values including space, time and communication, cultural assessment, and the responsibility to provide culturally competent care.

NUR 257: Community Health Nursing discussed cultural influences on health and aging, cultural assessment, and how these tie into clinicals located in the community.

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

At Parkland College, the nursing program has a variety of methods to evaluate student learning. The success of all nursing students is very important. Students are required to meet program and course outcomes stated in the nursing program. The evaluation tools used help ensure students are meeting the rigorous standards of the nursing program.

Some examples of the evaluation tools include, but are not limited to, written multiple choice tests, clinical and laboratory observation, student course evaluation tools, standardized ATI testing, role playing, case study presentations, and concept maps. In some nursing classes students are required to find a research based article and write a report on it, correctly using APA format. In all classes, students are given exams, either in class or in the computer lab. If tests are given in class, a review is conducted after the test is given and/or students may see the instructor to review the tests privately.

Most students have the opportunity to attend clinical in the simulation lab. At the end of the simulation clinical, students are debriefed and discuss what they thought went well and what didn't, and why. They can reflect and tell what they may do differently in the future. It is a learning experience and conducted in a safe, confidential, and professional environment. Simulation lab is designed to increase critical thinking skills, with the instructor observing the students performance in patient scenarios.

Students are evaluated in the clinical setting, using clinical evaluation tools, along with clinical care plans. Students are evaluated in the lab setting by performing required skills successfully. The students are required to pass the skills or they fail the course. ATI exams are also required in each semester. First semester is critical thinking in Fundamentals in Nursing (NUR 114.). Second semester is Mental Health Nursing (NUR 151), third semester is Medical-Surgical Nursing II(NUR 255) and Pharmacology (NUR 255), Pediatric Nursing (NUR 238), and Maternal and Newborn Nursing (NUR 236). Fourth semester is the critical thinking exam and an RN Comprehensive exam (NUR 258: Medical Surgical Nursing III), and community health (NUR 257). The clinical evaluation tool was revised, July 2011, to make it clearer to the students how they are being evaluated and to make a more consistent tool among the nursing faculty whether full- time or part- time. (See Appendix 4-E)

Each class has specific course objectives which are to be mastered in order to successfully pass each individual course. Students must also complete stated general education requirements before progressing in the nursing program. (Appendix 4-F shows student advisement plan). Students are required to pass both the clinical and theory portion of class. Students have to receive a minimum of 75% or greater to pass the theory portion of the course. If a student does not meet passing standards, a grade of "F" may be given, and the student must submit a plan of action detailing how s/he plans to be successful in the future of the program in order to continue in the nursing program. NCLEX results, graduate surveys, and job placement are used for evaluation of the program after graduation.

Parkland College Nursing Faculty is responsible for assessing the curriculum, instructional methodology, and the learning outcomes for each course as well as the nursing program. Curriculum is evaluated annually and as needed. Students must also complete stated general education requirements before progressing in the nursing program.

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

The Parkland College nursing curriculum is guided by the National League for Nursing Educational Competencies, Gordon's functional health patterns, the nursing process, and Illinois Nurse Practice Act.

Parkland College Nursing Program utilizes creative and innovative teaching strategies which include a state of the art nursing simulation lab. I-Stan is a high fidelity simulator used by all nursing students. This creates a safe learning environment which promotes interactive learning. Questions are welcomed, and "time outs" are taken during simulation to take advantage of learning opportunities. Also available in the simulation lab is a medication cart for scanning and dispensing medications. An Omni cell is located in one of the nursing labs to teach students about medication administration. Parkland is a state of the art nursing program and is also now reviewing an electronic Health Record (EHR) system developed by Lippincott Williams and Wilkins for use in the high and low fidelity clinical simulation labs. Third and fourth level nursing students will participate in a pilot test of LWW's EHR, Spring 2012. Gaumard's Noelle birthing simulator is also available for use in the nursing program.

Parkland Nursing Program also participates in an interdisciplinary I-Stan simulation lab with the University of Illinois medical students. This has proven to be effective and a positive learning environment to work with these different disciplines. Participating disciplines include senior nursing students, Respiratory Care students and third year U of I medical students. These efforts are utilized to educate and focus on interdisciplinary learning for all

involved. Community Health students have worked with the Occupational Therapy department in home care visits to observe each team member's role. This fosters interdisciplinary learning for all involved.

Other innovative approaches include using ANGEL for nursing course delivery. Parkland offers computer labs where students can come and use Parkland computers, or may access from any personal computer. Students have access to Parkland student email and the Parkland College website. Podcasts are available for some of the nursing courses that can be accessed via the personal computer or an MP3 player. New uses of this technology are in progress, and students will have the ability to listen to the lecture via a podcast and view the lecture on an MP3 player.

Program directors meet monthly as a group to discuss interdisciplinary opportunities, and have met with the Math Department at Parkland College to assess if needs of the nursing students are being met adequately. Also, Pediatrics faculty met with Cheryl Drake, chemistry instructor, to assist her in development of case studies. The Parkland College Nursing Program Director, Michele Spading, met with biology instructors to evaluate and coordinate the courses in both departments and make sure goals and needs were being met with the students. Observation experiences are incorporated into clinical experiences. NUR 118 rotates to the wound clinic and physical therapy. NUR 255 rotates to Digestive Health and Surgi-Center. NUR 258 rotates to Cath Lab, ED, CVICU, and the Step Down unit. This allows them a well- rounded education and helps them see the variety of opportunities nursing offers.

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

Parkland College is a community college that provides an opportunity for students to earn an Associate Degree of 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 nursing program supports students entering in the first year to complete their ADN, as well as students who have their LPN degree, entering into the second year after successfully meeting admission criteria and completing a LPN bridge course.

At Parkland College, nursing students can complete the program in two years as this is the design of the program. Students follow a semester plan and students are expected to complete the nursing program by 3 years to ensure their success as stated in the Parkland College student handbook. 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 in NUR 151 and NUR 258. This allows for some diversity 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 catalogue with course descriptions.

Table 4.7A Clock and Credit Hours

Course	# weeks/ semester	Credits	Theory/ Class	Lab	Clinical
NUR 113	16	3	2	3	0

NUR 114	16	4	2	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**			

Table 4.7B Comparison of requirements between Parkland Community College Nursing Program and Richland Community College Nursing Program.

	Parkland Nursing Program	Richland Community College	NLNAC AD Maximum hours allowed for Program
Total Credits	68	72	72
Nursing Credits	37	44	43
Gen Ed Credits	19	28	29
Biology	12	12	N/A
Length of Program	4 semesters	4 semesters	No more than 6 semesters.
Academic years	2	2	3

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

Clinical sites are selected by nursing faculty to provide the best learning environments to meet the program and student course learning outcomes. Clinical sites are selected by the availability, ability to meet the student needs, and the ability to accommodate the number of students needed. Clinical sites are chosen based upon the ability to have the number of patients needed 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, Pediatrics Nursing, Maternal Newborn Nursing and Mental Health Nursing. Faculty review student evaluations of the clinical sites and consider changes as needed. In 2011 we utilized Survey Monkey to increase the number of evaluations returned. The feedback from the survey indicated a satisfaction with clinical experiences offered throughout the nursing program.

The Health Professions Chair is responsible for maintaining and updating the clinical contracts and agreements. Clinical sites must sign an agreement yearly and update at that time if needed. The clinical contracts are up to date and are current to help protect and provide the best clinical experiences possible.

Table 4.8 Table of Clinical Agencies

Class	Agency Site
NUR 114, 118, 255, 236, 238	Carle- Magnet Status and JCAHO Accredited
NUR 238	Swann Children's Center
NUR 151	Pavilion/ Provena Mental Health
NUR 258	Provena- JCAHO Accredited
NUR 257	Arranged by students in the community

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

Clinical sites used are congruent with the National Patient Health and Safety Goals See Table 4.8.1. One clinical site, Carle Foundation Hospital, is Magnet certified. Clinical learning experiences are varied which include the above as well as hospital clinical and observation opportunities in the hospitals as well. All of our clinical sites are accredited.

The varied clinical experiences help to prepare the nursing student to be successful not only in the program but as an RN in professional practice. The director of the nursing program meets annually with the hospital clinical sites to ensure the clinical site needs are being met as well as the nursing program needs are being met. Parkland nursing program conveys their expectations of the facility and Parkland makes sure the clinical site expectations are being met as well. Open communication is encouraged to have the best clinical environment to meet the program outcomes.

Table 4.8.1

The Joint Commission National Patient Safety Goal 01: Identify Patients Correctly	
NUR 114	Return demo of patient identifiers
NUR 117	5 rights of patient medication administration
NUR 118	Two patient identifiers, such as name and date of birth
NUR 236	Mom reads Identaband # on bracelet to nurse to prove # 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
The Joint Commission National Patient Safety Goal 02: Improve Staff Communication	
NUR 113	Appropriate documentation in narrative, flow sheets etc to facilitate staff communication and improve patient safety
NUR 117	Unit culture and communication as
NUR 118	Students get bedside report from RN. Write a narrative in computer. Must report off before leaving unit
NUR 238	Students at both facilities always report off to the nurse in charge of that patient. At the hospital they also receive report from the patient's assigned nurse and resource that nurse with any questions pertaining to the patient. At Swann, the instructor relates any new information on the patients to the students. 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.
NUR 215	Conflict resolution, hostile work environment professional communication
The Joint Commission National Patient Safety Goal 03: Use Medication Safety	
NUR 114	Return demo of 5 rights for medication administration
NUR 151	Meds specific to mental health
NUR 118	Pass meds with instructor present in clinical
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 also 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 particular 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
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.
The Joint Commission National Patient Safety Goal 07: Prevent Infection	
NUR 113	Utilize PPE
NUR 114	Hand hygiene, sterile vs asepsis
NUR 118	Utilize PPE in clinical, if needed
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. At Swann if there is an outbreak of flu or other illness the residents are confined to their rooms and there are no group activities or group meal times.
NUR 255	Good hand washing at all times. Universal precautions and Isolation procedures are followed
NUR 258	Hand hygiene per facility policy. Isolation guidelines per facility policy. Facility policy compliant with CDC recommendations
The Joint Commission National Patient Safety Goal 15: Identify Patient Safety Risk	
NUR 113	Recognize abnormal vs. normal findings in assessment. Braden scale.
NUR 114	Fall risk assessments
NUR 119	Intro of NPSG
NUR 151	High risk for suicide, elopement, staff harm, harm to self/ others. Locked unit at all times…only faculty and staff have keys
NUR 236	Insure Hugs and Kisses tag on infants
NUR 238	Students are required to develop a concept map for residents at Swann and part of this is identifying safety risks and other "potential" hazards/illnesses, injuries. At the hospital setting students are to immediately enter the patient room and assess for any safety risks and chart on these, as well as hourly charting. Pediatric patients are in a closed ward setting so have bracelets that will set off an alarm if they are taken off the floor or try to leave

	the floor without being deactivated.
NUR 255	Follow fall risk program and alcohol withdrawal program
NUR 258	Fall risk per facility protocol
NUR 215	Risk management
The Joint Commission Universal Protocol: Prevent Mistakes in Surgery	
NUR 113	Surgical checklist
NUR 118	Pre-op education and safety. Correct surgical site identification.
NUR 236	Timeout for C-section and circumcision.
NUR 257	Pre-op education and safety. Correct surgical site identification

Criterion: 4.9: Learning activities, instructional materials, and evaluation methods are appropriate for the delivery format and consistent with student learning outcomes.

NUR 151 (Mental Health Nursing) and NUR 215 (Leadership) are currently hybrid courses. The lecture is on-line, with students meeting on campus for lab, and at the clinical site or on campus for clinical. All lecture PowerPoints for these classes, as well as all nursing courses, are posted on ANGEL. Evaluation and assessments are the same for all courses whether hybrid or on campus. Students meet at Parkland College H-wing (off main campus) for a simulation lab scheduled during clinical or lab hours. Spring, 2012 NUR 151 will return to a traditional classroom setting.

Standard 5 Resources

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

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

Fiscal resources are sufficient to meet Parkland College Nursing Program outcomes. Parkland College and the Nursing Program have been fortunate. In spite of cutbacks in colleges across the country Parkland has been able to hold its ground and even thrive. Sufficient funds are available to support Parkland College and the nursing program.

An operational plan posted on the college's web site allows all faculty and staff to have input into the budget and guides the development of college, department and program budgets. In addition, strategic planning is done formally every 5 years for all of Health Professions.

In 2006 a forum was held at Parkland that included administration and faculty from several different disciplines including nursing. Key clinical employees were invited and a strategic plan was drafted. In spring 2011, the health profession faculty and staff participated in bus tours that traveled directly to the clinical facilities. This resulted in valuable input for strategic planning.

One challenge for the nursing operational budget has been the billing of ATI supplies. For several semesters those charges were included within the nursing program budget. Monies had to be moved from other program budgets to support this tremendous expense. In 2010, a decision was made to add the ATI charges to the student course fee. This decision greatly improved the nursing program operational budget. The ATI materials were no longer listed as instructional materials on the nursing program budget and could be fairly charged for.

The Personnel, Capital, and Operational budgets are drafted annually. The annual college budget is approved by the Board of Trustees and submitted to the Illinois Community College Board (ICCB) each fall. Parkland college Strategic plan addresses long range planning for the program and directs creation of the budget. The college budgets from 2009-2012 are available for viewing in the office of Chris Randles Vice President for Administrative Services and Chief Financial Officer (Office-X-220). Strategic plan pamphlet covering 2009-2012 will be available on Exhibit.

The Process

Capital Budget

Parkland Community College has a capital budget that covers large item requests.

- Remodeling- new construction project requests are proposed by faculty and staff and submitted by the Department Chair to the director of the physical plant.
- Equipment requests are submitted by faculty and staff. Requests may be made via Weave assessable through myparkland.edu faculty page under applications. See exhibit for examples of request via WEAVE.)
- Instructional technology support/ and or faculty make requests for PC replacements or upgrades.
- In August the department chair enters the requests into the annual plan data base. (On exhibit will be capital budget items requested for 2011-2012 and exhibit 5.1E3 for 2009-2010 and 2010-2011 capital budget requests).
- The College Planning Committee ranks the requests according to priority. (To be considered as capital budget requests- equipment must cost $ 500 or more and have a life of more than five years.).
- In June the Department chair receives information about approved budgeted items (Examples of approved items for the 2011-2012 capital budget included: Abbott Infusion Plum pumps and six PCA pumps at a cost of 15,150.00 dollars.
- On a much larger scale recently the state of Illinois provided capital funds of 24.6 million dollars that allows Parkland College to complete its master plan and begin construction on a 96,000 sq. ft. facility. This facility will house all student service functions, including student lounge and food service space.

Construction on the Student Services Center should begin in late fall 2011 with an expected completion date of 2013 or spring 2014. These monies also will assist in completion of the new fitness center which had its groundbreaking in June 2011.). See exhibit for list of Capital budget items approved for 2011-2012 in Health Professions.

Operational budget

- In November of the fiscal year Program Directors look at the course fees. Course fees are budgeted for the following year. Course fees reflect the cost of ATI testing, instructional supplies and disposable items for that course and are posted in the course schedules the following year.
- The program director reviews the operational budget and with assistance of faculty, future needs are determined and submitted to the Department chair.
- Each program in Health Professions has its own cost center. The Chair of Health Professions also has a cost center that covers miscellaneous expenses from which funds are dispersed at the discretion of the department chair. See Appendix 5-A for operational budget for the RN 2011-2012 and budgets for 2009-2010 and 2010-2011 will be on exhibit.) Budgets for all of the health professions are available for review in the office of the Health Professions Department chair Bobbie Scholze (Office - L119).
- The operational RN- Nursing budget has required very few changes in the last three years. One specific adjustment was made to compensate for late state funding. This adjustment was implemented for all classes college wide (except for health profession clinicals) to increase the class size (make) number by one. This simple adjustment saved the college thousands of dollars and maintained status quo until the state funding arrived. (Example of "make numbers" for 2011 spring term will be on exhibit.)
- There are no other clinical programs at Parkland College that are comparable in admission numbers or budget to the RN- Nursing program. The closest program to size is the Dental Hygiene program with an admission number of 72. This program has an onsite dental clinic that serves the community but does not have a comparable operational budget.

Personnel Budget

- New and replacement faculty requests are determined by program directors and the department chair
- Parkland College maintains a set number of 170 full-time faculty positions-.
- In November the CAO gives the department chairs the total number of positions available.
- The department chairs meet and present justification for open positions.
- Positions are awarded and job searches begin.
- Part-time faculty has a year round application pool. Part time faculty can be hired anytime as long as enrollment meets minimum numbers. Ads are placed for the needed positions a few months prior to the semester in need, e.g. April/ May for summer.
- Hiring of staff is included within the annual plan with a decision made in May/June. (One position requested was a full-time staff person for the simulation lab. That request was not approved in the 2011-2012 budgets.)

In addition to the budgets noted above the college has a few established funds. Faculty are encouraged to participate in the following two funds.

Innovation fund- These monies are awarded to faculty for special projects - Applications for projects are submitted and a few of the projects are supported through this fund. Projects must benefit large number of students and be aligned with college priorities. Projects receiving awards for 2010-2011 and 2011-2012 will be on exhibit.

Presidents Fund For National Speaking Engagement.

Faculty are encouraged to speak at national conference. This fund may cover cost of tuition/registration for the conference.

Consultants

Parkland College Administration has provided ongoing support to the Nursing program. In 2010, to assist with transitions in the nursing program, administration approved the hiring of two organizational psychologists to work with the nursing faculty. Also in 2011, Parkland College Administration approved the hiring of a NLNAC consultant to assist a young faculty with preparation for the upcoming NLNAC site visit.

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

Most of the physical resources for the college meet the needs of the students, faculty and staff. Recently budgeted updates for the nursing labs and major construction projects underway (Student Services Center, Parkland College fitness center and Kinesiology lab) will enhance the teaching and learning environment for faculty, staff, and students.

Parkland College is naturally architected and impeccably landscaped. Since the 1970's the main building that houses most of the classrooms, a lab etc. has provided a protective environment against the harsh weather of central Illinois. Initially all wings were connected and a student simply had to go to the ground level to transverse campus, never needing to go back into the elements. Clinicals were the only classes offsite. Today, except for the simulation lab which is housed in the free standing H- Building on Mattis Avenue and the clinical sites mentioned above all RN Nursing program courses are accessible from the main campus. (DVDs about Parkland College and the Nursing Program will be on exhibit).

Physical Resources

Classrooms

Most of the classes for the RN program are held in classrooms in the L-wing of campus. This wing is home to the Health Profession and Natural Science departments. These two departments have first choice of L-wing classrooms when scheduling classes, workshops, etc. The Department Chair oversees the management of classrooms assigned to Health Professions. Academic Scheduling manages the scheduling of these classrooms.

Some nursing classes may also be held in the H Building which is a free standing building away from the main campus area. The nursing program may have a classes scheduled anywhere on campus depending on class size, room availability etc. Rooms are assigned to safely accommodate class size.

One is a large lecture hall L-111 is able to accommodate 137 students and is equipped with smart technology. Smart technology includes computer with internet access, overhead projection system, and DVD, Video, and tape possibilities.

Clinical Labs

There are three main labs utilized by students in the nursing program. One of these labs L247, is also equipped with smart technology and can accommodate seating for 30 students. This equipment was requested and granted in 2011. The other two labs L 211 and L238 have several hospital beds with manikins in most beds, storage areas with equipment, an Omni cell and other equipment to support the skills lab. These two labs are in the process of being updated. L 211 has seating for 15 students and two instructors. If necessary these two labs can each accommodate 20 students.
The Simulation lab in H113 houses I-Stan. This interactive manikin provides students with realistic simulation experiences. In addition to I-Stan the simulation lab has an Omni cell, a Pixis, electronic medical record, monitors, pain pump and IV pumps similar to what students will find in the local hospitals. This lab can comfortably hold 8 students with an instructor. Noelle, a simulation birthing manikin, is also housed in a lab in the H building. It is utilized in education for the maternal child class content. These labs have the resources and equipment to meet the nursing outcome needs. A complete inventory of nursing lab equipment will be on Exhibit.
Nursing classes utilize many healthcare agencies in the surrounding community to provide clinical experiences for their students. Carle Foundation Hospital, Provena Covenant Medical Center, The Pavilion, Clark Lindsey Meadow Brook Health Center and Swann Special Care Center are a few of these agencies.

Computer Labs

There are 24 computers in the nursing computer lab in L246. Students utilize these computers mainly for proctored testing. In 2010 all computers in the computer lab in L -247 had security upgrades to provide more security for testing purposes. There are 28 computers available to students in the computer lab (H 120). The college has 129 desk top computers available throughout the college for student and community use. These computer labs are located in M wing, D wing, and the Library.

Office Space

Each full-time nursing faculty member shares an office with a fellow nursing faculty or staff member. Each office is equipped with a desk, chair, computer, phone, voice mail, student chairs, file cabinet and bookcases. Each faculty computer has applications/ plugins for the following software: Microsoft 7.0, ANGEL, Flash ,Java ,Shockwave, Notify, ePrint , Driver, Office 2010, Adobe X Pro (acrobat ,) GroupWise HP2, Silverlight 4.05, and Printer objects.

These applications and plug-ins are updated regularly by Mark McClain from technical support services. All faculty have access to Datatel Colleague Web User Interface (Nursing faculty advise nursing students and require access to Datatel to do so).

The nursing program director (Michele Spading) and the Department chair for Health Professions (Bobbi Scholze) each have their own office equipped in the same manner as above but in addition have locked file cabinets to store student records and other confidential information. Each has enough office space and seating to accommodate small group meetings. Part-time nursing faculty and staff have access to shared office space equipped with desk, computers, phones and files etc. to accommodate their needs.

Two administrative assistants are located in L117, Shari Davis and Ellen Saveley. Both have open floor plan office space and are easily accessible for faculty, staff and students. This office space includes faculty and staff mailboxes, printer, fax machine, copy machine, telephones, and storage cabinets with supplies and forms for faculty and staff use. Forms may be accessed on the college website under faculty and staff resources. Many forms may be electronically submitted.

Storage Areas

There is a storage closet in two of the nursing skill labs (L211 and L238). There is also a locked storage cabinet in L 211. Inside L-235 is a locked room (L-236). Most nursing supplies are kept in this locked storage area.

Study Areas

There are several study areas available in the L wing. Various configurations of couches, upholstered chairs, tables and chairs, and study carrels provide study areas for approximately 168 students. See table below for student study areas for L-wing.

Furniture Accommodations	Number throughout L-wing	# of students accommodated
Round Coffee Table with lounge chairs	9 tables/45 chairs	45
Study Carrel with chair	23 carrels/23 chairs	23
3 Person couch with table	5 couches	15
Square Table with Rolling Executive Chairs	1 table/5 chairs	5
Square Table with Lounge chairs	1 table/6 chairs	6
Study tables with straight back chairs	13 tables/58 chairs	58
Other misc. chairs lounge or straight back throughout L wing some with sm. coffee tables	16 chairs/misc. tables	16
	Total students accommodated	168

On the second floor of X-wing near the L wing is a study area with several circular tables and chairs and a few lounge chairs. The H building has a lounge area that can accommodate 18 students. Furniture in this area includes 5 tables with chairs and 3 lounge chairs.

The Library is readily accessible from the L wing. The third floor of the library has a newly renovated study area that will accommodate seating for several students in the designated “silent zone” of the library. New furniture has been added to the "Silent Zone" including tables and chairs, study carrels and overstuffed chairs. Many of the tables and carrels are equipped with pop-up power modules to power laptops and other electronic devices.

In addition to study areas within the college, several exist on the grounds outside. Picnic tables, benches, wide rock borders and landscaped gardens and lawns provide seating for study opportunities. An outside fountain provides

the ultimate area for study and relaxation. The fountain is located in close proximity to the L-wing. Some classes take advantage of the outside seating areas and conduct classes outside when weather permits. One such class is NUR-151 (Mental Health Nursing). Sometimes these labs are conducted outside on distant picnic tables (where privacy can be maintained.)

Vending Machines and Food

Vending machines are located in most lounge areas throughout the college. Snack items are available in the college center and at the bookstore. Located in the college center are two areas where prepared food may be purchased.

Workrooms

In the L wing there are two designated rooms (L 140, L 235) for faculty and staff use that contain a, computer, copy machine, printer, scanner, phone, refrigerator, reference books, microwave and other office supplies for faculty and staff use. One workroom, L 235 also has a Scantron Machine (for electronic test grading) and a small lounge area. There is another work area in L117 for faculty and staff use.

5.3 Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty and students, including those engaged in alternative methods of delivery.

Parkland College strives to make success a possibility for faculty, staff, and students. Many resources are in place to help faculty, staff and students accomplish their goals.

Student surveys evaluate the utilization and satisfaction of Parkland College students with college resources. One specific survey administered to Parkland Students in 2010 was the, "Community College Survey of Student Engagement (CCSSE). This survey asks questions about institutional practice and student behaviors evaluating the effectiveness of educational practices. Results include benchmarks for five areas of engagement. One specific area of engagement is "Support for Learners". Data revealed in this survey can identify areas in need of improvement and guide development of practices that once implemented may increase student learning and retention. Results of the 2010 Community College Survey of Student Engagement (CCSSE) –"Support for Learners" benchmark will be on exhibit.

The Center for Excellence in Teaching and Learning (CETL), The Center for Academic Success (CAS), an on campus daycare center, counselors and advisors who provide academic advising and can also offer short term counseling and referral for a variety of issues that may interfere with success.

The Center for Academic Success is a major strength for Parkland students. This center has been recognized by the Department of Education, and has received many national awards. The Director has partnered with Health Professions faculty to apply for grants and projects that have benefited ESL (English as a Second Language) students. Recently the center piloted a Health Professions Academy for students who were underprepared upon entering Parkland. Underprepared students who complete the academy and meet all the admission requirements, are admitted to the LPN program, and, if successful, can Bridge into the RN Program.

The Center for Excellence in Teaching and Learning has also received much national recognition. The Center is the heart of Parkland and the site of many discussions. Faculty and staff orientation, introduction to new technology, and many programs encourage the faculty and staff at Parkland to be the best they can be.

During the past year The Center partnered with Health Professions and the Adult Entry Department on a grant to prepare classroom assistants and part-time (PT) faculty for their roles. The Nursing Program Director was a member of the team that developed this program and taught in the sessions. In addition, this grant will be institutionalized and will serve as the orientation for all PT faculty. Currently, Nursing has taken the lead in requiring all classroom assistants and PT faculty to complete this program.

Parkland's Counselors are resource strength. During the last several years they have been partners with nursing faculty in dealing with students who are clinically depressed, violent, anxious, in need of study skills assistance, returning from war etc. Referrals can be made directly by faculty, and counselors will assist students and faculty to meet educational goals.

Safety and security for the faculty, staff, and students is a high priority and invaluable resource at Parkland College. The campus police and patrol officers under the guidance of Police Chief Von Young maintain a safe and secure teaching and learning environment. All police officers are also certified EMT'S. They evaluate and triage medical emergencies on campus.

The college has implemented the IRIS emergency notification system for mass notification in case of an emergency. The college has also convened a behavioral intervention team. This team professes that *"Parkland College is concerned about the care, welfare, safety and security of all of its students, faculty, and staff, and is committed to providing an environment in which individuals are free to work, learn and teach, unencumbered and uninhibited by threats of intimidation and harm."* Any student, faculty, staff, or community member may report any person who is distressed or behaving in a potentially dangerous or disruptive manner to the behavioral intervention team.

Many of the students in the nursing program at Parkland College have family responsibilities and must work. They try to balance their nursing program course load with these additional responsibilities. Parkland College has resources in place to help them with those needs.

Faculty review and approve textbooks at the beginning of each new semester. Faculty choose software, DVD'S etc. for each of their designated classes. Faculty wishing to switch to a new textbook gain full faculty approval during nursing faculty meetings.

Each nursing class has online ANGEL software to support it. In addition, faculty and students are supported by Distance and Virtual learning (a part of the Center for Excellence in Teaching and Learning.) Currently research is being done to find software to replace the current ANGEL Program. The staff in the CETL introduces new technology in sessions in the Center, and will come to the faculty office to install new classroom software such as Camtasia, and teach faculty how to use it. Many portions of coursework are reinforced via ANGEL. These may include power point slides presented in lecture, POD cast, handouts, clinical paper work, syllabus, weekly objectives etc.

Parkland College Nursing program demonstrates innovation via access to I-tunes. Some lectures have been recorded and students may access them via ITUNES with a MP 3 player. NUR *-255 (Medical* Surgical II) has recorded ISTAN sessions utilizing them for future classes. Mosby DVD's are available via ANGEL for use in any class. The Center for Teaching and Learning (CETL) and Distance and Virtual learning (DVL) have won a innovation grants to trial IPADS. Faculty from every department are participating in the trial. A nursing faculty member is among 4

faculty from health professions in the trial. Department chair Bobbi Scholze plans to budget for IPADS for all nursing faculty if this trial is deemed successful.

ATI (Assessment Technologies Inc.), an NCLEX Preparation Company, is also a significant resource for students in the RN program. The program utilizes the TEAS (Testing Essential Academic Skills) test within its selective admission process. Ongoing support via e-books and proctored and nonproctored testing helps to prepare the students for their NCLEX exams.

Numerous resources are available to the faculty, staff and students at Parkland College to assist in meeting the educational goals of the students. A major resource for the students is library and informational resources.

Library and Informational Resources

Raeann Dossett is the librarian assigned to health professions. She assists faculty and staff with replenishing resources with updated multimedia delivery including eBooks and new software as well as weeding outdated resources. She provides assistance with the accreditation or reaccreditation needs for all the different programs and the writing of the self-study.

Budget

The total yearly budget for books and audiovisual materials is $90,000. The Library accepts faculty requests for materials in support of the Nursing program, and subscribes to "Doody's Core Titles" to support the purchase of health profession materials.

Library Operations

Hours
The library is open 71.5 hours per week during the Spring and Fall semesters. Hours are: Mon.-Th., 7:30 am – 10 pm; Fri. 7:30 am – 5 pm; Sat. 10 am – 2 pm. The digital library resources are available 24/7.

Capacity
The library seats 352.
The library has two computer facilities, with 59 computers total. This includes an instructional classroom, where students/ staff are able to work with classes to demonstrate and develop research strategies for specific courses and assignments. This classroom serves as a computer lab when not scheduled for a specific class. A group study room is also available, and there are other areas in the library arranged to facilitate group work.
Other equipment includes audiovisual materials viewing, photocopying, microfilm reader/printers, and assistive technology for students with visual impairments.
Students may check out calculators and lap-tops at the service desk in the library. TI83 calculators are available for 3-hour checkout (not overnight) and laptops may be checked out to students for 3 hours for in-library-use only. Kindles are also available to students for two week checkout. Faculty and staff may check out IPADS or Kindles in the library for two weeks at a time. Clicker systems for faculty and staff checkout are also available.

Staffing and Credentials
The library is staffed by 14 full and part-time professional and professional support personnel, as well as a number of student workers. There are four full-time and three part-time professional librarians. In addition to the library director, all have Master's Degrees in Library and Information Science. The librarians at Parkland College pride

themselves in the quality of one-on-one training and assistance provided to students. In addition to in-person service, the library provides phone, email and chat reference services.

Nursing Collection

Books and Audiovisual Materials
The Parkland Library consists of approximately 100,000 book and AV titles. It holds paper subscriptions to over 250 magazine and journal titles, and provides access to thousands more through subscriptions to electronic databases.

Approximately 1000 titles in the library's collection of books and audiovisual materials relate directly to Nursing. Although there are some pre-2006 titles, such as the history of nursing, the works of nursing theorists, and parts of series, the majority of this collection was published in the last five years. Additionally, there are several hundred more items related to various aspects of the health professions such as anatomy and physiology, drugs and pharmaceuticals, and health care administration. Included are many popular works on health and health care. The library strives to keep the collection up-to-date through yearly weeding of older materials.

Ebooks

The Parkland Library has been acquiring selected ebook titles for the past several years. Through a consortial agreement, Parkland Library acquired access to the Springer Medicine eBooks collection for 2005-2010. Though this was a nice jumpstart to our ebook collection of medical titles, it came with two problems: first, many of the titles were not appropriate in subject or academic level; second, purchasing Springer's yearly collection is unaffordable, even with the consortial discount we receive.

The library will continue to purchase ebooks on a selective basis until an appropriate and affordable ebook collection develops.

Periodicals
We subscribe in paper a number of periodicals for the Nursing program:

ANS: Advances in Nursing Science
American Journal of Nursing
American Nurse
Annual Review of Nursing Research (Stacks: RT 81.5 .A61)
AORN Journal
Geriatric Nursing
Imprint
International Nursing Review
JAMA: Journal of the American Medical Assoc (microfilm)
Journal of Continuing Education in Nursing
Journal of Gerontological Nursing
Journal of Nursing Education
Journal of Practical Nursing
Long Term Living
MCN (American Journal of Maternal Child Nursing)
New England Journal of Medicine (microfilm)
Nursing
Nursing Clinics of North America (Stacks: RT 1. N77)

Nursing Economics
Nursing Education Perspectives
Nursing Outlook
Nursing Times
Patient Care
Pediatric Nursing

Databases
The primary databases relevant to Nursing are *CINAHL,* the Cumulative Index to Nursing and Allied Health Literature, *Health Source: Nursing and Academic Edition* and *MEDLINE* with limited full text. The library has a broad range of other databases that provide content relevant to Nursing. See our web page at http://parkland.libguides.com/databases.

Outreach
The Parkland Library uses a number of avenues of outreach to students:

Tours, Open Houses, and events such as "Free Coffee for Finals" in the library
Open access to computers
Media viewing area located near the feature films collection
Enforced Quiet Study Zone throughout the upper level
Displays of new and interesting materials
The library webpage, including a regularly updated "news" section

The library also places emphasis on outreach to the faculty through the Departmental Liaison Program. Faculty are encouraged to include research and use of library materials in their assignments, and to bring their classes to the library for instruction and orientation. The most effective way to encourage information literacy in students may be to see positive behaviors modeled by their teachers. (The Librarian assigned to Health professions, RaeAnn Dossett, will be available with a list of book titles available in the library.)

In addition to the library resources see the table below for a representation of learning and technology resources and the services they provide.

Resource	Services Provided/ Contact Information
Audio/Visual Support	Assist the health professions department with all A/V requests including LCD projectors, overhead projectors, handheld microphones, video conferences, projector screen, slide projectors, satellite teleconferences and videotaping. Support Contact: Rick Thompson Phone- 353-2269 for requests.

Behavioral Intervention Team	A collaborative approach is used to assess and proactively respond when an individual's behavior causes concern. Difficulties with academic progress, personal relationships, or daily behavior often indicate a need for assistance. . Behaviors of concern may include: erratic or disruptive behavior, drug and/or alcohol abuse, disturbing writings or talk of suicide and may be observed in a number of settings: in the classroom, at a service location or office, at an on-campus job, during participation at an extracurricular activity, or in the community. Anyone may make a report to any member of the behavioral intervention team-at http://www.parkland.edu/resources/safecampus/behavioral.aspx,a "person of interest" form may be filled out and submitted and the behavioral interventional team will investigate
Campus Technologies **Microcomputer/ Technical Support Services**	Mark McClain from campus technology is assigned to the L wing and H Building and provides technological support for all PC' S in Health professions and Natural Science. Services provided include upgrading computers in the nursing computer lab in L246 and the H Building's computer lab, upgrades software and memory on all office and classroom computers, and installs all new computers. .Associate Director- Connie Macedo-Support Contact: Mark McClain Office- D248 .Hotline phone number 353-2633.
Center for Academic Success	**Center for Academic Success** Center for Academic Success (CAS) is Parkland College's one-stop learning assistance center for students. It provides a variety of services to empower students to reach their academic goals by providing outside-of-classroom assistance to help them study effectively, handle assignments, prepare for tests, and complete their programs. Professional staff assist the student with: Understanding assessment and placement scores Planning a class schedule for the next semester Developing academic goals and a long-term academic plan to achieve those goals Dealing with practical non-academic issues that stand in the way of success: transportation issues, child-care concerns, money matters, balancing work and school, and so on. **Academic Development Lab** Computer lab with study area designed for students enrolled in developmental courses. Academic Development Specialists help students with assignments and solve problems related to computer usage, ANGEL, myparkland, student email, and more. They provide academic support to students with learning difficulties or those who have documented learning disabilities. They assess students' preferred learning styles, teach study methods, and organize academic skill-building workshops.

	Writing Center Faculty work with students on any writing assignment at any stage of the writing process. Students are invited to use Lab computers for writing assignments and consult with Lab faculty. Faculty assists students with APA/MLA documentation, computer skills, research, test-taking, and writing. **Study Skills** Faculty provides tutorial help with study skills. Work with students in any class to master textbook material, organize notes, understand the learning process, and prepare for tests. **Math Faculty Tutoring** Faculty provides free walk-in tutoring for students taking pre-college (MAT 094 through 098) math. (Some nursing students have utilized this service for help with math involved in the computation of drug dosages.) **Peer Tutoring Center** Student tutors provide help for students in math, physics, chemistry, biology, computer science, accounting, business, economics, Spanish, and more. (Tutors are Parkland students carefully chosen based on their academic performance, previous experience, and interest in helping others. **ESL (English As a Second Language) Support** Students enrolled in English-as-a-Second-Language (ESL) courses can take a one- or two-credit tutorial to receive supplemental assistance with writing and/or reading. **Assistive Technology Tutorial:** Students can take a one- or two-credit tutorial on use of the assistive technology software available in CAS's Academic Development Lab **Test of Essential Academic Skills (T.E.A.S.)** Tutorial for nursing and pre-nursing students, focuses on the math and science sections of the test. Serves as a means to "refresh" and build confidence in skills of math and science. 4 week tutorial meets twice a week for two hours. Offered twice a year, limited seats available prior to the application deadline for the Parkland nursing program. Located in Room D120. Contact Information: Phone: 217/353-2005 and Fax: 217/373-3837 Walk-in Hours: Monday – Thursday, 9 a.m. – 9 p.m.; Friday, 9 a.m. – 5 p.m.
Counseling and Advising Center	Provides advising and counseling for students. Professional faculty counselors available to help current students at Parkland College deal with personal issues and make referrals to outside agencies when appropriate. Career development counseling provided to assist students in the selection of career and educational goals. For a personal crisis or

	emergency, students seen as soon as possible. Hours- 8 a.m. to 5 p.m., Monday through Friday Director- Donna Tanner Harold-. Located in A251, on the second floor of the A-wing, directly upstairs from Admissions - Phone Number-217/351-2219 .(See Appendix 5-B for list of counselors and the specific personal issue counseling they provide.)
Distance and Virtual Learning	Distance and Virtual Learning (DVL) provides technical and academic support for faculty, staff and students with regard to online learning at Parkland. Services include: support for ANGEL Learning Management System, Parkland on iTunesU, and campus audio/video requests, as well as digital slide conversion, document scanning, CD/DVD duplication, and computer/technical workshops. PCTV, Parkland's television studio, is also part of DVL and provide recording for and of academic classes, including welcome videos. PCTV produces and airs a number of television programs such as The Parkland Challenge, Surrounded by Science, Interlocution, Look Who's Cooking, to name a few. Director-Brett Coup-Support Contact: Lori Wendt and Brett Coup- Office D-106- D-108. Phone Number353-2629 and353-2012. See Appendix 5-C for the complete list of services offered to faculty, staff, and students through the DVL.
Grants and Contracts	Assist faculty and staff in the application and writing of grants. Provide guidance, service and support for service contracts. Director- Ray Spencer- X-202- Phone number -217/-351-2363**.**
Hospital Libraries	Provena Covenant Medical Center and Carle Hospital the two local hospitals in Champaign Urbana both offer medical libraries that are accessible to the nursing students. Some nursing clinical groups meet in these libraries .The librarians in both medical libraries provide assistance to our students helping them with searches etc. Copy machines are available for student use at both hospitals.
IMC-(Instructional Material Center)	Provide ordering, storing and management of supplies necessary to run the labs and programs in Health Professions and Natural Science. Manager- Timothy Hutchcraft -L 163. Phone Number-351-2397.
Institutional Accountability and Research	Supports administrators, faculty and staff by: researching and identifying external funding sources compiling identified program needs and project ideas facilitating the development of ideas into competitive proposals obtaining required documentation and signatures submitting and tracking grant proposals Approving in and assisting in all ongoing research, surveys etc. for the college. Director: Kevin Knott- X-204 - Phone Number-351-2363

Library and Informational Resources	See Narrative for complete overview of this resource.
Marketing and Public Relations	Create marketing and recruitment materials for Parkland, including broadcast and print advertisements; printed publicity (flyers, mailers, brochures, promotional items, and news releases), business cards, college website pages, college catalog, class schedules; and campus photography. Design and print any Parkland College publication intended for external audiences. Offer copyediting and media advertising assistance. Director-Patty Lehn- X-126- Phone Number-353-2683.
Network Support Services	Provide network support for students, faculty and staff including GroupWise email accounts. Associate Director- Doug Brook-D261- Phone Number-353-2661.
Office of Disability Services (ODS)	Works in partnership with the greater College community to facilitate equal access for students with disabilities to the educational programs, services and activities of Parkland College in compliance with federal law. Services include alternate testing arrangements, sign language interpreters, special classroom seating, and interpreters. A new format was recently implemented keeping Parkland College in alignment with other colleges across the country. This program promotes self-advocacy and independence in students utilizing their services. Students take the lead in making the contact with their instructors and displaying an ID card issued by the ODS and coded with services needed. Open Monday - Friday 8 a.m. - 5 p.m. Director-Cathy Robinson Room-X-148 - Phone Number-Voice: (217) 353-2338 TTY: (217) 353-2251Fax: (217) 353-2305 E-mail: ods@parkland.edu. Disability services handbook a complete list of services offered, and an example of the ODS ID with key to service codes will be on exhibit.
Parkland College Bookstore	Textbooks may be ordered on-line, by phone, or by fax. . Students may also choose to visit the bookstore in X-106. Some textbooks are available for rental. At this time only 30 textbook titles are available for rental, two of which are nursing textbook titles. The two textbooks are **Contemporary Nursing for NUR 119 and Psychiatric Mental Health Nursing for NUR 151**. Manager- Diane Kiest-X-106- Phone number-351-2212/Fax. 373-3834.
Parkland College Speech Lab	Provide assistance with organizing and practicing individual or group presentations. Help students cope with public speaking anxiety. It is available on a drop in basis in C240- See website for hours. http://faa.parkland.edu/speech/lab.html Coordinator: Jody Littleton jlittleton@parkland.edu 351-2532
Parkland College Van/Bus/Cars	Cars, vans and buses available for student, staff and faculty use. Contact-Parkland College Student Life X161. Request form available at Parkland College web site.

Parkland Fitness Center & Kinesiology Lab	In June 2011 groundbreaking began for a new fitness center which will contain kinesiology/dance/aerobics class space; athletic training/strength training/workout areas; an indoor walking track; new locker and team rooms; and coaches' offices. The project includes renovation of the lower level of the athletic center. Completion is expected by the fall of 2012. Students, faculty and staff have use of the fitness center via a 1 hour credit class. Use of the facility is free to faculty, staff, and their families with the tuition waiver.
Parkland's Wellness Center	This center acts as a knowledge base of health-related information for students, faculty, and staff, and has liaisons within the community. While the Wellness Center does not administer health services, it acts as a resource and referral to those in need. Collaborates with various college departments to provide health events, programs and initiatives. Maintains health records for health career students (including RN nursing students). Provides assistance to those who wish to quit smoking Provides alcohol and drug education Coordinates blood drives Administers chair massages for stress management Wellness Coordinator- June Burch-Room X240 (near the library) - Phone number-373-3879. E-mail: JBurch@parkland.edu.
Print shop/ Reprographics	Provides reproduction services for the college. Turnaround time is usual less than 24 hours. Services may be requested online or via hard copy form. Two pickup and deliveries a day to the Health Profession office L117. Manager - David Weckhorst- X-142 Operator- Lorraine Bokor Phone number- 352-2516. Brochure of all services provided will be on exhibit.
Program Manager for Health Professions	Assists the nursing program in recruitment of all Health Professions students including RN students. Program Manager: Rita Myles in L122- 353-2681.
Programming Support Services	Provides support for Datatel and all system applications for college. (Nursing Faculty must utilize the Datatel program for nursing student advising.)- Associate Director- Gordon Green-Office-D257- Phone Number-351-2294.

Public Safety	Provides safety and security for the college. Responds to college medical calls. All office and classroom computers used for faculty and staff have 911 hotline buttons available from the desk top screen. Office phones also 911 buttons. The college also has Parkland's Emergency Notification System (IRIS) that provides notification via several means in case of an emergency. Faculty, staff, and students subscribe to these alerts and are notified about emergency situations. Director/ Police Chief-Von Young Contact- Office X-109- Emergency #-911- Non-emergency- 351-2369.
STAR (Student Technical Support and Resources)	Assists students with technical issues/questions regarding Student Email, ANGEL, My.Parkland, and Wi-Fi Access. Students may visit D248 during regular business hours for technical assistance in person. STAR Hotline at 353-3333 or email star@parkland.edu
The Center for Excellence in Teaching and Learning	Provides ongoing support for faculty and staff including new faculty orientation programs, support for the mentoring programs and offers classes on current topics. It is an ongoing learning system that facilitates and enhances quality teaching, student learning, and excellence in the workplace. It empowers professionals to address challenges while fostering the scholarship of teaching and student service. Director- Erika Hackman- D118- Phone Number-373-3767- Fax-351-2595. List of topics offered by the center 2009-2011 will be on exhibit.
Wireless Access **(Wi-Fi)**	Wi-Fi is available all over campus. Access not available for Palm OS or Windows CE devices. Must have a student email account or a faculty/staff Novell network account. Temporary accounts are available to visitors at the Library Information Desk. Parkland's Computer/Network Usage policy applies to all users. Individual tech support is not available. Users must be able to configure their own equipment. For assistance contact Campus Technologies, D248, 217/353-3333. Ticket system available at http://stu.parkland.edu/mail.html

5.4 Fiscal, physical, technological and learning resources are sufficient to meet the needs of faculty and students and ensure that students achieve learning outcomes.

All resources are sufficient to meet the needs of distance and online learning .The office of Distance and Virtual Learning (DVL) at Parkland College states that " no matter where they are in the world the student will have access

to these same support services, including library resources, online technical assistance, tutoring, financial aid, career planning, and mentoring."

DVL provides online teaching support to faculty and staff. Faculty may also take a one hour on online teaching course (free after tuition waiver) taught by Lori Wendt from (DVL)

There is a team site on my parkland that facilities communication between faculty on-line. ANGEL offers site for nursing resources available to faculty from any computer.

The following classes have had some portion or all of the class offered online:

Hybrid NUR 151 Mental Health Nursing summer of 2009.
Summer of 2011 a hybrid course in Transcultural Nursing was offered.
Fall 2011 NUR 215-Transitions in Nursing will be taught online and
NUR 151 Psychiatric Nursing will be a hybrid course with an online lecture.

Standard 6: Outcomes

Evaluation of student learning demonstrates that graduates have achieved identified competencies with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

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

The Parkland College nursing program has a comprehensive Systematic Plan for Evaluation (SPE) that includes ongoing assessment and evaluation of the program. The SPE was not consistently implemented from 2006-2009 due to transition in leadership, retirements, and hiring of new faculty. In 2010 the program faculty discovered deficits in meeting 100% of the new 2008 NLNAC Standards and Criteria. During the 2010-2011 academic year, a new program director for nursing was selected and the services of a consultant were requested to further develop and refine the existing plan and become compliant with all 2008 NLNAC Standards and Criteria. The SPE for the Parkland College Nursing program was developed by the faculty as a whole with discussions taking place during regular faculty meetings and several additional faculty meetings were held during the summer as well as during the academic year. With the aid of the consultant, the faculty recognized deficits in its assessment process and immediately began to take steps to correct them. In 2011, additional assessment tools were developed and implemented to ensure compliance with the NLNAC standards and criteria and to add assessment data to ensure continuation and consistency of the quality of the Parkland College Nursing program.

The SPE is a dynamic document and was created by and available to all faculty and staff within the Parkland College Nursing program. The document is housed online in the nursing faculty repository in ANGEL, our learning management system. See page 102 in this section.

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

Information regarding the criteria is gathered annually and as needed, and levels of achievement falling below the prescribed levels are analyzed and a plan is formulated for program improvement in terms of revision or development. Although faculty identified areas for improvement in the program there was inconsistent follow through and implementation of the discussions. During the faculty meetings, the high attrition and failure rates were discussed in 2008 (see Table 6.5.2). Two areas that were identified as possible contributing factors that needed to be further evaluated were: Admission requirements and the curriculum plan. The following changes were made as a result of these discussions:

- Based on student (course and clinical) evaluations and ATI results, the pediatric and maternal-child course was separated into two separate courses and each added one hour of theory. Both classes were also moved from Level 2 to Level 3. (Faculty minutes: 8/25/08 and email to College Curriculum Committee with proposed changes and rationale dated 9/24/08 - all on exhibit.)

- Review of TEAS (Test of Essential Academic Skills) scores, number of times students repeated the TEAS test, and time between re-taking the TEAS were reviewed when looking at student's overall success or failure to progress in the program. As a result, faculty worked to develop clear guidelines for taking the

TEAS and scoring students for admission. (Email correspondence 11/4/08; faculty minutes: 11/17/08, 1/21/09; Student handouts on TEAS requirements revised 01/09 - all on exhibit.)

- Faculty again reviewed admission criteria and TEAS scores and researched the use of TEAS in other ADN programs. As a result, faculty decided to limit the number of times the TEAS could be taken to two times in 12 months before applying for admission. (Faculty minutes: 9/3/10).

Results of the Comprehensive RN Predictor ATI exam provide another example of aggregated evaluation findings used to make program decisions and help improve student outcomes. Based on results from this exam over several semesters, it was clear that only one semester was significantly lower scoring as a group. This was the only semester when points toward the final grade were not provided. As a faculty it was decided to provide points toward the final grade for all ATI exams given throughout the program to provide consistency, as well as motivation for doing their best on the exam (Faculty minutes: 1/5/11 - on exhibit).

In addition, results of ATI exams given in each semester in certain courses are also reviewed and used to improve or maintain student outcomes. Faculty use these results to identify areas of concern that need to be emphasized in their respective classes. This is done each semester by individual instructors and also discussed as a group.

In fall 2010 the first students (pilot group) following the revised curriculum plan entered their fourth semester. Up until this point students in this cohort viewed the changes positively. Based on informal evaluations from these fourteen students and faculty as a whole, the decision was made to revert back to the old curriculum plan for NUR258 and NUR215. Student evaluations at the end of this semester and the following semester supported this decision. (Faculty minutes 10/01/2010, email to College Curriculum Committee 10/04/10).

6.3: Evaluation findings are shared with communities of interest.

Evaluation findings are shared with several communities of interest. For example the nursing administrator prepares an annual report with demographic and outcome data for the Illinois Department for Professional Regulation (IDFPR). An annual report is also sent to the National League for Nursing Accrediting Commission (NLNAC). Additionally, a program review summary is submitted every five years to the Illinois Community College Board (ICCB).

In 2010 we identified the need for an advisory committee and in 2011 we contacted community and college representatives to fulfill this need. The newly reconfigured advisory board was reconvened in July 2011. Agenda items included:

1. Retention and attrition numbers
2. Pass rates
3. Employment of graduates
4. Results of the graduate survey
5. Clinical site surveys and new clinical requirements
6. Employee surveys
7. Accreditation in Spring of 2012
8. Changes in curriculum

See Advisory Committee minutes of July 28, 2011 which will be on exhibit. Also on exhibit: Annual reports for IDFPR, NLNAC annual reports, and 2010 ICCB report.

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

The majority of the Parkland Nursing program graduates work in a variety of health care agencies throughout the region (community).

The Parkland College Nursing Program has decided to use the Assessment Technologies Institute (ATI) RN Comprehensive Predictor exam as a measure of achievement of competencies appropriate to role preparation as well as the clinical competency evaluation used in lab and clinical settings.

Students must satisfactorily pass all evaluation criteria for clinical as outlined in the Parkland College Nursing Program Core Clinical Competencies document (Appendix 6). At the end of the fourth and final semester, clinical competencies are also evaluated in NUR257 (Community Health Nursing) and NUR258 (Medical Surgical Nursing III). In NUR257 students come to a scheduled lab time and are randomly assigned a skill to perform in the context of a clinical setting. In NUR258, simulation labs with ISTAN are provided with students placed in various roles. Simulations incorporate leadership/management skills, cultural considerations, communication issues, as well as clinical skills and decision making. It is also during this semester that students participate in collaboration simulation scenarios with the University of Illinois medical students and the Parkland respiratory therapy students. These simulation scenarios provide excellent evaluation opportunities, as well as learning opportunities for students who may not yet had similar opportunities in the actual hospital or community settings.

For all ATI assessments throughout the nursing program, the benchmark for success is for students to score at the 60^{th} "percentile rank – program" or above. If students do not reach this benchmark on the proctored exam, they must complete remediation as stated in the course syllabus. The "percentile rank-program" is defined by ATI as "the proportion of groups from your specific type of RN nursing program (within a specified sample from the ATI data pool) whose scores were the same as or lower than your group score." The "percentile rank-national" draws from groups of students taking the ATI from all types of nursing programs. Scores on the ATI RN Comprehensive Predictor are also associated with a predicted probability of passing the NCLEX on the first attempt.

In the following table, the group score for each graduating class was correlated with predicted probability of passing. Scores for percentile rank nationally and program are also reviewed to provide an overall picture of the group as a whole. Individual student scores may be reviewed for correlation on how each student actually does on the NCLEX-RN compared to their ATI score and predicted probability to pass NCLEX on the first time.

Table 6.5.2

Semester ATI administered	Number of Students	Adjusted Group Score	Group Percentile Rank-National	Group Percentile Rank-Program	Predicted Probability of Passing NCLEX-RN
Fall 2008	40	77.3	99	99	96-97%
Spring 2009	54	73.4	61	57	91-93%
Fall 2009	38	75.8	86	85	96-97%
Spring 2010	43	75.1	88	88	94-95%
Fall 2010	40	76.2	93	93	96-97%
Spring 2011	43	72.2	78	82	94-95%

In Spring 2009, the group percentile rank significantly decreased in relation to national and program comparison groups. In reviewing this data the only significant change that semester was associated with the lack of course points attached to a successful outcome on the ATI proctored exam. In Fall 2008, students earned points toward their course grade if they attained a score at or above the 60th percentile rank-program. Fall 2009, points were again incorporated in the course. In January 2010, faculty decided to incorporate points for each ATI proctored assessment given throughout the nursing program when students reached the set benchmark.

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

- Performance on licensure exam (See 6.5.1)
- Program completion (See 6.5.2)
- Graduate satisfaction (6.5.3)
- Employer satisfaction – Currently working on an evaluation plan
- Job placement (See 6.5.4)

Annual Parkland College Student Occupational Follow-up Surveys are available on-line at the following website: http://www2.parkland.edu/oire/documents/StudentOccupationalFollow-Up2008-09pdf.pdf

These college surveys include information on graduates from the ADN nursing program as well as all other occupational programs offered. The Institutional Accountability and Research department sends out these surveys annually. Their goal is to have the surveys sent within 6 months of spring graduation. These surveys will be on exhibit with nursing results highlighted.

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

ELA: The Parkland College nursing graduate first time NCLEX pass rates will be at or above the national mean.

Parkland College Nursing Program pass rates have been consistently above 90%. This correlates well with our ATI RN Comprehensive scores taken before graduation, especially since incorporating earned points into the student's final grade (see 6.4 above). This may also be due to changes in curriculum and admission standards (see 6.2 above). Table 6.5.1 provides data on the Parkland College Nursing program pass rates as compared to pass rates for Illinois and the nation. Pass rates are for all Illinois nursing programs are available on line at: http://nursing.illinois.gov/PDF/IlApNursingEdProgPassRates01292010.PDF

Table 6.5.1

Parkland College Nursing Program NCLEX Pass Rates Compared to State and National NCLEX Pass Rates				
	Fall 2007-Spr 2008	Fall 2008-Spr 2009	Fall 2009-Spr 2010	Fall 2010-Spr 2011
Number of Candidates	58	94	81	82
Number of Candidates who Passed on First Attempt	57	86	76	80 1 candidate has not taken NCLEX as of this date
Parkland Nursing Program Annual Pass Rate	98%	91%	94%	98% as of this date
National Pass Rate	87%	88%	87%	Not available
Illinois Pass Rate	90%	91%	88%	Not available

*Data taken from the National Council of State Boards of Nursing website at: https://www.ncsbn.org/1237.htm and reports from the Illinois Department of Financial and Professional Regulation (IDFPR). IDFPR reports will be on exhibit.

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

ELA: 60% of students admitted to the Parkland College Nursing program and enrolled in nursing courses will complete the program within six semesters (150 % of prescribed time).

Table 6.5.2 shows the completion rate for students who have graduated in the last four years. To compute the completion rate, the academic year when students graduate is used (i.e. Fall 07-Spring 08) and data is pulled from

six semesters before that time (Spring 05 – Fall 05). Institutional research tracks all students who enrolled in their first nursing course during that time and computes the percent of those who complete the program in 150% time.

Retention rate for the program was very low in the past. We have seen a gradual increase in retention and now meet our ELA. We feel the increase may be attributed to:

1. An increased GPA was required for the student to be admitted in the Parkland College Nursing Program from 2.50 to 2.75.
2. Clearer admission guidelines.
3. Increased contact with nursing faculty advisor, beginning with orientation the semester before classes begin and requiring students to meet with their faculty advisor at least once each semester.
4. Limitations placed on number of times the TEAS exam for admission can be repeated.

Table 6.5.2

Semester Admitted & enrolled in first nursing class	Number of Students	Expected graduation year to complete in 150% time	Completion rate for 150% time (6 semesters)
Sp05-Fa05	136	Fa07-Sp08	31.6%
SP06-Fa06	136	Fa08-Sp09	47.8%
Sp07-Fa07	110	Fa09-Sp10	57.3%
SP 08-Fa08	92	Fa10-Sp11	75%
SP09-Fa09	99	Fa11-Sp12	Not available

*IR data available during visit

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

ELA: "95% of responding employers indicate satisfaction with Parkland College nursing graduates."

ELA: "90% of graduating Parkland College nursing students indicate satisfaction with the

Program satisfaction of employers and graduates has been evaluated in the past by sending surveys out by U.S. postal service. These surveys were focused on ADN graduates and sent out by the nursing program. Response rates have been consistently lower than desired over the past three years. The addresses of graduates are often difficult to obtain and return rate of the surveys for both graduates and employers is very low. Faculty also gather information informally at clinical sites from the staff, administration and students regarding quality of student preparation. Since the majority of our students work locally at the two hospitals we maintain as clinical sites (Carle Foundation Hospital and Provena Covenant Hospital), faculty often receive valuable feedback while at the sites. This is documented in faculty meeting minutes over the past 3 years and all minutes will be on exhibit.

As a result of the low response rate from our past surveys, faculty discussed ways to increase this rate and a graduate exit survey was developed and sent out via Survey Monkey to all graduates in May 2011. Response rate

was at 50% and the results are listed in Table 6.5.3 C. The complete survey with results will be on exhibit. These results were shared with the Nursing Program's advisory board in July 2011 and members discussed using Survey Monkey to reach employers as well. Minutes from this meeting indicate that members thought this would also be more effective and may ensure a higher return rate for employer satisfaction as well. As a result, Survey Monkey will be utilized in Spring 2012 to survey employer satisfaction, as well as graduate satisfaction for those who have been out of the program for a year.

As mentioned earlier, an annual Parkland College Student Occupational Follow-up Survey is conducted as well which is sent out from the College and results are analyzed by career programs. These results reflect graduates who have been out of the program for at least 6 months to a year so reflect long term satisfaction after students have been employed versus immediate satisfaction responses from the graduate exit survey. Tables 6.5.3 A and 6.5.3 B reflect the data collected through these surveys for the academic years of 2008-2009 and 2009-2010 from graduates of the ADN nursing program. Data is collected and analyzed by the Parkland College Institutional Accountability and Research department. Complete results are available on-line at the following website: http://www2.parkland.edu/oire/documents/StudentOccupationalFollow-Up2008-09pdf.pdf

Table 6.5.3 A

Graduate Satisfaction with Nursing Program at Parkland College 2008-2009	
(N=41)	Percent Satisfied
Course Content	97.6%
Lecture, Laboratory, and Clinical	97.6%
Equipment, Facilities, and Materials	97.6%
Job Preparation	92.7%
Preparation for Further Education	92.7%
Information on Current Employment	87.8%

Table 6.5.3 B

Graduate Satisfaction with Nursing Program at Parkland College 2009-2010	
(N=36)	Percent Satisfied
Course Content	97.2%
Lecture, Laboratory, and Clinical	97.3%
Equipment, Facilities, and Materials	88.9%
Job Preparation	88.9%

Preparation for Further Education	94.5%
Information on Current Employment	80.5%

The following table represents data collected from the ADN graduate exit survey distributed via Survey Monkey for those graduating Spring 2011.

Parkland College Nursing Program Graduate Exit Interview Spring 2011 N = 20
1. Curriculum is structured in a way to make student feel prepared moving from one semester to another: 90% agree 10% disagree
2. Textbooks, Lectures/Activities provided quality content: 95% agree 5% disagree
3. Scope of skills covered in skills lab were adequate: 95% agree 5% disagree
4. There was adequate time and resources provided to successfully complete each skill test: 75% agree 10% neutral 15% disagree
5. I Stan was a valuable experience (Technology): 95% agree 5% disagree
6. Clinical rotations provided a valuable experience in a variety of settings: 100% agree

Ideally with higher response rates, findings will be easier to analyze and utilize by faculty leading to ongoing improvements in program satisfaction. Faculty will still continue to review results of the Parkland College survey but will benefit from results focused specifically on the nursing program and gathered each semester instead of annually, providing more immediate feedback from each graduating class.

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

ELA – 90% of graduating Parkland College Nursing Program students who successfully pass the NCLEX on the first attempt are employed as RN's within 6 months of graduation.

Quantified data is available through the Parkland College Occupational Follow-up survey which is conducted annually (Table 6.5.4). Response is not as high as we would like and accurate data is difficult to obtain since the survey is annual and we graduate twice each year. We are also aware that some students who have obtained jobs within 6 months of graduation have had other changes in their life that may lead to a response of unemployed/not seeking at the time they complete the survey, such as pregnancy, illness, or a move out of the community. We feel our informal gathering of results reflect a more accurate picture. The majority of our students have kept faculty up-to-date with NCLEX results as well as employment status. We have found students also stay in touch with each other through use of social media and often share employment and NCLEX information with faculty on other graduates who do not contact us directly. The majority of our students obtain jobs locally and our community is small enough that we also are able to track student's employment informally when at clinical sites where former students work and mentor our present students. Our informal data demonstrate 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. Student graduate rosters with employment status reported informally are available and will be on exhibit. The following table provides quantified data obtained from the Parkland College Occupational Follow-up Survey.

Table 6.5.4

Parkland College Nursing Graduates Employment Status			
	Full-Time	Part-Time	Unemployed/Not Seeking
2007-2008 (N=31)	80.6%	6.5%	12.9%
2008-2009 (N=41)	92.7%	2.4%	4.9%
2009-2010 (N=36)	91.7%	8.3%	0
2010-2011	Not available		

With the economy weaker than in previous years, it has taken longer for graduates to find employment than in the past when the majority had confirmed job offers by graduation, contingent on passing their NCLEX. One of the largest area hospitals is now MAGNET status and as a result, attempts to hire BSN prepared nurses first, even if not from the community, which is a significant change. This same hospital has a long history of sponsoring a scholarship program for nursing students enrolled in Parkland College. A stipulation of the scholarship recipients was to be employed at their organization for two years upon graduation. This stipulation regarding employment has recently been eliminated.

With this additional information we hope to work with the representatives from area hospitals and health care agencies to decrease the time between graduation and employment. The graduates in spring 2011 class were seeking jobs as far away as Springfield and Peoria Illinois even though they were not planning to relocate. The faculty supports students as much as possible in finding employment by providing references and referrals as requested.

6.6: The systematic plan for evaluation encompasses students enrolled in distance education and includes evidence that student learning and program outcomes are comparable for all students.

The systematic plan for evaluation encompasses students enrolled in distance education and includes evidence that student learning and program outcomes are comparable for all students.

Although Parkland Community College has developed a hybrid education delivery model for didactic nursing courses, course standards, and program outcomes are not differentiated. All ADN Nursing Program students, regardless of course delivery method, must meet the same learning and program outcomes. The same standards must be achieved for students to successfully pass courses and complete the nursing program.

In Spring 2008 the second semester medical surgical nursing course (NUR118) piloted a group who chose to undertake a hybrid method of content delivery. Clinical and lab skills were of course not changed but instead of classroom content delivery, this was in an on-line format. Based on data the individual instructor collected that was positive, the course was offered only as a hybrid during the 2008-09 and 2009-2010 academic years. Although learning and program outcomes did not demonstrate a significant difference, informal feedback and course evaluations from students indicated the desire for more interaction and a return to the traditional classroom. The course returned to a traditional setting in Fall 2010 and remains in that format.

PARKLAND COLLEGE NURSING PROGRAM

SYSTEMATIC PLAN FOR EVALUATION

PLAN FOR PROGRAM EVALUATION

Standard 1: Mission and Administrative Capacity.

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

Criterion 1.1: The mission/philosophy and outcomes of the Parkland College Nursing Program are congruent with those of the governing organization.

ELA: 100% of full time faculty agrees that the mission/philosophy and outcomes of the Parkland College Nursing Program are congruent with those of the governing organization.

Component	Frequency	Method of Assessment	Report of Data
Mission/philosophy and outcomes of the Parkland College Nursing Program. Parkland College mission statement, philosophy, core values and work ethics statements	Annually in fall	Full time faculty will compare the mission/philosophy and outcomes of the Parkland College Nursing Program and Parkland College.	2009: Faculty meeting minutes of 1/7/2009; ELA met. 2010: Faculty meeting minutes of 2/25/2010 2011: Faculty meeting minutes of 2/24/2011

ACTION:
2009: Revise and maintain
2010: Maintain
2011: Maintain

PLAN FOR PROGRAM EVALUATION

Standard 1: Mission and Administrative Capacity.

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

Criterion 1.2: The governing organization and Parkland College Nursing Program ensure representation of students, faculty, and administrators in ongoing governance activities. ELA: 1. 100% of the students have the opportunity to participate in ongoing governance activities. 2. 100% of full time faculty participates in Parkland College, Health Professions, or Nursing Program faculty governance venues. 3. 100% of program administrators participate in ongoing governance activities.			
Component	Frequency	Method of Assessment	Report of Data
Students Faculty Administrators Various college committees including PCA, Curriculum, Strategic Planning	Annually	Review: Parkland College Catalog Parkland College Committee lists/minutes SNAP meeting minutes I.O.C. meeting minutes	1. IOC, Faculty and SNAP committee meeting minutes. ELA met 2009-2011. 2. College and Faculty meeting minutes. ELA met 2009-2011. 3. College, Faculty, Program Director meeting minutes. ELA met 2009-2011.
ACTION: 1. Maintain 2. Maintain 3. Maintain			

PLAN FOR PROGRAM EVALUATION

Standard 1: Mission and Administrative Capacity.

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

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

ELA: 100% of communities of interest have the opportunity for input into program processes and decision making.

Component	Frequency	Method of Assessment	Report of Data
Advisory Board	Two times per year	Meeting minutes 7-2011	2009-2010 not met. 2011 Partially met – reformulated board and met over 2 days.
Clinical Agencies	Every year	Faculty communication with clinical agencies	2009-2011: ELA met.
IDFPR	Every 4 years	Review to assure public safety	2009-2011: ELA met.
Bus tour		Bus tour summary and follow up for 2/25/2011	2009-2011: ELA met.
Parkland Board of Trustees		agency tours Board of Trustees minutes	2009-2011: ELA met.

ACTION: Form a new advisory board that includes staff, meet in the spring of 2011, and twice a year thereafter.
Continue to send program updates to the Parkland Board.
Strategic planning tour for Health Professions 2/2011 with follow-up.

2009: Maintain
2010: Maintain
2011: Revise and maintain

PLAN FOR PROGRAM EVALUATION

Standard 1: Mission and Administrative Capacity.

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

Criterion 1.4: Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community. ELA: Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community.			
Component	Frequency	Method of Assessment	Report of Data
Partnerships Clinical agencies Carle Scholarships Colleges articulation agreements CCID Alumni	Annually	Review of multiple funding sources for the Parkland College Nursing Program. Review programs in the Center for Excellence in Teaching and Learning at Parkland College and faculty participation. Review of affiliation agreements 8/16/2011 Carle's ongoing endowed funding of one faculty position, beginning in 2009. Scholarship support for past 3 years listing major financial support from many clinical community agencies (Carle, Provena, Alpha Care, Diversified). CCID visit – E-team minutes 11/10/2010 Report of 40th graduating class celebration	2009: ELA met. 2010: ELA met. 2011: ELA met.
ACTION: 2009: Maintain partnerships. 2010: Maintain partnerships. 2011: Maintain partnerships.			

PLAN FOR PROGRAM EVALUATION

<u>Standard 1:</u> Mission and Administrative Capacity.

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

Criterion 1.5: The Parkland College Nursing Program is administered by a nurse who holds a graduate degree with a major in nursing. ELA: 100% of the time the Parkland College Nursing Program is administered by a nurse who holds a graduate degree with a major in nursing.			
Component	Frequency	Method of Assessment	Report of Data
Administrator's transcripts	Upon hire and as needed.	Review of transcripts.	2009: Department chair served as Interim program director and had a master's degree in nursing. ELA met. 2010: Program director had a master's degree in nursing. ELA met. 2011: Program director had a master's degree in nursing. ELA met.
ACTION: 2009: Maintain 2010: Maintain 2011: Maintain			

PLAN FOR PROGRAM EVALUATION

Standard 1: Mission and Administrative Capacity.

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

Criterion 1.6: The nurse administrator has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.

ELA: The program director by virtue the Parkland Academic Employees (PAE) contract has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.

Component	Frequency	Method of Assessment	Report of Data
PAE Contract on Parkland website under Union information Annual evaluation Position description in PAE contract	Annually and as needed	Review contract, annual evaluation, and position description of program director	PAE 2009-2013, pages 8-9. 2009-2010: Department Chair served as interim program director in 2009. ELA partially met. 2011: Program Director release time from teaching responsibilities increased to 15 contact hours; 19 hour assistant hired. Position description in appendices. ELA met.

ACTION: Release time for this position requested and approved in 2011
2009: Revise and Maintain.
2010: Revise and Maintain.
2011: Maintain.

PLAN FOR PROGRAM EVALUATION

Standard 1: Mission and Administrative Capacity.

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

Criterion 1.7: With faculty input, the nurse administrator has the authority to prepare and administer the program budget and advocates for equity within the unit and among other units of the governing organization. ELA: The program director, according to the PAE, has the authority to prepare and administer the program budget and advocates for equity within the unit and among other units of the governing organization.			
Component	Frequency	Method of Assessment	Report of Data
Contracts Position description Annual evaluation	Annually	Review contract, annual evaluation, and position description of program director Budget – available in the Department Chair's office	2009: Reviewed contract, position description, and annual evaluation of program director. ELA met. 2010: Release time for program director was increased. 2011: 19 hr. assistant added for nursing to meet needs.
ACTION: 2009: Maintain 2010: Revise to increase release time 2011: Maintain			

PLAN FOR PROGRAM EVALUATION

Standard 1: Mission and Administrative Capacity.

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

Criterion 1.8: Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit. ELA: 100% of the policies of the Parkland College Nursing Program are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.			
Component	Frequency	Method of Assessment	Report of Data
Policies of Parkland College Nursing Program Policies of Parkland College PAE Contract – available from Parkland website	Annually and ongoing	Analysis of specific nursing program policies for comprehensiveness, provision of welfare of faculty and staff Analysis of specific nursing program policies and Parkland College policies for consistency; if there are differences, they are justified by goals and outcomes of the nursing program – statement added to college catalog after student grievance of 2009 to acknowledge plainly our differences in policies (selective admissions, grading, academic policies and progression, health and safety differences, immunization and CPR requirements) When changes in policies are made by either the College or the nursing program, a review is conducted to assure continued congruence or to substantiate rationale to support differences. New policies and/or changes in policies are adequately communicated and then readily available to those affected.	Contract pages 64-65 of Parkland College Policies and Procedures Workload- pages 11-13 of PAE contract Evaluation – pages 9-11 of PAE contract Hire- pages 71-75 of Parkland Policies and Procedures Manual 2009: ELA met. 2010: ELA met. 2011: ELA met.
ACTION: 2009: Maintain 2010: Maintain 2011: Maintain			

PLAN FOR PROGRAM EVALUATION

Standard 1: Mission and Administrative Capacity.

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

Criterion 1.9: Records reflect that program complaints and grievances receive due process and include evidence of resolution. ELA: Records reflect that program complaints and grievances receive due process and include evidence of resolution.			
Component	Frequency	Method of Assessment	Report of Data
Program complaints and grievances Student Grievance Policy and Procedure, page 1-3	Annually and as needed	Review of Parkland College program records and documents for complaints and grievances. Review all complaints and grievances for due process and resolution. PC has a grievance policy to address program complaints and grievances as needed.	Nursing Faculty meeting minutes 1/7/2009 and 12/10/2009 Parkland College formal grievance records(mandated by policy); available upon request from graduated student's retained file 2009: Revision of program information in college handbook to address nursing policy differences from college policy after student grievance aired. Faculty minutes 10/1/2009. Student reinstated. ELA met. 2010: ELA met 2011: ELA met
ACTION: 2009: Maintain 2010: Maintain 2011: Maintain			

PLAN FOR PROGRAM EVALUATION

Standard 1: Mission and Administrative Capacity.

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

Criterion 1.10: Distance education, as defined by the nursing education unit, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

ELA: Records reflect that distance education within the nursing unit reflects the mission and philosophy of the nursing unit and the governing organizations core values and is congruent with desired goals and outcomes.

Component	Frequency	Method of Assessment	Report of Data
DVL (Distance and Virtual Learning) support for online coursework Faculty support and course offerings to support online education in the Center for Excellence in Teaching and Learning (CETL) STAR (Student Technical Assistance and Resources)	Annually for faculty engaged in distance learning	Student outcomes and student evaluations On-line teaching certification via coursework from CETL	2009: Students given choice, re: NUR 118. Nearly 1/3 chose hybrid style; 2/3 traditional format. ELA met. 2010: Student evaluations reflect dissatisfaction with some aspects of NUR 215 hybrid. ELA partially met. 2011: ELA partially met.

ACTION:
2009: Maintain
2010: Revise NUR 215 and maintain.
2011: Revise and maintain. Pursue approval for online offerings through NLNAC.

PLAN FOR PROGRAM EVALUATION

Standard 2: Faculty and Staff

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

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

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

ELA: 1. 100% of full time nursing faculty have a minimum of a master's degree with a major in nursing.

2. 100% of full time nursing faculty maintains expertise in their areas of responsibility.

3. More than 90% of the part-time nursing faculty has a master's degree in nursing; the remaining part-time faculty has a minimum of a baccalaureate degree with a major in nursing and matriculated to master's degree in nursing.

Component	Frequency	Method of Assessment	Report of Data
Full-time faculty transcripts Part-time faculty transcripts	Upon hire or change in status Upon hire	Search committee, nursing director and program chair reviews all transcripts of full-time faculty upon hire. Full-time faculty demonstrate maintenance of their expertise through such activities as certification, continuing education, formal advanced education, clinical practice, research, publications, mentoring graduate students in nursing education, or other scholarly activities. Nursing Program director reviews transcripts.	2009: All full-time faculty have master's in nursing and maintain expertise in their areas of responsibility. One full-time faculty hired with Master's degree. ELA met. 2010: All full-time faculty have master's in nursing and maintain expertise in their areas of responsibility. One full-time faculty hired with Master's degree. ELA met. 2011: After three unsuccessful searches, a current clinical preceptor was chosen who was enrolled in a master's program at Walden University. Additionally, for fall of 2011, one full-time master's prepared nursing instructor was hired. ELA partially met. 2009: All part-time faculty have master's in nursing. ELA met. 2010: All part-time faculty have master's in nursing. ELA met. 2011: All part-time faculty have master's in nursing. ELA met.

ACTION:
2009: Maintain
2010: Maintain
2011: Maintain and monitor a plan of study for completion.

PLAN FOR PROGRAM EVALUATION

Standard 2: Faculty and Staff

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

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

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

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

Component	Frequency	Method of Assessment	Report of Data
Rationale for utilization of faculty who do not meet the minimum credential	Annually and with each new hire	Review of submission of information to Illinois State Board of Nursing regarding rationale and subsequent approval for faculty to be hired.	2009: Not applicable. ELA met. 2010: Not applicable. ELA met. 2011: Waiver requested for one full-time faculty member and on file. ELA met.

ACTION:
2009: Maintain
2010: Maintain
2011: Maintain

PLAN FOR PROGRAM EVALUATION

Standard 2: Faculty and Staff

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

Criterion 2.2: Faculty (full- and part-time) credentials meet governing organization and state requirements. ELA: 100% of faculty (full- and part-time) credentials meet governing organization and state requirements.			
Component	Frequency	Method of Assessment	Report of Data
Faculty (full- and part-time) credentials	Every two years and with each new hire	Review of governing organization and state requirements. Review of current valid professional nurse licensure (RN) in the State of Illinois, Master's degree (MS) with a concentration in Nursing or MSN. RN practice experience of at least two (2) years.	2009: Faculty credentials met state requirements. ELA met. 2010: Faculty credentials met state requirements. State law changed to require 20 CEU's for licensure renewal in 2012. ELA met. 2011: Faculty credentials met state requirements. ELA met.
ACTION: 2009: Maintain 2010: Maintain 2011: Maintain			

PLAN FOR PROGRAM EVALUATION

Standard 2: Faculty and Staff

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

Criterion 2.3: Credentials of practice laboratory personnel are commensurate with their level of responsibilities. ELA: Credentials of practice laboratory personnel are commensurate with their level of responsibilities.			
Component	Frequency	Method of Assessment	Report of Data
Credentials of practice laboratory personnel-position description	Every two years and with a new hire	Review of valid professional nurse licensure (RN) in the State of Illinois, and RN practice experience of at least two (2) years prior to hire.	2009: One full-time and two part-time practice laboratory personnel. ELA met. 2010: One full-time and two part-time practice laboratory personnel. ELA met. 2011: One full-time and two part-time practice laboratory personnel. ELA met.
ACTION: 2009: Maintain 2010: Maintain 2011: Maintain			

PLAN FOR PROGRAM EVALUATION

Standard 2: Faculty and Staff

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

Criterion 2.4: The number and utilization of faculty (full- and part-time) ensure that program outcomes are achieved. ELA: 60% of instructional hours in nursing classes are provided by full-time nursing faculty.			
Component	Frequency	Method of Assessment	Report of Data
Number and utilization of faculty (full- and part-time)	Annually	Measure full-time and part-time faculty ratios and compare to college-wide ratios.	2009: Full-time nursing faculty provided 71.6% of instructional hours. ELA met. 2010: Full-time nursing faculty provided 73.8% of instructional hours. ELA met. 2011: Full-time faculty provided 63.2% of instructional hours. ELA met.
ACTION: 2009: Maintain 2010: Maintain 2011: Maintain			

PLAN FOR PROGRAM EVALUATION

Standard 2: Faculty and Staff

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

Criterion 2.5: Faculty (full- and part-time) performance reflects scholarship and evidence-based teaching and clinical practice. ELA: 100% of faculty (full- and part-time) performance reflects scholarship and evidence-based teaching and clinical practice.			
Component	Frequency	Method of Assessment	Report of Data
Scholarship Evidence-based teaching and clinical practice	Annually for non-tenured faculty Every three (3) years for tenured faculty	Faculty evaluation per collective bargaining agreement. Form C of the Faculty Performance Evaluation focuses on a Professional Activities Summary, including Parkland Committees and activities, honors and distinctions, graduate study, staff development courses, conferences, CEU's, membership in professional organizations; the evaluation also focuses on service to the department, college and community.	2009: All faculty met requirements. ELA met. 2010: All faculty met requirements. ELA met. 2011: Discussion of scholarship in faculty meeting minutes of (Michele, please put in the date of the minutes; I believe that you are the only person with the copy of these minutes.) All faculty met requirements. ELA met.
ACTION: 2009: Maintain 2010: Maintain 2011: Maintain			

PLAN FOR PROGRAM EVALUATION

Standard 2: Faculty and Staff

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

Criterion 2.6: The number, utilization, and credentials of non-nurse faculty and staff are sufficient to achieve the program goals and outcomes. ELA: The number, utilization, and credentials of non-nurse faculty and staff are sufficient to achieve the program goals and outcomes.			
Component	Frequency	Method of Assessment	Report of Data
Number, utilization, and credentials of non-nurse faculty and staff	Annually	Measure changes in achievement of program goals and outcomes and compare with number, utilization and credentials of non-nurse faculty and staff.	2009: ELA met. 2010: ELA met. 2011: ELA met.
ACTION: 2009: Maintain 2010: Maintain 2011: Maintain			

PLAN FOR PROGRAM EVALUATION

Standard 2: Faculty and Staff

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

Criterion 2.7: Faculty (full- and part-time) are oriented and mentored in their areas of responsibilities. ELA: 100% of faculty (full- and part-time) are oriented and mentored in their areas of responsibilities.			
Component	Frequency	Method of Assessment	Report of Data
Orientation and mentoring of faculty Full-time faculty Part-time faculty	Annually and with new hires	Review the annual fall orientation/mentor program provided by Parkland College and ascertain that new faculty has participated appropriately in this program. Ascertain that each new nursing faculty member has been assigned a mentor.	2009: Two full-time faculty attended orientation program and were assigned a mentor. ELA met. 2010: No new full-time hires during this time. 2011: One full-time faculty member attended orientation program and was assigned a mentor. ELA met. 2009: Inconsistencies in the past have been noted and will be addressed. We did not have a systematic plan working for us. 2010: Inconsistencies in the past have been noted and will be addressed. We did not have a systematic plan working for us. 2011: Inconsistencies in the past have been noted and will be addressed. We did not have a systematic plan working for us.
ACTION: 2009: Revise. New part-time faculty members met with individual course coordinators for orientation. 2010: Revise. New part-time faculty members met with individual course coordinators for orientation. A part- time faculty series has been piloted and started in the Center for Excellence in Teaching and Learning to improve part-time faculty orientation and mentoring. 2011: Revise. Continue part-time faculty member and course coordinator contacts and offer part-time faculty opportunities for orientation in Center for Excellence in Teaching and Learning.			

PLAN FOR PROGRAM EVALUATION

Standard 2: Faculty and Staff

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

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

ELA: 100% of faculty (full- and part-time) performance evaluations are systematically completed and demonstrate competencies that are consistent with program goals and outcomes.

Component	Frequency	Method of Assessment	Report of Data
Faculty performance evaluations	Per bargaining union contract policy	Review of method evaluation and outcomes.	2009: Partially met. 2010: Partially met. 2011: Partially met. Inconsistencies in the past have been noted and will be addressed. We did not have a systematic plan working for us. Faculty meeting minutes 8-16-11.

ACTION:
2009: Monitor
2010: Monitor
2011: Monitor

PLAN FOR PROGRAM EVALUATION

Standard 2: Faculty and Staff

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

Criterion 2.9: Non-nurse faculty and staff performance is regularly reviewed in accordance with the policies of the governing organization. ELA: 100% of non-nurse faculty and staff performance is regularly reviewed in accordance with the policies of the governing organization.			
Component	Frequency	Method of Assessment	Report of Data
Non-nurse faculty and staff performance evaluations	Annually for non-nurse faculty and staff	Performance evaluation process is established by Parkland College and PAE in terms of frequency, areas of evaluation, evaluation method(s), and outcomes.	2009: ELA met. 2010: ELA met. 2011: ELA met.
ACTION: 2009: Maintain 2010: Maintain 2011: Maintain			

PLAN FOR PROGRAM EVALUATION

Standard 2: Faculty and Staff

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

Criterion 2.10: Faculty (full- and part-time) engage in ongoing development and receive support in distance education modalities including instructional methods and evaluation. ELA: 100% of full and part-time faculty that engage in ongoing development and receive support in distance education modalities including instructional methods and evaluation.			
Component	Frequency	Method of Assessment	Report of Data
Ongoing development and support in distance educational modalities for faculty engaged in distance education	Annually for faculty engaged in distance education	Faculty report on support in distance education modalities including instructional methods and evaluation.	2009: ELA met. 2010: ELA met. 2011: ELA met. Can you document this in minutes or some other way here?
2009: Maintain 2010: Maintain 2011: Maintain			

PLAN FOR PROGRAM EVALUATION

Standard 3: Students

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

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

ELA: 100% of full-time Faculty agree that the Student Policies of Parkland College Nursing Program are congruent with those of Parkland College, publicly accessible, **non-discriminatory, and consistently applied**; differences are justified by the goals and outcomes of the nursing education unit

Component	Frequency	Method of Assessment	Report of Data
Parkland College Student Nursing Handbook Catalog Parkland College Website under Student Services	Every Fall or Annually.	Faculty agreement of student policies as reflected in the faculty meeting minutes. Student Nursing Handbook is revised each fall as reflected in minutes and in records.	**2009: Met** See minutes of: 8/25/08; 9/08,08 **2010: Met** See minutes of: 8/9/09, 9/14/09, 10/01/09 **2011 Met** See minutes of: 9/03/10; 9/17/10; 10/1/10

ACTION:
2009: Maintain and revise as needed
2010: Maintain and revise as needed
2011: Maintain and revise as needed

PLAN FOR PROGRAM EVALUATION

Standard 3: Students

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

Criterion 3.2: Student services are commensurate with the needs of students pursuing or completing the associate program, including those receiving instruction using alternative methods of delivery. ELA: Parkland College student services are commensurate with the needs of students pursuing or completing the associate degree nursing program, including those receiving instruction using alternative methods of delivery.			
Component	Frequency	Method of Assessment	Report of Data
Student Services	Every Fall	Data from Center for Academic Success reflect that Student Policies and student services are commensurate with the needs of the students	2009: ELA Met. See Center for Academic Success Report (on exhibit) 2010: ELA Met. See Center for Academic Success Report (on exhibit) 2011: ELA Met: See Center for Academic Success Report (on exhibit) Student Technical Assistance and Resources (STAR) Implemented Fall 2011. Evaluation data still being collected analyzed. A Student Engagement survey was completed in 2010 and the results are available at http://www2.parkland.edu/oire/oiredata.htm

ACTION: 2009: Maintain 2010: Maintain 2011: Maintain

PLAN FOR PROGRAM EVALUATION

Standard 3: Students

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

Criterion 3.3: Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines. ELA: 100% of student educational and financial records will be in compliance of the governing organization and state and federal guidelines.			
Component	Frequency	Method of Assessment	Report of Data
Educational and financial records	Every 2 years and as needed.	Review results of audits, Annually. Conversation with Financial Aid officer and Registrar (Tim Wendt and Reo).	Fiscal year 2009: Met See Parkland College Website: http://www.parkland.edu/about/budget.aspx Fiscal year 2010: Met. See Parkland College Website at http://www.parkland.edu/about/budget.aspx Fiscal Year 2011- Met http://www.parkland.edu/about/budget.aspx May 9, 2011 minutes reflect discussion of Standard 3.
ACTION: 2009: Maintain 2010: Maintain 2011: Maintain			

PLAN FOR PROGRAM EVALUATION

Standard 3: Students

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

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

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

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

ELA: 100% of student policies, development, and services will support goals and outcomes.

Component	Frequency	Method of Assessment	Report of Data
Financial Records	Every 2 years and as needed.	Promissory notes, financial aid counseling Tim Wendt - Financial Aid Officer	Fiscal year 2009: ELA met See Financial report at: http://www.parkland.edu/about/budget.aspx Fiscal year 2010: ELA met See Financial report at: http://www.parkland.edu/about/budget.aspx Fiscal year 2011: ELA Met See Financial report at: http://www.parkland.edu/about/budget.aspx
ACTION: 2009: Maintain 2010: Maintain 2011: Maintain			

PLAN FOR PROGRAM EVALUATION

Standard 3: Students

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

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

ELA: 100% of full time faculty agrees that Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and NLNAC contact information.

Component	Frequency	Method of Assessment	Report of Data
Brochures Web sites Parkland College Catalogues	Annually and as needed.	All public information is reviewed for integrity and consistency as reflected in the faculty meeting minutes. Program Director and faculty review Parkland College catalog each fall and director submits changes to Chair. Nursing Program Director and Health Profession Chair meet with College advisors and counselors each semester for updates and to assure consistency in information given to students.	2009: ELA Met. See minutes of: 10/13/08; 1/21/09 2010: ELA met. See minutes of: 9/14/09 - mistakes in catalog identified; 10/1/09; 11/09/09 - website reviewed - revisions made 12/10/09 - Catalog revision 2011: ELA met. See minutes of; 8/18/10; 9/3/10; 3/4/11 - noted that Parkland College Catalog has incorrect address for NLNAC (cannot be changed until Fall 2011 for 12-13 catalog) New nursing website developed Fall 2011: http://virtual.parkland.edu/hp/nurse/

ACTION:
2009: Maintain
2010: Maintain; revisions made as needed
2011: Maintain; revisions made; new nursing website to be developed in Fall 2011

PLAN FOR PROGRAM EVALUATION

Standard 3: Students

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

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

ELA: 100% of faculty agree that changes in policies, procedures and program information is clearly and consistently communicated to students in a timely manner.

Component	Frequency	Method of Assessment	Report of Data
Policies and Procedures Student handbook with signature page SNAP email to all nursing students Announcements through class site on ANGEL and in class by faculty	Review annually and as needed	Review and revision of Nursing Student Handbook. Faculty minutes and emails to students reflect that changes are clearly and consistently communicated to students in a timely manner (SNAP email, ANGEL, memos, and in-class announcements of changes.)	2009 – ELA met. See minutes of: 8/25/08; 11/03/08; 3/11/09 2010 –ELA met. See minutes of: 8/18/09, 9/14/09, 11/09/09; 2/25/10 2011 – ELA met. See minutes of: 8/18/10; 9/13/10; 9/17/10; 10/1/10; 10/15/10; 1/5/11

ACTION:
2009: Maintain; IRIS alert system began college wide at Parkland to notify students of college closing or emergencies via personal cell phones, emails.
2010: Maintain.
2011: Maintain and develop website specific to nursing

PLAN FOR PROGRAM EVALUATION

Standard 3: Students

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

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

ELA: All Associate Degree Nursing students are provided orientation to technology and technological support is available, including those receiving instruction using alternative methods of delivery.

Component	Frequency	Method of Assessment	Report of Data
Technology Orientation: Student Orientation Advising, Registration (SOAR) program Technological support - DVL department EMR training at hospitals ATI Help Help desk through Parkland (STAR)	Each semester	Monitor student complaints Assess competency of students using ANGEL each semester in nursing classes ATI use/complaints Hospital EMR use	2009 – ELA met EMR training done each semester through the clinical sites; ATI support available 24/7; New student orientation through College includes orientation to ANGEL and student email. ANGEL "help" available online 24/7 2010 – ELA met EMR training done each semester through the clinical sites; ATI support available 24/7; New student orientation through College includes orientation to ANGEL and student email. ANGEL "help" available online 24/7 2011 - ELA met EMR training done each semester through the clinical sites; ATI support available 24/7; New student orientation through College includes orientation to ANGEL and student email. ANGEL "help" available online 24/7

ACTION:
2009: Maintain
2010: Maintain
2011: Maintain; Student Technical Assistance and Resources (STAR) program to begin in Fall 2011 to provide ongoing technical support.

PLAN FOR PROGRAM EVALUATION

Standard 3: Students

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

Criterion 3.8: Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible. ELA: Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.			
Component	Frequency	Method of Assessment	Report of Data
Technological support - DVL department Student Technical Assistance and Resources (STAR) ANGEL resources	Each semester	Assess what resources are available to students Student feedback – formal and informal	2009 - ELA met. Distance learning done via ANGEL which has on-line "help" at all times. Staff at DVL provides ongoing support to students when they are available. Instructors teaching hybrid or on-line courses also provide needed support. 2010 – ELA met. SOAR program providing orientation to ANGEL and student email. Informal feedback received from students throughout the college that they would like more support after orientation. 2011 – ELA met. Student Technical Assistance and Resources (STAR) instituted Fall 2011 to provide ongoing technical support to students. All other support remains as before.
ACTION: 2009: Maintain and monitor for increasing needs. 2010: Maintain and monitor for increasing needs. 2011: Maintain; STAR program initiated to provide ongoing support to students with technology issues.			

PLAN FOR PROGRAM EVALUATION

Standard 4: Curriculum

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

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

ELA: 100% of Full-time faculty agrees that the curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning and program outcomes (objectives).

Component	Frequency	Method of Assessment	Report of Data
Curriculum Student learning outcomes Program outcomes (objectives)	Annually in the Spring and as needed	Review of faculty minutes that reflect discussion of curriculum and evaluation.	2009: ELA met See minutes of: January 7, February 11, June 16, 2009 2010 : ELA met See minutes of August 18, 2009. See minutes of February 25, 2010, 2011: ELA met See minutes of January 5, February 18, Audio tape/minutes of Feb. 24/25, March 4, March 11, 2011, May 9, 2011, May 10,2011

ACTION:
2009: Maintain and revise with curriculum revision
2010: Maintain
2011: Maintain and Develop - More clearly defined student learning and program outcomes.

PLAN FOR PROGRAM EVALUATION

Standard 4: Curriculum

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

Criterion 4.2: The curriculum is developed by the faculty and regularly reviewed for rigor and currency. ELA: The Parkland College Nursing Program has developed the curriculum and is regularly reviewed.			
Component	Frequency	Method of Assessment	Report of Data
Parkland College Course Information Forms (CIFs) College Curriculum Committee	Annually or during Professional Development Day	Review of faculty minutes. Submissions to curriculum committee. CIF updates. Curriculum plan. College Curriculum Committee minutes	2009 – ELA met See minutes of August 25, 2008, September 8, 2008. October 13, 2008, October 27, 2008 See College Curriculum Meeting Minutes of November, 2008 2010 – ELA met. See College Curriculum Meeting Minutes of 9/9009 See faculty minutes of September 14, and October 12, 2009, February 25, 2010 2011 – ELA met See minutes of September 3, September 17, October 1, 2010
ACTION: 2009: Maintain - Revision of curriculum instituted Fall 2008 2011: Revise - Review of curriculum revealed deficits in consistency. 2011: Maintain and revise			

PLAN FOR PROGRAM EVALUATION

Standard 4: Curriculum

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

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

ELA: 100% of faculty agree that student learning outcomes are used to organize the curriculum, guide delivery of instruction, direct learning activities, and evaluate student progress.

Component	Frequency	Method of Assessment	Report of Data
Syllabus Core Components Course and level outcomes Evaluation tools Course Information Forms (CIFs)	Annually during Professional Development Day	Faculty minutes to reflect review of all nursing syllabi to verify that necessary student learning outcomes are included; review all clinical evaluation tools to verify that they flow from the specific course outcomes, update core components to reflect curriculum revision. Update CIFs.	2009 – ELA partially met. See minutes of January 7, 2009 2010: ELA Partially met. See minutes of August 18, June 16, and July 6, 2009. See minutes of February 25, 2010. 2011: ELA Met See minutes of January 5, March 4, and May 9, 2011

ACTION:
2008: Maintain
2009: Revise
2010: Revise. Reviewed by faculty and directed by chair to develop more consistent objectives
2011: Maintain

PLAN FOR PROGRAM EVALUATION

Standard 4: Curriculum

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

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

ELA: Each course in the Parkland College Nursing Program includes cultural, ethnic, and socially diverse concepts, and may also include experiences from regional, national, or global perspectives.

Component	Frequency	Method of Assessment	Report of Data
Curriculum Lectures Clinical experiences Weekly Objectives. ATI Modules	Every semester	Review of Course Information Forms (CIF) Review of course content. Course objectives. Core Components/Competencies ATI modules with diversity topics included and assessment on this topic	2009: ELA met. CIFs reviewed. Core competencies met. ATI modules completed. Transcultural nursing class; taking students to Ecuador. See minutes of January 7 and February 11, 2009. 2010: ELA Met. CIFs reviewed. Core competencies met. ATI modules completed. Transcultural nursing class; taking students to Ecuador 2011: ELA Met CIFs reviewed. Core competencies met. ATI modules completed. Transcultural nursing class; taking students to Ecuador. See minutes May 10, 2011.

ACTION:
2009: Maintain
2010: Maintain and revise.
2011: Revised syllabi template to reflect diversity and developed course objectives.

PLAN FOR PROGRAM EVALUATION

Standard 4: Curriculum

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

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

ELA: 100% of Full-time faculty agrees the evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of student learning and program outcomes.

Component	Frequency	Method of Assessment	Report of Data
Evaluation Methodologies Examples: simulation, case studies, research articles reports, journal reflections, exams, clinical, skills lab proficiencies, care plans and clinical prep.	Annually during professional development day and as needed.	Email communications reflect discussion of current evaluation methods and determination that methodologies are varied and reflect achievement of established practice competencies, and student learning outcomes. Review of course syllabi and evaluation methods for each course. Review of NLN core competencies.	2009: ELA met. See minutes of January 7, February 11, and July 6, 2009. 2010: Met See minutes of August 18, 2009, January 29, 2010. 2011: ELA Met. See minutes of 2-18-11, 5-9-11, and 5-10-11. Spring 2011: Discussion to revise evaluation of lab skills. Fall 2011: Adoption of skills book for consistency.

ACTION:
2009 Maintain
2010: Maintain
2011: Revise and Maintain

PLAN FOR PROGRAM EVALUATION

Standard 4: Curriculum

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

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

ELA: The curriculum will reflect educational theory, interdisciplinary collaboration, research, best practice standards, and allow for innovation, flexibility, and technological advances.

Component	Frequency	Method of Assessment	Report of Data
Interdisciplinary collaboration I Stan with med students, RT, and nursing students Best practice standards	Every semester with student evaluations and clinical evaluations.	Minutes, notes, and/or emails from meetings and informal meetings with other departments. Formal/informal feedback from students Program director meeting minutes General Education assessment Review course syllabi and ANGEL course sites	2009: ELA Met. Implemented the use of IStan - High Fidelty Simulator. Audio lectures available on-line. Students rotate to departments during clinical times. 2010: ELA Met Interdisciplenary use of IStan; Omnicell purchased for student lab; Faculty using College "I Tunes" (pod casts) as a supplement to in class lectures 2011: ELA Met Expansions of use of IStan in interdisciplinary collaboration; Rotation schedules refined. Asthma camp, 4H Health Jam, HP open house Pixus purchased and added to I Stan lab Faculty member chosen to trial "Mobile tablet pilot project" with other Parkland College faculty
ACTION: 2009: Maintain 2010: Maintain 2011: Maintain			

PLAN FOR PROGRAM EVALUATION

Standard 4: Curriculum

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

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

ELA: Program length will be congruent with the attainment of identified outcomes and consistent with the policies of the governing organization, state and national standards, and best practices. Students will complete program and graduate within expected time frame.

Component	Frequency	Method of Assessment	Report of Data
PT and FT status and curriculum plans	Annually	Review of student records every semester and upon program completion. Review data of student who have completed program within 150% of designated time frame Review of NLN reports Advising files.	2009: ELA Met See advising files, annual NLN reports and IDFPR annual reports. 2010: ELA Met. See advising files, annual NLN reports and IDFPR annual reports. 2011: ELA Met See advising files, annual NLN reports and IDFPR annual reports.
ACTION: 2009: Maintain 2010: Maintain 2011: Maintain			

PLAN FOR PROGRAM EVALUATION

Standard 4: Curriculum

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

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

ELA: 100% of practice learning environments are appropriate for student learning and support the achievement of student learning and program outcomes; current written agreements specify expectations for all parties and ensure the protection of students.

Component	Frequency	Method of Assessment	Report of Data
Practice learning environments Clinical site contracts	4.8- Annually in the Fall	Clinical sites meet accreditation standards set forth by JCAHO and one is Magnet certified. Clinical site have contracts that both parties agree to.	2009: ELA Met See example of a clinical site agreement/contract. 2010: ELA Met See example of a clinical site agreement/contract. 2011: ELA Met See example of a clinical site agreement/contract.
ACTION: 2009: Maintain 2010: Maintain 2011: Maintain			

PLAN FOR PROGRAM EVALUATION

Standard 4: Curriculum

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

Criterion: 4.8.1: Student clinical experiences reflect current best practices and nationally established patient health and safety goals. ELA: 100% of practice learning environments are appropriate for student learning and support the achievement of student learning and program outcomes.			
Component	Frequency	Method of Assessment	Report of Data
Practice learning environments	4.8.1 Annually in the Fall	Clinical sites used are congruent with the National Patient Health and Safety Goals. Clinical site surveys Student evaluations	2009: ELA Partially Met. Poor return of surveys. Clinical sites meet National Patient Health and Safety goals. Main clinical site receiving magnet status. 2010: ELA Met. Main clinical site is Magnet Hospital. Both hospitals increased number of student intern opportunities for summer 2010. 2011: ELA Met Increased return rate on clinical site surveys Will be sending out surveys December 2011 via survey monkey again.
ACTION: 2009: Maintain and Revise 2010: Maintain 2011: Maintain			

PLAN FOR PROGRAM EVALUATION

Standard 4: Curriculum

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

Criterion: 4.9: Learning activities, instructional materials, and evaluation methods are appropriate for the delivery format and consistent with student learning outcomes. ELA: All courses offered utilizing distance education have learning activities, instructional materials, and evaluation methods that are appropriate for this delivery format and consistent with learning outcomes.			
Component	Frequency	Method of Assessment	Report of Data
Hybrid courses ANGEL course sites Distance Virtual Learning (DVL) support	Each semester	Course evaluations Review of ANGEL course sites Attendance of faculty to distance learning in-services Faculty completion of on-line teaching certification course	2009: ELA: Partially met. Two faculty completed an on-line certification course. Student evaluations reviewed on hybrid courses NUR 118 and NUR 215 and Transcultural nursing course 2010: ELA Partially met. Informal student evaluation of NUR 118 demonstrated course not well accepted as hybrid. 2011: Met. NUR 118 reverted back to classroom Fall 2010. Evaluations of 215 revealed need for revision. Evaluations from students on Transcultural nursing course positive.
ACTION: 2009: Maintain and Revise 2010: Maintain and revise 2011: Maintain			

PLAN FOR PROGRAM EVALUATION

Standard 5: Resources

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

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

ELA: Parkland College's Nursing Program operational budget provides adequate support to meet program outcomes.

Component	Frequency	Method of Assessment	Report of Data
College budget Nursing Program budget	Annually Annually	Note: Operational plans guide the development of college, department and unit budgets. The annual college budget is approved by the Board of Trustees and submitted to the Illinois Community College Board (ICCB) each fall. 2009-2011 Budget requests are prepared by the Department chair/directors after consultation with their department's faculty/unit professional members. The requests are forwarded to the appropriate Vice President or the Vice president of for Administration/ Chief financial officer for approval. Parkland college Strategic plan addresses long range planning for the program. –ELA Met Program director reviews the operational budget and with the assistance of faculty determines future needs and submitted to Department chair.	2008-2009- Fiscal allocations have remained adequate to meet the operational demands of the nursing program. - ELA Met 2009-2010- Fiscal allocations have remained adequate to meet the operational demands of the nursing program. - ELA Met Applied for grants to fund lab renovation – unsuccessful. 2010-2011-- Fiscal allocations have remained adequate to meet the operational demands of the nursing program. -ELA Met (Fees)

ACTION:
2008-2009: Maintain and monitor
2009-2010: Maintain and monitor
2010-2011: Maintain and monitor

PLAN FOR PROGRAM EVALUATION

Standard 5: Resources

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

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

ELA: Student and faculty evaluations reflect that physical resources are comprehensive, current, and accessible to meet the outcomes of the Parkland College Nursing program.

Component	Frequency	Method of Assessment	Report of Data
Physical resources (classrooms, laboratories, offices, storage, desks, files, and chairs. and computers) are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of the faculty, staff, and students.	Annually	Review faculty minutes for discussion of physical resource needs for the program. Review student survey data. * Student Occupational Graduate Follow-Up Study: NUR-AAS graduates * Community College Survey of Student Engagement	2008-2009-Faculty minutes of 9/8/08, 11/17/08 show -ELA Partially Met 2009-2010- Faculty minutes- "Not formally addressed "- ELA Met 2010-2011- Faculty minutes –"Not formally addressed" -ELA Met Student surveys 2008-2009 - ELA MET Student surveys 2009-2010- ELA Met Student surveys 2010-2011- ELA MET

ACTION:
2008-2009: Maintain and monitor
2009-2010: Maintain and monitor
2010-2011: Maintain and monitor- Develop a request to submit to Department chair for storage space.

PLAN FOR PROGRAM EVALUATION

Standard 5: Resources

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

Criterion 5.3: Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty and students, including those engaged in alternative methods of delivery.

ELA: Faculty and student evaluations reflect learning resources are comprehensive, current, and accessible to meet the outcomes of the Parkland College Nursing program.

Component	Frequency	Method of Assessment	Report of Data
Textbooks Simulation Library Labs Technology Resources ATI Clinical Computer labs	Every semester	Review faculty minutes for discussion Review student survey data.	2009: ELA Met Faculty Minutes: 8/25/08, 11/17/08, 1/7/09,1/21/09, 2/11/09, 3/7/09, 3/11/09, 4/22/09 2010: ELA met See Faculty minutes: 8/18/09,10/1/09, 10/22/09, 11/7/09, 12/10/09, 1/5/10, 2/25/10, 2/29/10,3/5/10, 2011: ELA met See Faculty minutes: 8/18/10, 9/3/10, 10/1/10, 11/12/10, 3/4/11, 3/5/11, 3/11/11,

ACTION:
2008-2009: Maintain
2009-2010: Maintain
2010-2011: Maintain

PLAN FOR PROGRAM EVALUATION

Standard 5: Resources

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

Criterion 5.4: Fiscal, physical, technological and learning resources are sufficient to meet the needs of faculty and students and ensure that students achieve learning outcomes. ELA: Faculty and student evaluations reflect learning resources are comprehensive, current, and accessible to meet the outcomes of the Parkland College Nursing program.			
Component	Frequency	Method of Assessment	Report of Data
Textbooks Simulation Library Labs Technology Resources ATI Clinical Computer labs	Every semester	Review student Surveys Review faculty minutes for discussion	2009: ELA met. Faculty minutes: 8/25/08, 11/17/08, 1/7/09,1/21/09, 2/11/09, 3/7/09, 3/11/09, 4/22/09 2010: ELA met. Faculty minutes: 8/18/09,10/1/09, 10/22/09, 11/7/09, 12/10/09, 1/5/10, 2/25/10, 2/29/10,3/5/10 2011: ELA met. Faculty minutes: 8/18/10, 9/3/10, 10/1/10, 11/12/10, 3/4/11, 3/5/11, 3/11/11
ACTION 2008-2009: Maintain 2009-2010: Maintain 2010-2011: Maintain			

PLAN FOR PROGRAM EVALUATION

Standard 6: Outcomes

Evaluation of student learning demonstrates that graduates have achieved identified competencies with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

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

ELA: 100% of full-time faculty agree that the systematic plan for evaluation emphasizes the ongoing assessment and evaluation of student learning and program outcomes of the nursing education unit and organized by NLNAC standards.

Component	Frequency	Method of Assessment	Report of Data
Systematic Plan Evaluation (SPE)	Annually	Review of Systematic Plan by faculty as guide to assessment and evaluation of student learning outcomes. Faculty meeting minutes.	2009 – ELA partially met. Faculty minutes 8/25/08, 1/7/09, 4/22/09 2010 – ELA partially met. Faculty minutes 8/18/09, 2/25/10 2011 – ELA met. Faculty minutes 2/24/11, 2/25/11

ACTION:
2009: Maintain and revise SPE as needed. The systematic plan was available but needed major revisions to fully implement the 2008 NLNAC Standards and Criteria
2010: Maintain and revise SPE; 2004 systematic plan reviewed. Deficits were identified. Requested consultant to assist with further development of existing plan and revision to meet 2008 NLNAC Standards and Criteria
2011: Maintain and revise as needed. Nursing faculty and consultant met for a 2 day planning retreat and SPE further developed and refined.

PLAN FOR PROGRAM EVALUATION

Standard 6: Outcomes

Evaluation of student learning demonstrates that graduates have achieved identified competencies with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

Criterion 6.2: Aggregated evaluation findings inform program decision making and are used to maintain or improve student learning outcomes. ELA: 100% of faculty agree that aggregated evaluation findings will inform program decision making and are used to maintain or improve student learning outcomes.			
Component	Frequency	Method of Assessment	Report of Data
Course evaluations Student evaluations Clinical site evaluations ATI subject area test results	Every semester	Faculty meeting minutes. ATI test results. Faculty review of student course evaluations Clinical evaluations of students and final grades in each course.	2009 - ELA Partially met. Faculty meeting minutes: 8/25/08, 1/21/09, 2/11/09, 4/22/09; ATI test results each semester 2010 - ELA partially met. Faculty meeting minutes: 8/18/09, 10/22/09, 11/19/09, 1/06/10; ATI test results each semester 2011 - ELA met. Faculty meeting minutes: 8/18/10, 9/3/10, 10/1/10, 1/5/11, 4/15/11, 6/13/11; ATI test results each semester
ACTION: 2009: Maintain and revise as needed. 2010: Maintain and develop effective evaluation methods for clinical site evaluation. 2011: Maintain; monitor revisions. Clinical site evaluation sent to student's electronically yielded better return. New student clinical evaluation tool developed and to be used Fall 2011.			

PLAN FOR PROGRAM EVALUATION

Standard 6: Outcomes

Evaluation of student learning demonstrates that graduates have achieved identified competencies with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

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

ELA: 100% of evaluation findings will be shared with communities of interest.

Component	Frequency	Method of Assessment	Report of Data
Nursing Advisory Committee	Annually	Advisory Committee minutes	2009 - Partially met. Reports sent to IDFPR and NLNAC 2010 - Partially met. Reports sent to IDFPR , NLNAC and ICCB 2011 - ELA met. Reports sent to IDFPR and NLNAC Advisory Committee minutes: 7/28/11
Illinois Department of Professional Regulation (IDFPR)	Annually	Annual reports send to IDFPR.	
NLNAC annual reports	Annually	Annual reports sent to NLNAC	
Illinois Community College Board (ICCB)	Every 5 years	ICCB reports sent every 5 years - last sent 2010	

ACTION:
2009 - Maintain and develop advisory committee.
2010 - Maintain and develop advisory committee.
2011 - Maintain and monitor. Develop nursing website with evaluation findings published there.

PLAN FOR PROGRAM EVALUATION

Standard 6: Outcomes

Evaluation of student learning demonstrates that graduates have achieved identified competencies with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

Criterion 6.4: Graduates demonstrate achievement of competencies appropriate to role preparation. ELA: 100% of graduates will demonstrate achievement of competencies appropriate to role preparation as defined by meeting set benchmarks on ATI RN Comprehensive Predictor tests and satisfactorily meeting all clinical evaluation criteria.			
Component	Frequency	Method of Assessment	Report of Data
ATI RN comprehensive predictor Core clinical competencies	Each Semester	Review ATI RN Comprehensive Predictor test results. Test and remediation completed during last 3 weeks before graduation. Benchmark set at 60th percentile program rank or remediation completed at 90%. Predicted probability of passing the NCLEX-RN 90% or above. Empirical data: Evaluation of student's ability to meet clinical competencies at a level 4 - based on Parkland College Nursing Program Core Competencies document.	2009: ELA met. Faculty meeting minutes: 8/25/08, 1/21/09, 4/22/09 Review of student clinical evaluations by fourth semester instructors - refer to student's longitudinal file. 2010: ELA met. Faculty meeting minutes: 8/18/09, 10/22/09, 1/6/10 Review of student clinical evaluations by fourth semester instructors - refer to student's longitudinal file. 2011: ELA met. Faculty meeting minutes: 8/18/10, 4/15/11 Review of student clinical evaluations by fourth semester instructors - refer to student's longitudinal file.

ACTION:
2009: Maintain and monitor.
2010: Maintain and monitor.
2011: Maintain and monitor.

PLAN FOR PROGRAM EVALUATION

Standard 6: Outcomes

Evaluation of student learning demonstrates that graduates have achieved identified competencies with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

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

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

ELA: Parkland college nursing graduates' first time NCLEX pass rates will be at or above the national mean.

Component	Frequency	Method of Assessment	Report of Data
Illinois Department of Professional and Financial Regulation Quarterly Report	Each quarter as report is available	Review Report each quarter	2009 – ELA met; 91% (National 88%) Faculty minutes: 8/25/08; 2/11/09 2010 – ELA met; 94% (National 87%) Faculty minutes: 8/18/09; 1/06/10 2011 – Thus far results indicate ELA will be met; 98% as of this date (National not available) Faculty minutes: 8/18/10; 1/5/11; 4/15/11

ACTION:
2009: Maintain and monitor
2010: Maintain and monitor
2011: Maintain and monitor

PLAN FOR PROGRAM EVALUATION

Standard 6: Outcomes

Evaluation of student learning demonstrates that graduates have achieved identified competencies with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

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

6.5.2: Expected levels of achievement for program completion are determined by the faculty and reflect program demographics, academic progression, and program history.
ELA: 60% of students admitted to the Parkland College Nursing program and enrolled in nursing courses will complete the program within six semesters (150 % of prescribed time).

Component	Frequency	Method of Assessment	Report of Data
Data from College Institutional Research Program Director tracking data each semester NLNAC report	Annual	Review annual retention/attrition rates NLNAC annual report Request IR data annually and compare with Program Director tracking data	2009 – ELA not met; 47.8% met completion criteria Faculty minutes: 8/25/08 2010 – ELA not met; 57.3% met completion criteria Faculty minutes: 10/1/09; 1/6/10 2011 – ELA met; 75% met completion criteria Faculty minutes: 11/12/10

ACTION:
2009: Monitor and revise curriculum plan and admission criteria.
2010: Monitor and develop more effective advising guidelines for students to meet with nursing faculty advisor.
2011: Monitor and develop more efficient and accurate data collection system.

PLAN FOR PROGRAM EVALUATION

Standard 6: Outcomes

Evaluation of student learning demonstrates that graduates have achieved identified competencies with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

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

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

ELA: 95% of responding employers indicate satisfaction with Parkland College nursing graduates.

ELA: 90% of all graduating Parkland College nursing graduate respondents will indicate satisfaction with the Parkland College nursing program.

Component	Frequency	Method of Assessment	Report of Data
Parkland College post-graduation survey Nursing program specific exit survey of nursing program graduates Feedback from employers of nursing graduates Advisory committee	Annual	Review written and numerical findings from the surveys Report qualitative feedback from employers at faculty meetings Advisory Committee minutes	2009- ELA partially met. Parkland College Institutional Research data reported high satisfaction with program from graduating nursing students. Faculty minutes: 8/28/08, 1/21/09, 4/22/09 9/08: post graduate surveys sent to past nursing graduates - very poor return rate 2010 – ELA partially met. Parkland College Institutional Research data reported high satisfaction with program from graduating nursing students. Informal feedback from employers consistently excellent. Faculty minutes: 8/18/09, 1/6/10 2011 – ELA partially met. College data not available at this time. Nursing specific

			graduate exit survey conducted Spring 2011. Less than 10% indicated dissatisfaction with nursing program - good response rate using electronic survey method. Informal feedback from employers consistently excellent. Faculty minutes: 8/18/10, 1/5/11, 4/29/11 Advisory committee minutes: 7/28/11
ACTION: 2009: Maintain College data collection system; Revise data collection methods specific to nursing program. 2010: Maintain College data collection system; Develop graduate exit survey. 2011: Maintain. Revise post graduate and employer satisfaction survey and methods for delivery and response.			

PLAN FOR PROGRAM EVALUATION

Standard 6: Outcomes

Evaluation of student learning demonstrates that graduates have achieved identified competencies with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

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

ELA: 90% of graduating Parkland College Nursing Program students who successfully pass the NCLEX on the first attempt are employed as RN's within 6 months of graduation.

Component	Frequency	Method of Assessment	Report of Data
Post graduate survey Individual responses from graduates	Annual	Review survey and college data reports. Nursing faculty meeting minutes. 2010 - explained importance of having this data to graduating students; asked for email addresses to continue correspondence 2011 - graduate survey included question for providing ongoing address/email for reaching graduate and permission to do so.	2009 – ELA met. 92.7% employed FT; 2.4% PT 9/08: post graduate surveys sent to past nursing graduates - very poor return rate Faculty meeting minutes: 8/28/08, 1/21/09, 4/22/09 2010 – ELA met . 91.7% employed FT; 8.3% PT Faculty meeting minutes: 8/18/09, 1/6/10 2011 – College data not available. Individual responses from students indicate over 90% of nursing graduates from 2010-2011 classes have been employed FT or PT as RNs within 6 months of graduation. Faculty meeting minutes: 8/18/10, 1/5/11 4/29/11

ACTION:
2009: Maintain and monitor; revise methods for obtaining data.
2010: Maintain and monitor; revise methods for obtaining data; increase in individual graduate correspondence regarding employment.
2011: Maintain and monitor. Further develop and revise methods for obtaining employment data from graduates.

PLAN FOR PROGRAM EVALUATION

Standard 6: Outcomes

Evaluation of student learning demonstrates that graduates have achieved identified competencies with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

Criterion 6.6: The systematic plan for evaluation encompasses students enrolled in distance education and includes evidence that student learning and program outcomes are comparable for all students. ELA: 100% Students enrolled in distance education include evidence that student learning and program outcomes are comparable for all students.			
Component	Frequency	Method of Assessment	Report of Data
Course evaluations Student evaluations	Annually and as needed	Review of course evaluations for student feedback when nursing course offered as "hybrid" or totally online compared to traditional offering of class. Review our learning and program outcomes when nursing hybrid course or online course incorporated in curriculum.	2009 – ELA partially met. First year for hybrid med-surg course (NUR 118). No evidence that learning and program outcomes are different at this point. NUR 215 - leadership/management course (1 hour credit) also offered on-line this year. 2010 – ELA partially met. Although learning outcomes for hybrid NUR 118 have been comparable, students asking for more 1:1 interaction. As students progress to next level, instructors informally reporting deficits in knowledge/skills. Sudden leave of absence by instructor for NUR 118. Faculty substitute received significant informal feedback from students; strongly recommended return to classroom. 2011 – ELA met. NUR 118 returned to traditional classroom setting. NUR 215 remained on-line with addition of clinical component. As results of student feedback, clinical portion removed. Faculty minutes: 10/01/10

ACTION: 2009: Monitor new on-line and hybrid courses. 2010: Revise. Return hybrid course to classroom. Maintain on-line course and continue to monitor learning and program outcomes. 2011: Monitor. Recommend all instructors planning to teach on-line courses complete Parkland College course for on-line certification.			

Appendix A Department Chair Job Description

Job Description - Department Chair

A. General Information

1. Reports to: Vice President for Academic Services

2. Contract: Administrative/12 month

B. Responsibilities

1. Be the Department's academic leader and spokesperson for the College and to the Administration and the President, and report to the Vice President for Academic Services.

2. Chair meetings of the Department each academic year and provide the minutes to each member.

3. Invite faculty, prior to Department meetings, to submit topics, concerns, or issues to be discussed at the Department meetings.

4. Be generally available during daytime class hours each day.

5. Lead the Department in matters concerning curriculum, program, and course evaluation and development.

6. Participate in the search, screening, and interview process for full-time faculty vacancies.

7. In consultation with the relevant full-time faculty, recruit, evaluate, and hire the department's part-time faculty each term.

8. Be responsible for the conduct of the evaluation of full-time and part-time faculty members in the Department.

9. Be responsible for finding substitute faculty to cover classes when necessary.

10. Prepare and proof the Department's course schedule each term; fairness in loads and assignments to all faculty in the longer term is essential.

11. Recommend potential Program Directors/Coordinators to the Vice President for Academic Services.

12. Be actively involved with department program advisory committees.

13. Evaluate and determine faculty travel requests.

14. Prepare the Department's annual budget recommendations.

15. Initiate all Departmental requisitions consistent with the budgetary process.

16. Be responsible for keeping thorough and current Department records.

17. Prepare and proof the appropriate items for the College catalog each year.

18. Develop a departmental procedure for choosing the textbook(s) for each course in the Department, and complete the textbook order report to the Bookstore for each term.

19. Perform responsibly on the Department Chair Council and the College Council.

20. Complete the annual department operational plan to the best of his/her ability and gain consensus in the development of the action plans for the next operational planning cycle.

21. Assist and provide guidance to the department in the development of the department academic assessment plan.

22. Perform other duties and functions as directed by the Vice President for Academic Services pertaining to the general operation of the Department, the welfare of the students and the faculty in the Department, and the College.

C. Department Chair Provisions

1. Beginning salary for this 12-month administrative position will be 1.22 x either the current faculty rate or the median faculty rate, whichever is higher.

2. The appointment is for a 3-year term (renewable), but is subject to annual review.

3. Department Chairs will retain and accrue their teaching tenure and seniority.

4. At the option of the Department Chair or the Vice President for Academic Services, the Department Chair may return to full-time teaching with no loss in status or seniority.

5. In the event that a Department Chair returns to full-time teaching, the salary will be determined on the basis of what the person would have been making, at the time, had s/he not been a Department Chair.

6. Teaching an overload is permitted only in extenuating circumstances.

7. Department Chairs will have private offices, terminals, and special travel funds.

8. If two or more Departments are consolidated, the new constituents will nominate and vote on the Chair position.

9. The annual salary raise of Department Chairs, with satisfactory performance and who are also tenured faculty members, will be equivalent to the PAE total percent raise.

09-1999
Revised 2005

Appendix B Demographics

Parkland's Credit Students*		
	Parkland Credit Fall 10	NUR Fall 10
Part-time	59.2%	76.4%
Full-time	40.8%	23.6%
Men	47.9%	19.0%
Women	52.1%	81.0%
Asian	3.5%	4.6%
American Indian/Alaskan Native	0.4%	0%
Black or African American	15.5%	6.2%
Hispanic or Latino	5.0%	5.1%
White	59.8%	79.5%
Non-Resident Alien	2.0%	2.1%
Native Hawaiian/Pacific Islander	0.1%	0%
Unknown	13.7%	2.6%
Average age of all students	26.7	30.1
Median age	22.2	28.08
Age range: Under 17	1.5%	0%
17-20	38.9%	10.8%
21-24	21.7%	23.6%
25-30	14.5%	29.7%
31-39	11.3%	20.5%
40-55	9.6%	15.4%
Over 55	2.5%	0%
Freshmen	70.1%	16.4%
Sophomores	29.9%	83.6%
District 505	73.4%	96.9%
Out of District	22.6%	2.1%
Out of State	1.2%	0%
Foreign Country	2.7%	1.0%
Other	0.0%	0%
AA/AS/Transfer programs	27.9%	0%
CE/Course enrollee	20.7%	0%
AAS/Occupational Programs	14.2%	100.0%
AGS/Associate in general science	31.1%	0%
Certificates	6.2%	0%

*Based on end of semester enrollment

Source: Institutional Accountability & Research, Parkland College

Parkland College

FY11

Appendix C ADN Technology History

Parkland College
Health Professions

Integrating Technology in Parkland College's Associate Degree Nursing Program

In 1975 two faculty members, Ms. Jean Helper and Ms. Patricia Tymchyshyn developed computer assisted instruction utilizing Plato. PLATO (Programmed Logic for Automated Teaching Operations) was the first generalized computer assisted instruction system, and, by the late 1970s, comprised several thousand terminals worldwide on nearly a dozen different networked mainframe computers. Originally, PLATO was built by the University of Illinois and functioned for four decades, offering coursework (elementary–university) to UIUC students, local schools, and other universities. Ms. Helper and Ms. Tymchyshyn developed CAI on Fetal Circulation and OB key concepts. These programs were utilized by the Maternity faculty and students until the early 2000's. Around 1985 the faculty again worked with Plato programmers to put all of NUR 118 and NUR 258 quizzes on Plato. Plato was used for nursing quizzes into the 2000's as well.

Budget constraints in the late 1980 have resulted in the implementation of a college wide policy of 55:45 full time to part time faculty staff ratio. This policy was implemented at the same time the nursing program was engaging in and committed to continuing intensive recruitment and retention programs because of the acute national nursing shortage. To maintain the quality of the nursing program the department developed three organizational committees that were charged with developing and recommending projects and programs to assist faculty to promote active learning in large classes through the use of new/different teaching strategies and modern technology.

The Strategic Planning Committee identified and wrote and was awarded the first Helene Fuld Grant for $100,000.00 in 1990. This first grant created the Helene Fuld Nursing Computer lab which consisted of 8 microcomputers. In 1990 Parkland College had yet to lay the groundwork for a computer network so each of the eight computers were manually loaded with 20 computer software programs. Internal college funds were allocated for space for the Nursing Computer Laboratory and an ongoing budget line was added to facilitate the purchase of interactive and computer assisted instructional programs. This computer technology promoted independent learning with immediate feedback for students on an individual basis and group learning in small groups. Between 1990-1992 Parkland College developed a Technology Master Plan and subsequently developed a college wide network. The Helene Fuld Nursing Computer Laboratory was moved to a larger room, equipped with 24 computers (supplied by the college) and was networked.

The second Helene Fuld Grant (1992) for an additional $100,000.00 provided the purchase of 6 notebook computers, an Interactive Videodisc Player (IVD) and 3 IVD software programs, and a projection panel. This technology expanded the use of computer assisted instruction (CAI) to large classrooms enabling faculty to use all or parts of the CAI and videodisc programs during a large class. The notebooks were used in the community to assess and teach elderly patient's nutrition through the use of the Champaign County Telecare Project. This program was presented by the Parkland Nursing Faculty at the 5th International Congress of Nursing Informatics in San Antonio, Texas.

The third Helene Fuld Grant for an additional $100,000.00 was awarded in 1994 and funded the purchase of individual student response panels and to create an electronic classroom in the Nursing Department's amphitheater with 140 seats. Students were presented with case studies and then asked nursing application questions regarding the case studies. The student chose their individual response to the questions using the response panels. Each student's response was documented through

computer technology. This project was present by the Parkland Nursing Faculty at the 6th International Congress on Nursing Informatics in Stockholm Sweden.

As technology has advanced the Nursing Department has attempted to stay in tune with the technology available to provide quality nursing education. In the late 1990 a 1 hour second level nursing course was converted to a total online course. The course was offered for 3 semesters and then the faculty member moved to a different department. At that time no other faculty was interested in offering the course online. Around 2007 one of the first level medical-surgical nursing courses was converted to a hybrid course which offered all the didactic portion of the course online. The course is no longer offered as a hybrid course however a 1 hour second level course is offered online. Nursing faculty provide most if not all course materials online in the Angel Learning Environment.

Noelle is a female birth simulator in which students can simulate a normal and/or abnormal delivery. Student can assess Noelle's blood pressure, the strength of Noelle's contraction and the fetal heart rate. LPN, EMS and ADN students are currently using Noelle as a substitute for clinical experience. Investigation into providing a multidisciplinary simulation with ADN, Respiratory Care and UIUC MD students is currently being explored.

I-Stan joined Noelle in the Spring of 2008. I-Stan is a high tech, tetherless mannequin that responds physiologically based on what the learner does to him. The student can listen to breath sounds, heart sounds, feel pulses, bowel sounds, intubate him and place him on a ventilator as well as give him medications through his IV. I-Stan came with over 92 preprogrammed simulations that can be used by the numerous health professional students. I-Stan was purchased by an Illinois State grant that was supported by Representative Jacobson. I-Stan is being used by the CNA, LPN, ADN, EMS and OTA programs. In addition, we have multidisciplinary simulations with NUR 257 ADN nursing student, respiratory care and UIUC 3rd year medical students.

Both I-Stan and Noelle moved to the new H wing when it opened in December 2008. They each have their own dedicated rooms where clinical simulations take place. Each of the classrooms in the H wing are high tech classrooms with a computer, projector, access to the internet. In addition there is a 25 computer based laboratory available.

NATIONAL/ INTERNATIONAL PRESENTATIONS BY PARKLAND FACULTY

- "Incorporating Computer Assisted Instruction into Nursing Education." Nurse Educator Meeting, Washington, D.C., 1990.
- Computer Technology Introspect and Retrospect." Council of Associate Directors. Phoenix, AZ. 1992
- "Integrating Computer Technology in the Classroom Setting." Computers in Healthcare Education, Thomas Jefferson University April, 1993 "Multi-Media Classroom Presentations" Faculty Development, January 1994
- "Integrating Multi-Media in a Classroom Setting" AACC, Washington, D.C., April 1994
- "A Health Education Program for the Elderly in Their Homes Provided by A.D.N. Students using Notebook Computers." 5th Annual International Symposium on Nursing Informatics. San Antonio, Texas. June 1994
- "Electronic Classroom Presentation, Interactive Technology in Health Education." Plattsburgh, N.Y. June 1996.
- "Computerized Classroom Presentations with Keypad Questions As Compared to Traditional Classroom Lectures." 6th International Congress on

Nursing Informatics, Stockholm, Sweden, September, 1997

- "Integrating Nursing Informatics Across the Curriculum in an Associate Degree Nursing Program" 17th Annual International Nursing Computer and Technology Conference, Rutger University, April 25, 1999.
- "Clinical Simulations: Emphasizing Collaboration With MD, RN, and RC Students**"** StemTech 2010, *League for Innovation*, Orlando, Florida, October 31, 2010

Appendix 1-A Program Director's Resume

Michele A. Spading

EDUCATION:
Bachelor of Science in Nursing. May 1984. University of Iowa, Iowa City. Dean's List 4 years. Inducted into Sigma Theta Tau Nursing Honor Society. Graduated with high distinction.

Illinois Type 73 Pupil Personnel Services Certificate. 1995. Allows me to work as a certified school nurse.

Master's degree in Public Health Nursing. May 1996. University of Illinois at Chicago. Emphasis in Public Health.

EXPERIENCE:

June 2010 to present. Parkland Community College. Champaign, IL.
Accepted position as Nursing Program Director. Continue to teach pediatric nursing and Transcultural Nursing for students going to Ecuador. Serve on college curriculum committee and search committee. Preceptor for graduate nursing student Summer/Fall 2011. Mentor to new faculty in Vet. Tech program. Accepted and attended Parkland Leadership Conference May 2011.

August 2007 to June 2010. Parkland Community College, Champaign, IL. Teach Pediatric nursing (theory and clinical) each semester. Have also taught community health clinical, mental health clinical, and OB theory and clinical. Served on college curriculum committee and search committee. Also served as preceptor for graduate nursing student. Have accompanied students to Ecuador for Transcultural Nursing experience for 2 summer sessions. Worked with college-wide committee to provide Latino Day activities and information during Spring Break 2008 (?). Mentor to 2 new faculty.

August 2006 to August 2007. Mennonite College of Nursing at Illinois State University, Normal, IL. Teach Pediatric nursing (theory and clinical), Health Assessment, Lab Skills, and Cultural and Spiritual Aspects of Nursing. Serve on the curriculum committee.

May 2004 to August 2006. Lakeview College of Nursing, Danville, IL. Began teaching summer of 2004 and accepted a full-time position that fall. Taught classroom theory for Pediatric Nursing, Pathophysiology and Pharmacology (second semester), and Grief and Bereavement. Also taught clinicals for Community Health Nursing, Pediatric Nursing and Foundations of Nursing. Participated in various committees, including the admissions committee and professional development committee. Completed work on a new policy for grievance procedures, evaluations, and criteria for the accelerated program. Summer teaching was devoted to taking students into Fair Oaks housing development in Danville for their clinical experience and organizing a health fair for the residents there. Throughout the year my students participated in various community projects and agencies. Spring semester 2006, worked with other community agencies to provide a weekend long asthma camp at the local public high school.

November 2001 to August 2004. Community Unit School District #7, Tolono, IL. District Nurse. Established first nursing services in school district. First full-time nurse hired by this school district. Established policies and procedures. Created data systems, record-keeping systems, forms, and structure for school health services. Added additional nurse; supervised this position regarding nursing responsibilities. Provided nursing services to students from preschool through high school on a daily basis. Professional judgment and excellent physical assessment skills necessities in this rural setting. Became certified instructor in CPR and First Aid and began a program to train teachers and other staff on a regular basis. Recruited money to buy AEDs for each school and CPR training supplies.

December 1991 to November 2001. Urbana School District #116. Worked for first two years as a Family Coordinator/Nurse for the Early Childhood program; model program for the State of Illinois working with 3 to 5 year-olds who are considered "at risk." The program served approximately 400 children each day. Provided family intervention and education in the areas of

health, family, financial, or truancy problems. Presented in-services to staff and did classroom teaching on health topics. Also provided workshops for parents on asthma and attention deficit disorder.

Hired as District Nurse for Urbana School in 1994. Managed health care program for approximately 5000 students attending 9 schools. Updated and revised policies and procedures related to school health. Hired and supervised part-time nurses who administered daily medication. Set up evaluation system allowing me to be immediate supervisor for the nurses and evaluate specific nursing duties though I was not responsible for final evaluation. The input from my evaluations was given to each principal who was responsible for the final evaluation of each nurse. Initiated school health advisory committee and medication committee. Provided in-services on various health issues.

School Nurse Responsibilities Performed in Both Districts:
Managed blood-borne pathogen program, following OSHA regulations. Monitored communicable diseases and reported to Public Health when required. Reviewed immunizations and physicals for compliance according to School Code. Acted as resource for staff and students regarding various health issues. Conducted screenings for vision and hearing. Provided classroom instruction on various health topics. Provided staff in-service programs. Member of curriculum committee for health education and member of crisis team. Provided direct professional nursing services, first aid, illness, and emergency care to students and staff; including nursing assessment, identifying health problems, making referrals for diagnosis and treatment, and follow-up and evaluation. Developed and updated health care plans for students with chronic health issues. Participated as an active member of multidisciplinary teams for special education, and recommended modifications of the school program for students with health deficits. Participated in developing 504 plans for students with health concerns who require accommodations but do not qualify for special education programs. Maintained communication with administrators, teachers, other school personnel, parents/guardians, and community members to enhance cooperative action to meet the health and safety needs of students. Acted as liaison between home, school, and community health agencies. Wrote articles for monthly newsletters to parents.

1987-1991. Champaign-Urbana Public Health District. Managed caseload which included maternal/child and adult health clients. Developed presentations on communicable diseases and infection control, stress management, and depression in the elderly. From 1990-91 was Prenatal Program Coordinator (now known as Healthy Moms/Healthy Kids). Supervised two employees.

1984-1991. Carle Foundation Hospital. Worked full time and part time, mostly on a general medical unit. Also worked for New Choice Drug and Alcohol Program, now housed at the Carle Pavilion. Have also worked as a patient advisory nurse during 1997.

1985-1986. Diversified Health Care Services. Supervised home health aides and registered nurses and provided direct patient care in clients' homes.

COMMUNITY SERVICE:

Volunteer camp nurse summer 2006, 2007, 2009, 2010 for Camp Kassem, a camp for children who have parents diagnosed with terminal cancer or their parents have died from cancer.

Volunteer camp nurse for 2 years at Camp Superkids, for children with asthma. Also volunteered one week per summer, for 4 years, at a large YMCA camp.

First Aid and CPR instructor for the American Heart Association since 2003. Teach a minimum of 3 classes per year to retain certification.

Volunteered at Ground Zero in New York City with the Salvation Army, providing food and respite care, April 2002.

Served as member, secretary, and president of the Champaign County Board of Health from 2001 to 2005. Led strategic planning process and development of a county dental access program.

Preceptor for nursing students from the University of Illinois, both undergraduate and graduate programs while working as a school nurse.

Presently a board member of the Smile Healthy, County Dental Services Program, since 2005. Helped establish this model dental access program for Champaign County while on the board of health.

Certified as an Illinois Vision and Hearing screening technician. Volunteer services to various schools and preschools.

Appendix 1-B Job Description for Instructional Coordinator/Program Director

General Information
Reports to: Department Chair
Length of Contract: Academic Year

Primary Focus
Coordinates the activities related to a particular career program or subject area(s).

Responsibilities
Coordinates the activities of a designated faculty group consistent with the general and specific objectives of the College, and in accordance with procedures established by the Department Chair.
Assists faculty members in improving the department quality of their courses and programs.
Assists the Department Chair in evaluating faculty, and makes recommendations to the Department Chair regarding part-time faculty and other personnel matters.
Assists the Department Chair in budget preparation and control of expenditures, and initiates supply and equipment requisitions for the Department Chair's approval.
Assists the Department Chair with external relations.
Works closely with advisory and faculty committees to maintain and improve the quality of courses and programs.
Works as a liaison between appropriate agencies in the community.
Assists in program evaluation and accreditation procedures.
Assists in the placement and follow-up of students.
Assists the Department Chair with preparation of the master class schedule, catalog, and other College publications.
Works with faculty to facilitate text selection.
Assists faculty in resolving student issues.
Assists the Department Chair with equipment maintenance and repair.
Performs other duties as assigned by the Department Chair.

Appendix 2-A Job Description for Professor Emeritus, Full-time Faculty, and Part-time Faculty

Professor Emeritus

Professor Emeritus is a half-time (15-16 ECH), academic year position as per the PAE agreement. One primary role is to mentor new faculty and provide continuity and a historical perspective during times of significant change.

Emeritus absences are calculated in the same way as full-time faculty.

The job description is the same as full-time faculty, with the following exceptions:

While class assignments for all faculty are determined by the Department Chair based on department need and expertise of the faculty, professor emeritus class assignments are restricted to regular on-campus courses and normally no more than one section of non-interactive telecourses or internet courses per academic year. Project, writing center and learning lab assignments are also normally not made.

Maintain a minimum of three regular office hours per week.

Full-Time Faculty

A. Purpose

1. Full-time faculty teach a full-time load as per PAE agreement, advise and mentor students, and participate in governance of their department and the College.

B. Essential Responsibilities

1. Perform professional duties in accordance with the established policies and procedures of the College.
2. Provides classroom instruction in accordance with the stated philosophy, objectives, and established course outlines of the College.
3. Informs students of course regulations, evaluations procedures, and other information pertinent to the course; prepares a course syllabus for each course and distributes it early in each term.
4. Is available for student advising/mentoring.
5. Maintains regular office hours to ensure availability for student consultation; provides assistance to students in a timely manner.
6. Maintains accurate scholastic records of students; submits required reports on student progress according to published deadlines.

C. Additional Responsibilities

1. Participate in departmental governance, including curriculum development, instructional materials selection, and academic assessment.
2. Participates in College-wide shared governance, including PCA Senate, its committees, administrative committees, and accreditation committees.
3. Participates in student recruitment and retention efforts.
4. Participates in professional development activities related to discipline knowledge and/or teaching skills.
5. Performs other duties as assigned by the Department Chair.

01-2001

PARKLAND COLLEGE

Part-Time Faculty

JOB SUMMARY:
Department: Academic Services

Reports to: Department Chair

Nature and Scope:
Days, Evenings, Saturdays, and/or Online

Excellent starting pay based on highest degree attained: $934 to $1054 per equated contact hour. (relatively equivalent to course credit hours)

Teach part-time, advise and mentor students.

Hiring needs are dependent on student enrollment. We will accept applications so that we will have a pool of applicants to consider when part-time instructor openings occur.

ESSENTIAL JOB FUNCTIONS:
1. Performs professional duties in accordance with the established policies and procedures of the College.

2. Provides classroom instruction in accordance with the stated philosophy, objectives, and established course outlines of the College.

3. Informs students of course regulations, evaluation procedures, and other information pertinent to the course; prepares a course syllabus for each course and distributes it early in each term.

4. Is available for student advising/mentoring.

5. Maintains regular office hours to ensure availability for student consultation; provides assistance to students in a timely manner.

6. Maintains accurate scholastic records of students; submits required reports on student progress according to published deadlines.

7. Performs other duties as assigned by the Department Chair.

MINIMUM QUALIFICATIONS:
A master's degree in the field is required to teach transfer courses. Bachelor's degree and/or appropriate certification is required to teach technical courses leading to degrees, but not intended for transfer.

Appendix 2-B Job Description for Lab Assistant

POSITION

Lab Assistant – Health Professions

PURPOSE

The Lab Assistant is responsible for providing support to the nursing instructors by preparing demonstrations, organizing supplies and equipment, and observing, assisting students with lab practices, performance and testing.

NATURE AND SCOPE

The Lab Assistant is a regular full-time, 9-month appointment on a schedule established by the Department Chair of Health Professions. The position involves handling confidential information and records. The Lab Assistant must be able to work independently, be responsible for equipment, and effectively prioritize tasks to meet varied laboratory uses.

ACCOUNTABILITIES

The essential functions of the Lab Assistant are preparing laboratory environments for instruction by assembling necessary resources, assisting instructors with demonstrations and monitoring of student performance, answering questions, disassembling and storing equipment, operating audio-visual equipment, serving as proctor for examinations and computer aided instruction (CAI), maintaining an adequate supply inventory, working with vendors, and processing work orders.

Additional responsibilities include serving on curriculum related committees; notifying the Department Chair of equipment repair, maintenance, and replacement needs; coordinating with other campus departments to troubleshoot problems; and performing other duties as assigned. The Lab Assistant will manage the nursing lab in compliance with College safety policies.

ORGANIZATIONAL STRUCTURE

The Lab Assistant reports to the Department Chair of Health Professions, and works collaboratively with the Nursing Program Director and faculty to keep current with course lab needs.

REQUIRED SKILLS AND/OR EXPERIENCE

Verbal and mathematical abilities sufficient to organize the efficient use of the laboratory, operation of computers and software, and effective communication are necessary. The Lab Assistant must also be able to learn the computer laboratory resources, NovaNet systems, and other new programs and equipment as technology changes. Previous experience of at least 6 months in a health care practice or similar environment is needed. The Lab Assistant routinely handles equipment weighing up to 50 pounds with no assistance.

PREFERRED SKILLS AND/OR EXPERIENCE

Continuing education or courses in nursing, human services, or a related field are desired, especially at the baccalaureate degree level. Prior work experience of approximately 2 years, where basic nursing skills have been applied and practiced is requested; experience in teaching, coaching, or assisting in a laboratory setting is helpful.

OTHER REQUIREMENTS

A Lab Assistant must possess valid licensure as a registered nurse in Illinois.

Appendix 2-C Outline of EDU-972

EDU 972: New Full-Time Faculty Orientation Course

Fall 2011 – Spring 2012

Center for Excellence in Teaching and Learning www.parkland.edu/cetl
Course Meetings: Last Tuesday of each month · 3:00 – 4:30 p.m.

Instructor Information

Instructor: Erika Hackman
Phone: 351-2524
E-mail: ehackman@parkland.edu Office Location: D114

Course Description

This course introduces new full-time faculty to Parkland College, our students, colleagues, mission and core values. Faculty will engage in discussions related to pedagogy, teaching and learning strategies, classroom management techniques and on-going learning and development.

Upon completion of course requirements, you will receive two credits in the Faculty Academy (15 credits lead to a one-time, $500 increase to your base salary).

Course Completion Requirements:

- Complete Application for Admission with Admissions and Records Office
- Attend **all monthly** Tuesday meetings and designated (♦) meetings below
- Submit Final Reflection paper

Evaluation Criteria

This course will be evaluated with a Pass/Fail grade

EDU 972 Course Schedule

(Subject to change, updates will be sent via email; indicates required session)

Sunday, August 14 4:30 – 7:00 p.m.	New Full-Time Faculty Dinner	Champaign Country Club
Monday, August 15 8:30 a.m.	Fall Opening Session ♦ – Dr. Tom Ramage, President *8:00 Light Breakfast – compliments of Parkland Foundation*	Theatre
Monday August 15 11:30 a.m. – 1:00 p.m.	All College Lunch Buffet	College Center

Monday, August 15 1:00 – 2:00 p.m.	Syllabus/Course Outline/Course Information Forms ♦	D116
Monday, August 15 2:00 – 3:00 p.m.	Syllabus Drop-In *Experienced faculty will be on hand to offer syllabus examples and feedback*	D116
Tuesday, August 16 9:00 – 11:00 a.m.	Faculty Opening Session ♦ – Dr. Kris Young, Vice President for Academic Services *8:30 Coffee compliments of PAE*	Theatre
Tuesday, August 16 2:00 – 3:00 p.m.	Technology Resources: ANGEL and My.Parkland ♦	D107
Thursday, August 18 8:00 – 11:30 a.m.	New Full-Time Faculty: College History and Tour ♦ *Breakfast compliments of the Office of the President*	D116
Friday, August 19 8:30 – 10:00 a.m.	Faculty/Student Services Partnerships ♦	D116
Friday, August 19 10:30 a.m. – 12:00 p.m.	Benefits Overview ♦	D116
Friday, August 19 1:00 – 2:00 p.m.	Mentoring Drop-In and Sign Up ♦	D117
Tuesday, September 13 3:00 – 4:30 p.m.	Survival Celebration	TBA
Tuesday, September 27 3:00 – 4:30 p.m.	Protecting the Learning Environment: Academic Honesty and Classroom Management ♦	D116
Tuesday, October 25 3:00 – 4:30 p.m.	Your Professional Learning Plan/ Library Tour & Orientation♦	D116
Tuesday, November 29 3:00 – 4:30 p.m.	Introduction to Academic Services / Tenure Panel Discussion ♦	D116

The Spring 2012 Schedule will be provided to you in late Fall

Appendix 3-A SOAR Outline

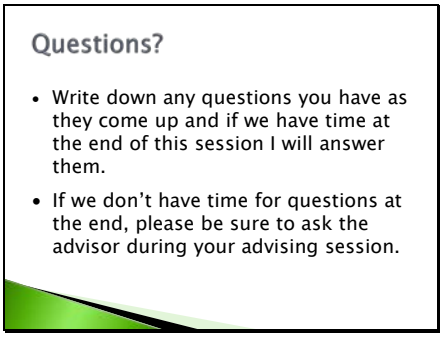
Slide 1

SMILE – welcome students enthusiastically and emphasize that this information is designed with their success in mind.

Today's agenda: this 45 min. group presentation, a 45 min. computer lab session, individual advising appointments, and lastly, you will register for classes in the College Center.

DON'T LEAVE TODAY WITHOUT A SCHEDULE!

Slide 2



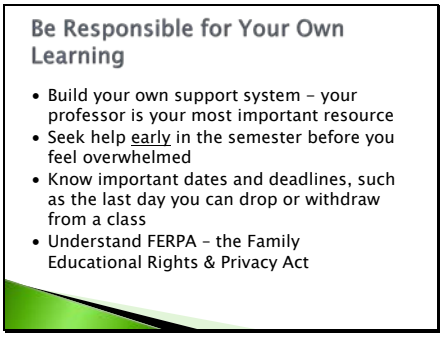
Please write down any questions you have and, depending on time, I may be able to answer them at the end of this session. If not, be sure to ask the advisor you meet with.

Slide 3

This is college and you're considered an adult. Although you have more freedom, you also have more responsibility, especially for your behavior.

Parkland is committed to providing an environment of civility. Be aware that the college has a harassment and discrimination policy so that if you ever feel you are being harassed or treated unfairly, please speak with a faculty or staff member.

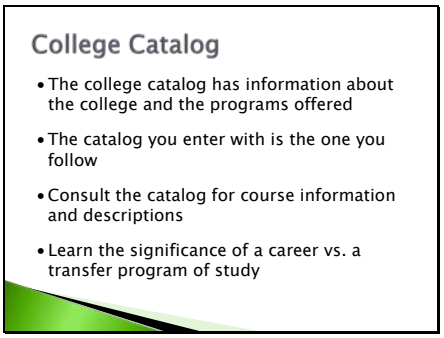
Slide 4



In addition to being responsible for your behavior, you're responsible for your learning: Go to class, ask questions, read the syllabus, and know when assignments are due and exams are scheduled.

Legally we can't provide information about you to others due to FERPA.
Parents, have a discussion with your student before they start college about what your expectations are.
Students, if you want us to respond to your questions via email, you must use your Parkland student email account.

Slide 5

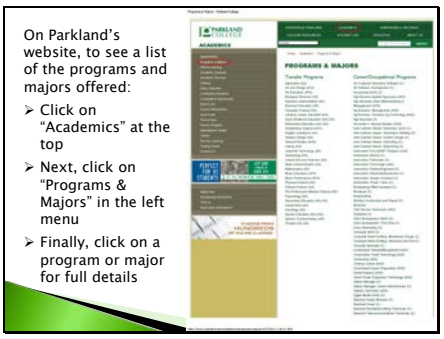


SHOW THEM THE COLLEGE CATALOG.

How many of you know what you want to major in? The catalog has information about all of the programs we offer.
Once you know your major, the catalog is your "roadmap" to earning your degree or certificate.

It isn't in your folder. The catalogs are FREE and you can get one at the Admissions desk in the "A" wing. It's also available on Parkland's website.

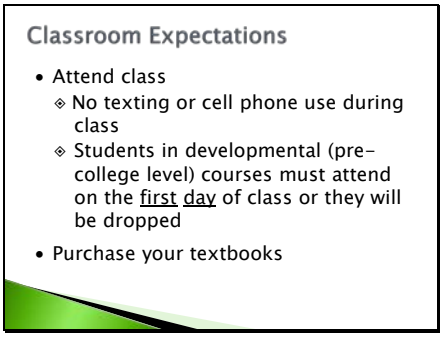
Slide 6



Some programs are intended to prepare students to transfer to a university while others are intended to prepare students to join the workforce.

Give an example of the difference in the two tracks: AAS or CER in Accounting VS. the transfer program in Business Administration for someone wanting to major in accounting. Someone wanting to be a Certified Public Accountant (CPA) needs to follow the transfer track.

Slide 7



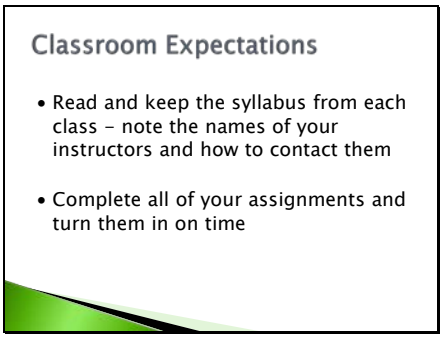
Attendance is the #1 factor in student success.

Each instructor posts his/her attendance policy in the course syllabus; you are responsible to know the policy and abide by it. Some instructors are very strict on attendance and others not so much. Know each instructor's policy.

Students in developmental courses must attend the first day of class.

Be sure to buy your textbooks and bring them to class when needed.

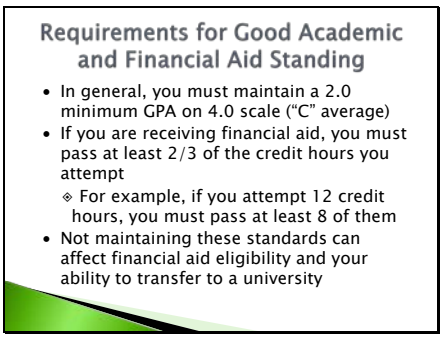
Slide 8



Just as you like it when people know your name, your instructors like it when you know their names. Know their names and how to contact them by email and by phone.

Going to class isn't enough, you must also do the work and turn it in on time.

Slide 9

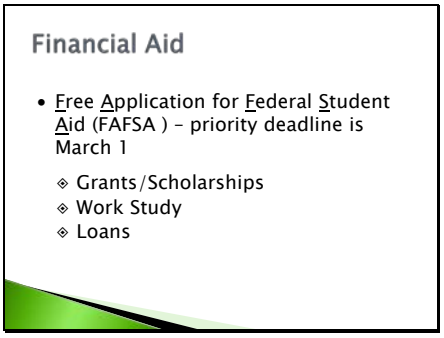


In general, you need to maintain a "C" grade point average; this doesn't mean you have to earn at least a "C" in each class. Be aware that if you are transferring to a university, sometimes a grade lower than a "C" won't be accepted by the transfer university.

If you're receiving financial aid, you must succeed in 2/3 of the attempted hours.

If you need help to stay in good academic standing, get help early—DON'T WAIT!

Slide 10



The FAFSA (Free Application for Federal Student Aid) must be completed each year -- preferably by March 1 for students starting classes that fall.

Grants (Federal Pell, state MAP, etc.) don't need to be paid back, loans do. Even if you think you won't be eligible for grants, still file the FAFSA in case you decide you want a student loan.

You may be eligible for financial aid if you are enrolled half-time, three-quarter time, or full-time.

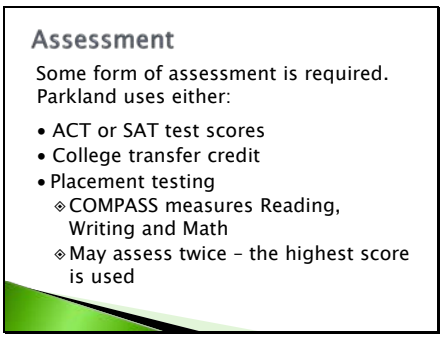
Slide 11

You must re-file the FAFSA each year.

If you have questions regarding financial aid, visit the financial aid office (A170). Don't listen to advice from your friends!

Visit financial aid BEFORE you make any schedule changes – go there first! Changing your schedule can affect your financial aid eligibility.

Slide 12

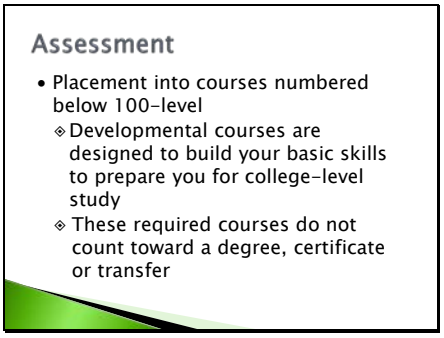


Some form of assessment is required. Parkland uses either:
• ACT or SAT test scores
• College transfer credit
• Placement testing in reading, writing and math OR

We use these to assess your skill level in reading, writing, and math to determine your starting point.

In order to be successful, you should begin at a level that is challenging but not overwhelming.

Slide 13

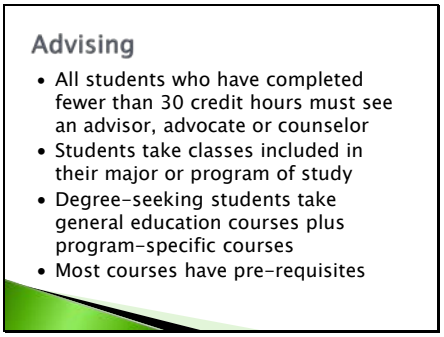


Some students place into developmental or "pre-college" level courses.

These courses are designed to build basic skills to prepare students for college-level courses.

They are required and don't count toward a degree or transfer.

Slide 14

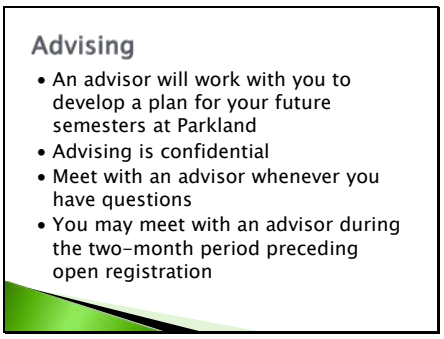


Students who have EARNED fewer than 30 credit hours must meet with an advisor to plan their schedules.

You'll see an advisor/counselor today and during at least your first two semesters; students usually continue to see an advisor to discuss graduation or transfer.

Most courses have pre-requisites. These are either courses you must have passed first or specific placement levels required.

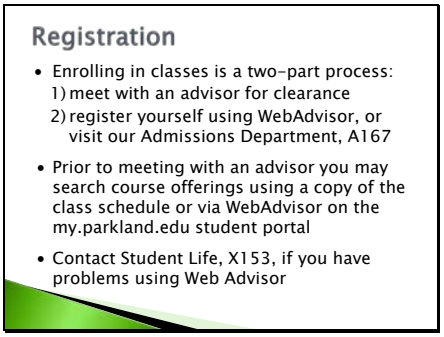
Slide 15



In today's advising session, we'll work on your first semester schedule only. We encourage you to return in September or October to create your educational plan to map out your future semesters.

You can be advised and cleared for registration two months prior to the registration period. For example, seek advising in September or October for the November registration period.

Slide 16



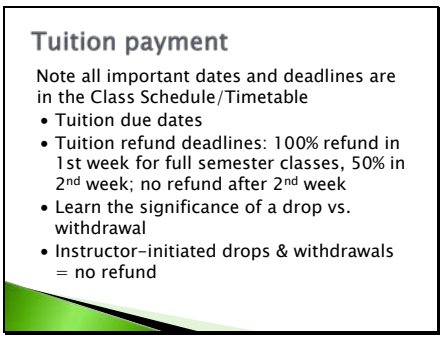
Advising clears you to register; most students will then register themselves online via Web Advisor at my.parkland.edu.

Take out the class schedule from your folder. This is also referred to as the "time table." You can either look for your classes in this booklet or by using Webadvisor in the my.parkland.edu student portal.

We recommend all new students take full-semester classes (begin in Aug./end in Dec.).

Twelve credit hours is considered a full-time load; this is like having a full-time job. Unlike many high school classes, most of your work is done outside of class.

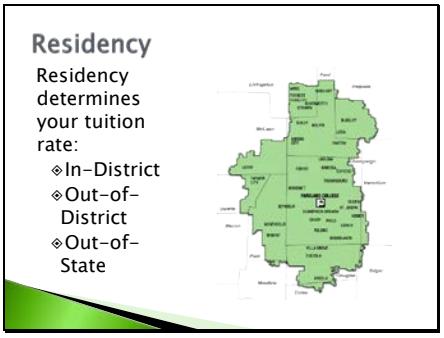
Slide 17



Refer to time table: Take special notice of the dates and deadlines in BOLD (page 3, 2011FA). Ask: "When do classes begin? What is the last day to pay for classes? What is the last day to withdraw? "

Emphasize second bullet point: there is no refund after second week.
When you "drop" a class, you get money back, and the class doesn't show up on your transcript.
When you "withdraw" from a class, you get no money back, and you get a "W" grade on your transcript.
IF YOU DON'T SHOW UP FOR CLASS, YOU WILL BE DROPPED & WILL STILL BE CHARGED*

Slide 18



Point out the tuition rates in the class schedule. Have students open up the time table to locate this information (page 4, fall schedule).

In-district = Champaign County and outlying areas
Out-of-district = the rest of Illinois
Out-of-state

*Moving here does NOT make you an in-district student; neither does living here for thirty days. Your residency is determined by where your parent or guardian pays taxes.

*SEE THE ADMISSIONS OFFICE REGARDING YOUR RESIDENCY STATUS AND REQUIREMENTS FOR CHANGING RESIDENCY.

Slide 19

Again, the #1 factor in student success is regular attendance.

The #1 factor in being motivated to succeed academically is having a definite career path in mind.

If you're still unsure of your future career path, visit the Career Center and take a career assessment and meet with one of our career advisors.

Slide 20

CAS = Parkland's one-stop learning center (D120); assistance with reading, writing, math, and many other subjects.

Study and do your homework in the CAS where assistance is readily available. Students who spend time in CAS tend to do better in their classes.

Get help early and often!

Slide 21

Counseling & Advising can help with:

-Academic advising
-Career advising
-Personal counseling
-Transfer planning

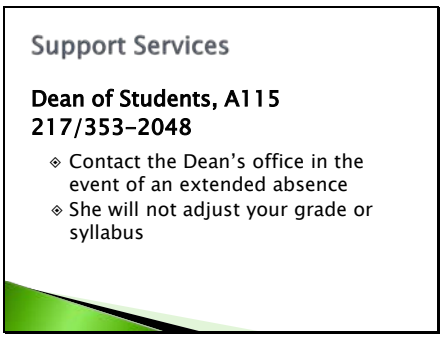
Slide 22

We cannot ask whether you have a disability; if you have a disability for which you need an accommodation, you must register with the Office of Disability Services (X148).

Do not wait until you are struggling academically; there is a process you must follow which takes time and requires documentation. Also be aware that accommodations must be requested in advance; they are NOT granted retroactively.

Discuss with your advisor any accommodations you may have received or may need; your advisor can refer you to the resources you'll need.

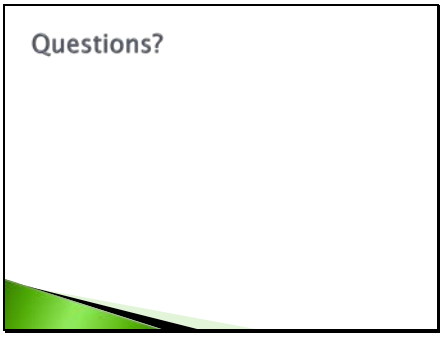
Slide 23



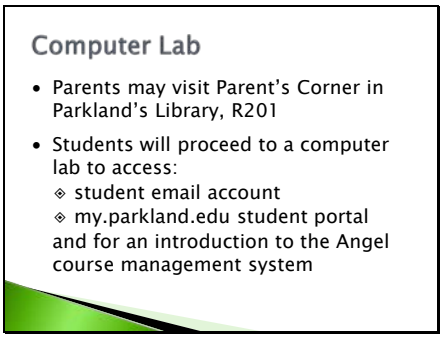
Contact the Dean's office in cases of serious illness, hospitalization, or other extended absence.

It's up to your instructors as to whether or not you can make up the work you miss.

Slide 24



Slide 25



Students will now move to the computer lab sessions and parents are invited to the Parkland Library, R201.

Slide 26

Welcome to Parkland!
Thank you for choosing Parkland as your institution for higher learning

Appendix 4-A Course Information Form

Parkland College Course Information Form
COMPLETION GUIDE

Course Prefix and Number DHG 114

Title Pre-Clinic

Class Hours 3 **Lab Hours** 6 **Clinic Hours** **Credit Hours** 5

Health Profs Dept: **CREDIT HOURS = CLASS HOURS + [ratio of (LAB HOURS + CLINIC HOURS)]**
All Other Depts: **CREDIT HOURS = CLASS HOURS + 0.5 x LAB HOURS**

Note: Natural Sciences labs have a 3:1 ratio.

1. Catalog course description including prerequisites. (Not more than 40 words).

Introduction to dental hygiene profession with emphasis placed on periodontal debridement. Instrument skills proficiencies performed on student/patients. Prerequisites: BIO 121, CHE 100 or equivalent, assessment into ENG 101, and admission into Dental Hygiene program.

Do: List prereqs in alphabetical order. Type this in Word for spell checking and word count. 40 words IS the max!
Don't: Include phrases such as, "For Parkland students…"

2.The attached course outline must contain the following: general course objectives, textbook(s), and other required materials approximate cost, required reading lists -- when appropriate, required writing assignments (including length & type) -- when appropriate, and laboratory information (e.g., topics covered) -- when appropriate.

3. Method of evaluation [essay exams, objective exams, term papers, projects (give description), etc.].

objective exams, quizzes, lab proficiency exams, and case based exam and quizzes, group projects and presentations, homework assignments.

Do: Keep in mind individual instructors will create their syllabus from this document; include all types of evaluation you want used in this course.

4. Will additional and/or special equipment, library materials, supplies, and/or facilities be needed or required? Please list and estimate cost.

No

Do: List computer labs, peds labs, etc. if not regular classroom space.
Don't: Leave a question blank. N/A or No is an acceptable answer if it fits.

5. What is your rationale of evidence of need for this course?

Required as part of the Dental Hygiene curriculum by the American Dental Association.

Advisory Committee recommendation is another possibility, as well as being required by various certifying boards.

6. Are there any other Parkland courses that are similar in content? If yes, which ones?

No

Do: List course number(s) here if applicable. Explain how the courses differ.
Example: DHG 200. 200 offered to 2nd year students only. 114 is available to 1st years.

7. Does this course qualify as a general education course for any program? List the general education requirements this course meets.

No.

Do: If the answer to this question is yes, be very specific. For example: Yes, all transfer programs. Gen Ed Objectives 1, 2, 5, 7, 8

8. Effective Date: Spring 2010

Next catalog edition if creating a new course; increasing or reducing discussion, lab, clinic, or credit hours on an existing course; or changing prereqs on an existing course.

Next semester if making any other changes to an existing course.

Peg Boyce	August 29, 2008	Julie Weishar	11/17/08
Proposed By	**Date**	**Curriculum Chair**	**Date**
Roberta J. Scholze	August 29, 2008	Kristine M. Young	11/7/08
Department Chair	**Date**	**Vice President**	**Date**

Do: Write the signature date **exactly** as: Month DD, YYYY This is correct

Proposer's name is not required.

Don't: Complete Curriculum Chair and VPAS signature and date.

Appendix 4-B Nursing Graphics

Parkland College Nursing Program
Graphic 2011

Level 4

Nursing 258
Medical Surgical Nursing
EKG, Respiratory, Cardiac,
Burns, Critical Care

Nursing 257
Community Health Nursing

Nursing 215
Transition into Nursing
Profession

Level 3

Nursing 255
Medical Surgical Nursing Stroke,
Cancer, Immunity, Gastrointestinal,
Blood Disorders

Nursing238
Pediatric Nursing
Growth and Development, Acute
& Chronic Diseases of Children

Nursing 236
Maternal Nursing Pre-Post
Hospital Delivery Care

Level 2

Nursing 151
Mental Health Nursing
Institutional Care of Client Community
Care of Client

Nursing 118
Medical Surgical Nursing
Diabetes, Endocrine, Orthopedics

Level 1

Nursing 119
Introduction to Nursing Profession

Nursing 117
Pharmacology Principles & Practices

Nursing 114
Fundamentals of Nursing
Introductory Adult Care Giving Skills

Nursing113
Physical Assessment
t of the Adult Client Curriculum Introduction

Appendix 4-C Example of Syllabus

Parkland College Nursing Program
Fall 2011

The mission of Parkland College is to engage the community in learning.

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 NUR program courses and credit or concurrent enrollment in BIO 123 and PSY 209.

Lecture time: Wednesday morning from 8 am to 9:50. Room L-111.

Clinicals: Clinical begins at 6:30 am and ends at 11:30. Pediatric clinicals are rotated with NUR 236 (OB) clinicals with a total of 8 weeks in each area. Each 4 weeks you will rotate to the other area. This will be clearer when you see your clinical schedule. We begin the first 4 weeks of pediatric clinicals at Swann Special Care Center and the next four week segment of pediatrics is spent at Carle Hospital on the Pediatric floor. Clinicals at Swann will involve gathering information on your residents but not on a specific day. Pediatric clinicals at Carle require patient pick up the day before, usually no earlier than 3pm, and involve considerable time to prepare.

Faculty & Staff:		**Office Hours**:
	Michele Spading, RN, MSN Course Coordinator and Theory Office L-232 Phone: 351-2468 (office) 898-9668 (cell) E-mail: mspading@parkland.edu	Tuesday: 12-4 pm Wednesday: 1-3 pm Also available by appointment.
	Tami Kennett, RN, MSN Clinical Instructor Mondays & Fridays Office L-234 Phone: 353-2163 (office) 217-638-7900 (cell) Email: tkennett@parkland.edu	Tuesday 11-12 (on-line) Wednesday 11-3 pm
	Jim Roberts BSN, RN Clinical Instructor Thursdays Office: L-231 Phone: 353-2095 (office) 217-417-0030 (cell) Email: jdroberts@parkland.edu	Monday: 10-12 pm Wednesday: 1-4 pm

Students should address all nursing faculty by title and surname unless otherwise directed.

Clinical Facilities:	Carle Foundation Hospital: Pediatric Floor – 8th floor, North Tower Phone: 383-3088 Swann Special Care Center 109 Kenwood Rd, Champaign Phone: 356-5164
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. These can be found at: http://online.parkland.edu/Ethics/summary.cfm
Core Values:	We believe strongly in the Core Values of Parkland College: Honesty and Integrity, Fairness and Just Treatment, Responsibility, Multiculturalism, Education, and Public Trust. Essentially these values set guidelines for how we should treat you and how you should treat each other (and us). Failure to be respectful of one another or to maintain ethical behavior will not be tolerated.
Civility Statement:	Our College Core Values of Fair and Just Treatment and Responsibility serve as guide posts for civility. Parkland College is committed to campus wide civility by cultivating a community where the faculty, staff and students: Respect people and property Show empathy and tolerance Demonstrate concern for and fairness toward others Employ critical thinking and patience Accept accountability for their own actions

Required resources/materials:

Deglin, J.H. & Vallerand, A.H. (2011). *Davis's drug guide.* (12th ed.). Philadelphia: F.A. Davis.
Pagana, K.D. & Pagana, T.J. (2010). *Mosby's manual of diagnostic and laboratory tests* (4th ed.). St. Louis, MO: Mosby.
Hockenberry, M. & Wilson, D. (2009). *Wong's Essentials of Pediatric Nursing* (8th ed.). St. Louis, MO: Mosby. ISBN: 9780323053532

Parkland College Nursing Program 2011-12, Student Policy Handbook – on ANGEL
ATI: Nursing Care of Children.

STUDENTS ARE ALSO REQUIRED FOR EACH COURSE TO USE THE LAB, MEDICATION HANDBOOKS, AND NURSING DIAGNOSES TEXT ADOPTED BY PARKLAND NURSING PROGRAM AND REQUIRED DURING THEIR FIRST SEMESTER COURSES.

Suggested resources/materials: A recent nursing physical assessment text, medical dictionary, and textbooks from previous nursing classes.

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

Integrate ethical, legal, regulatory frameworks and standards of *professional nursing practice* through a holistic approach to care in the pediatric patient and family.

Demonstrate *effective communication* through caring, compassion, and cultural awareness for the pediatric patient and family to achieve positive outcomes.

Demonstrate the *orderly collection of information* from multiple sources to establish a foundation of holistic nursing care to meet the needs of the pediatric patient and family.

Analyze and utilize assessment and reassessment data to plan and provide individualized care for the pediatric 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 pediatric patient and family.

Develop, implement, and evaluate *individualized teaching plans* for the pediatric patient and family to achieve desired outcomes.

Demonstrate shared planning, decision making, problem solving, goal setting, cooperation and communication with the pediatric patient, family, and members of the healthcare team.

Manage and prioritize nursing care of the pediatric patient and family.

Teaching Methods:

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

Grading/Assessment/Evaluation – Course Requirements:

A. **Theory**

1. **8 Quizzes** over lecture and readings, each worth 15 points. Lowest score will be dropped. Total points for quizzes: **105 points**
2. **3 Exams**: worth 50 points each. **150 points**
3. **Final**: Study guide will be provided. **85 points.**
4. **ATI:** A score at or above the 60th percentile rank-program on your *proctored* ATI assessment: **10 points**. Anything below this, 0 points assigned.
5. **Participation** is required during lecture/class meetings and pre and post clinical. You **must** be prepared and have any assignments/worksheets completed.

QUIZZES: most quizzes are posted on ANGEL and will open after class on Weds. and automatically close at 5pm on Friday. The schedule for quizzes is on your Reading Outline. All quizzes on ANGEL must be taken in the computer lab during **proctored** computer times. Quizzes may also be given during class time at the discretion of the instructor.

B. **Clinical Performance**

Student must receive a satisfactory or "passing" score based on clinical performance and all paperwork required. Students must attain a minimum average grade of 80% on all clinical paperwork and complete journal entries and research reports as required.

C. **Laboratory Performance: NA**

D. **Missed Class, Quizzes, Exams, Activities and/or Work**

No makeup quizzes will be given since your lowest score will be dropped from the final grade calculation. A missed quiz will count as a grade of zero. Most quizzes are taken on line through ANGEL. They are 15 point quizzes with 15 minutes allowed for each quiz. At the end of 15 minutes the quiz shuts down and your grade is submitted.

Exams will be given during class as noted on the course schedule and will be a pencil/paper exam using a scantron. **You should bring a calculator**. Cell phones are not acceptable to use as your calculator. Alternative date/time must be scheduled prior to that date as there will be no make-up exams. A missed exam will count as a grade of zero. Alternative date/time may not be scheduled for the final and there will be no make-up for the final exam. A missed final exam will count as a grade of zero.

Students must communicate any extenuating circumstances to the course instructor as soon as possible and on a continuous basis. Consideration for those circumstances will be given on an individual basis and in consultation with the Department Chair.

E. **ATI assessment**

All ATI materials are on-line and accessible by logging in at www.atitesting.com
You should have access to all the modules needed for this course as well as other courses. You are encouraged to begin reviewing these early and frequently as they will support and enrich your learning each semester and help prepare you to be successful on your NCLEX exam.

Students must complete the Nursing Care of Children assessment as scheduled. Students will be given the password/ID needed to take the **non proctored** "practice" tests before sitting for the **proctored** ATI. The student must score at or above the 60th **percentile rank – program**, on each proctored assessment. If the student does not score at or above this standard, the student must complete remediation to 90% or above **within 2 weeks of the original testing date for that module.** Each attempt to remediate must be at least 24 hours apart. Failure to remediate at the above level and within the designated time frame will result in a failure for the course.

If the student has **any** questions concerning their scores, which score to look at, whether they need to remediate, whether they have successfully completed remediation, etc. they **must** contact the instructor. It is the student's responsibility to follow up on this aspect of the course and verify that they have successfully completed each ATI assessment.

Final Course Completion Criteria:

Student must attain an academic course grade (theory portion) of 75% or better in order to meet course completion requirements. Each student is responsible for monitoring their course progress and to contact the instructor with concerns.

Total points possible: 350

Grading Scale:

A = 90 – 100%
B = 83 – 89%
C = 75 – 82%
D = 70 –74%
F = 69% or below

Clinical and Lab performance: Student must receive a satisfactory or "passing" score based on clinical performance, paperwork and all assignments. Clinical performance is evaluated by the clinical instructor based on knowledge learned in previous semesters and building on new information learned this term. It is expected that all students will be competent in previously learned skills and knowledge. **The student must achieve an 80% average on all clinical paperwork to pass.**

If the student's clinical grade is satisfactory, the grade for the course is the theory grade. A final evaluation of unsatisfactory in clinical, results in a failure ("F" grade) for the course, no matter what the theory grade is.

Student Expectations:

A. Preparation and participation

Reading assignments and written assignments **must** be completed prior to class/clinical/lab experiences. Students are expected to bring any questions related to theory to class for discussion and to actively participate in pre and post conference discussion during clinicals. **Adequate preparation for each class, clinical, and lab is essential for success.**

A student who arrives at clinical not adequately prepared will receive an unsatisfactory grade for that clinical and may also be sent home with any time missed considered "absence" time.

B. Communication

Students are strongly encouraged to actively communicate with faculty and staff during the course of the semester. Learning is an interactive process and includes that communication. Our main source of communication is via Parkland email and ANGEL so it is imperative you check *both* of these sources at least daily and it is highly recommended that you check more frequently. Nursing *program* information is sent out via SNAP email. All nursing students are included on the SNAP list serve utilizing your Parkland student email address.

****Important**: Due to the security placed on Parkland's email system and other organization's email systems, it is important that you only utilize your Parkland accounts for communication. We have experienced numerous problems with emails coming from other sources such as gmail,

yahoo, AOL, etc. Often these emails are not delivered, may be labeled as spam, or are not delivered for several days. We are encouraged not to open emails from sources we do not recognize so many instructors will not open an email that is not from a Parkland address.

Please send all assignments and correspondence to your instructor via ANGEL unless **clinical** instructor directs you to do this differently.

C. Technology

It is important you are competent with the following computer technology: Parkland's ANGEL system, my. Parkland.edu, Microsoft Word, Microsoft PowerPoint, and Parkland student email. You will also be expected to become competent using the computer system at the clinical site you are attending.

Parkland College offers help with technical questions and issues regarding Email, ANGEL, My.Parkland and Wi-Fi access. Visit the STAR (Student Technical Assistance & Resources) office in D-248, contact the STAR Hotline at 217-353-3333, or email star@parkland.edu for technical assistance.

Become familiar with your ANGEL course site as it is an integral part of this course. All course material is posted on ANGEL as well as many useful resource materials, including the Nursing Student handbook and access to Mosby videos on clinical.

****Special note: all material posted on your ANGEL course site is copyrighted and cannot be reproduced for any purpose other than this specific class. In other words, it cannot be used by yourself or others for their own benefit – teaching elsewhere, publishing, on personal web sites, etc. Permission of the author must always be obtained.**

D. Attendance

Class and clinical attendance is considered essential. Repeated absences will result in grade reduction. Having a surprise quiz or in class activity for extra points is at the discretion of the instructor. If you are not in class, there is no makeup so you receive "0" (zero) points.

Clinical absence: missing more than one clinical will result in the student's inability to meet course/clinical objectives, thus will result in failure of the entire course. No clinical make ups are provided. Parkland classroom doors are set to lock as soon as class begins as a security measure. Once the door is shut students will need to knock to gain entry. There is no guarantee that someone will hear your knock or be able to let you in. If the instructor is lecturing it is not appropriate to stop and open the door or to expect a student who is listening and taking notes to stop to open the door. Please keep this in mind and make it a point to be on time for class and lab.

Chronic tardiness and disruption of class may result in loss of points and/or a lower grade. Students may not sleep or appear to sleep during class, lab or clinical. Students appearing to sleep will be dismissed. Students who "text" during class will also be dismissed and points will be deducted.

Students are expected to call faculty <u>prior to</u> absences or tardiness. Failure to call may result in additional percentage points being deducted from the final grade. *REQUIRED: Students must call the unit they are scheduled to be on prior to any absence, and obtain name of individual you left message with regarding your absence. Asking a classmate to tell the unit and/or instructor of your absence is *<u>not</u>*** acceptable.**

Students are expected to call faculty prior to absences or tardiness. Failure to call may result in additional percentage points being deducted from the final grade. ***REQUIRED: Students must call the unit they are scheduled to be on prior to any absence, and obtain name of individual you left message with regarding your absence. Asking a classmate to tell the unit and/or instructor of your absence is *not* acceptable.**

E. Drops/Withdrawals

On the ten day roster, I am required to assess your attendance. If you have not attended regularly to that point, you will be dropped with no refund of tuition or fees. After this census date, you should not plan on an instructor withdrawing you. You are ultimately responsible for your own withdrawal by the withdrawal date. Non-attendance after the census date will result in an F if you don't withdraw yourself. Please refer to the College Catalog for any exceptions to this.

F. Academic Honesty

Parkland College believes that the basis for personal and academic development is honesty. Dishonesty is unacceptable. Cheating, fabrication and plagiarism are unacceptable at Parkland College. The process of determining the consequences of academic dishonesty in the Nursing Program begins with the course instructor and may proceed to include the department chair and/or Dean of academic services. Dishonesty will result in failure of a portion of the course and/or failure of the entire course. The course instructor **will** place a written summary of the dishonest event in the student's file.
Students should refer to the Parkland Student Policies and Procedures manual found on line at: **http://www.parkland.edu/studentLife/policies or http://www2.parkland.edu/studentpolicy/honesty.html**

Examples of cheating include: completing on-line quizzes with others, using textbooks or other class materials when taking the quizzes, sharing the content of quizzes or exams with other, or completing activities or assignments with others that have not been designated as a "team" project by the instructor, such as care plans, prep sheets, NICU write ups, or any other clinical paperwork. **If you are not sure if you should be working on an assignment with another student – ask your instructor!!**

G. Student Conduct

Making the classroom/lab/clinical area a **safe** environment for everyone is key to successful learning. The expectation is that we will behave politely and respectfully at all times; this is toward any and all persons that the student is in contact with during the course experiences. This includes, but is not limited to, the following: arriving on time for class and returning from breaks on time, **turning cell phones to vibrate**, no texting, refraining from "side bar" conversations while the instructor and/or other students have the floor, and refraining from disruptive or rude behavior/language. **There are to be no PDAs, lap tops, ear bud phones, or music storage devices in use during lecture, lab or clinical.** The Parkland College Student Conduct Code, in the *Student Policies and Procedures Manual*, very clearly states that we will not tolerate disruptive behavior.

H. IRIS – Immediate Response Information System

In the event of a severe emergency, IRIS will alert campus students, faculty, and staff within minutes of the broadcast being sent out from the department. IRIS can broadcast alerts to multiple devices simultaneously at no cost to you. We encourage you to sign up for this free service and select how you would like to be notified: text message, audio message, or email message. Sign up at: http://www2.parkland.edu/publicsafety/alerts.htm

Students may keep their cell phones on during class but must set them to vibrate. **No cell phones are allowed at clinical.** Your instructor will arrange to be notified if there is an emergency.

I. Chain of command

Students are expected to follow an appropriate chain of command to address and/or discuss any types of course concerns. This means starting with the faculty member most closely involved in the situation. If the issue is not addressed to the satisfaction of the student, the student may then go to the course manager, then to the program director and, finally, to the department chair. Students should expect to be redirected to the appropriate person in the chain if they fail to go through the proper sequence.

Clinical Performance Expectations:

A. Clinical progression ***Nursing students are expected to retain knowledge from previous semesters. The evaluation of clinical performance is based on the application of previously learned knowledge and skills as well as the comprehension and application of new skills and information each semester. Each student will have a longitudinal record of her/his clinical performance. Identified areas of concern from previous semesters will be taken into account in the summative evaluation of each student's performance. Faculty will be assessing patterns and trends of learning and will take this into account in each course evaluation.***

During each clinical day the student is to perform all previously learned skills according to Parkland ADN Program criteria and the clinical site's policies/protocols, as well as application of new skills and information learned each semester. Therefore, it is beneficial for the student to review and/or practice skills from previous semesters and familiarize themselves with organizational policies/protocols at their clinical site.

B. Clinical preparation

Students are responsible for picking up their assignments the day prior to clinical unless told otherwise by their clinical instructor. Allow at least one hour for clinical research on your patient while at the hospital and another three to four hours for clinical preparation the night before clinical. The student is expected to demonstrate clinical readiness as demonstrated by written clinical work, verbal response to questions from their instructor, and participation in pre and post conference activities. Students are frequently quizzed about their patient's labs, medication, growth and development, and pathophysiology. Students **must** have medication sheets completed for each medication their patient is taking before beginning any patient care.

Students are expected to deliver safe nursing care and to demonstrate professional behavior at all times during nursing clinicals. Any student who does not demonstrate adequate preparation, safe patient care, and/or professional behavior may be dismissed from the clinical site and will receive an unsatisfactory for that clinical day. Any time missed will be counted as "absence" time and will jeopardize the student's opportunity to successfully complete the course.

C. Professional behavior

Students are expected to be consistently respectful, courteous, & thoughtful to the other health care workers when they pick up patient assignments as well as during their actual clinical. This includes the unit secretary, other nursing students, medical students, health care technicians, physicians, nurses, etc. Badgering the unit secretary/monitor tech while she has urgent orders to process & using all the computer stations to look up patient information is absolutely unacceptable. It reflects badly on Parkland but also shows poor attitude, lack of cooperation, & a basic disrespect for what other members of the health care team are doing as they also provide

care for the patients. **Reminder: no cell phones allowed on the clinical unit at any time. NO TEXTING!!! Floor computers are ONLY to be used to prepare for clinical. No personal use is allowed. No downloading of information of any kind. Also, no printing on hospital computers without specific permission.**

We uphold the core values of Parkland College as well as the values inherent in our profession which call for treating all persons equally regardless of gender, race, sexual preference, religion, nationality, economic status, etc. Students are expected to choose a variety of patients from a diverse background when choosing a clinical assignment. If it is noted by the instructor that a student is not choosing diverse patients, the student will be required to meet with the instructor.

D. Clinical Written Assignments

Each student will submit written clinical assignments as determined by the clinical instructor. These assignments must be completed and handed to your instructor at the end of your clinical unless otherwise specified by your instructor. Late assignments will not be accepted and will receive a "0" (zero) that will be part of your paperwork average for clinical.

E. Dress Code for Clinical Sites

The Uniform and Dress Code policy in the Nursing Program's Student Policy Handbook will be strictly adhered to at all times. Students should follow the policy for appropriate professional dress when arriving on clinical units to pick up patients (no jeans, sweat pants or sweat shirts, tight clothing, shorts, capri pants, "hoodies", etc.) Also, no ear phones, ear buds, etc. Unit staff will report students who arrive in inappropriate dress, without lab coats and/or without name badges. The student will be asked to leave the clinical unit and the student will receive "unsatisfactory" marks on the clinical evaluation.

F. Confidentiality

Students are expected to observe the standards of conduct established by the College and the clinical practice agency including all policies, regulations and laws. **All patient records are confidential and should not be duplicated or removed from the clinical setting.** No patient information should be shared or discussed in any manner outside of the professional and educational settings. Violations of confidentiality subject the student to program dismissal. Refer to the Nursing Student Handbook for more details. **Absolutely NO thumb drives or lap tops on the clinical floor for ANY reason**. **No information is ever to be downloaded in any matter.** Patient information needed should be handwritten with no identifying information and carefully guarded.

G. Evaluation

It is the student's responsibility to stay informed as to their performance in the class, lab, and clinical. Students are encouraged to make progress both clinically and professionally. Instructors are committed to providing an environment in which students may grow. Continued feedback will be given to promote independence in performing skills. Faculty will also elicit feedback regarding the student's performance from health care personnel. Students are expected to independently act upon feedback to ensure their success and ask for clarification and assistance when needed.

If a student receives a "U" on any evaluation criteria, at any time, the student must present to the clinical instructor an action plan, **prior to the next clinical**, detailing how they will change the unsatisfactory clinical behavior so it will not occur again. A form is provided on the ANGEL course site to facilitate the completion of this. Failure to do so will result in additional "U"s assigned. When a "U" is received the ability of the student to progress in the course will be reviewed by

the clinical instructor and, if necessary, the course manager. A single "U" **or** a succession of "U"s may result in clinical failure **at any time** in the clinical experience.

The clinical instructor will notify the student verbally and document the unsatisfactory on the student's weekly clinical evaluation form. If the student leaves clinical before talking with the instructor, the instructor will email the student to meet as soon as possible to review the reason(s) for the "U".

Satisfactory completion of the written clinical assignment does not necessarily constitute a clinical pass just as satisfactory clinical performance does not constitute a clinical pass. The student must satisfactorily pass both components of the clinical to pass the class.

Learning Support:

A. **Open Labs**

The nursing program holds open labs in L-238. Students are encouraged to go and practice skills learned in this course and/or previous courses. The lab is supervised by qualified staff and hours are posted outside the lab. The computer lab will be open for proctored testing as well as for ATI practice and testing, and use of other ATI materials.

B. **Center for Academic Success**

The Center for Academic Success provides a wide range of academic support services to enable you learn well, grow as a student, succeed in your classes, and excel at what you do. These services include the following:

1. Tutoring and Learning Assistance: Make use of walk-in tutoring services provided by faculty, staff and trained peer tutors, Monday through Friday. Many students come to get help in reading, writing, math (all levels), and many other subjects. We also provide study skills advice.
2. For-credit Modules and Tutorials: Enroll in one-credit hour Tutorials to supplement classroom instruction in reading, writing, ESL, math, chemistry, and study skills. Modules are available to eligible students to complete certain developmental course work requirements.
3. Advising and Advocacy: Work with our team of advocates and an academic advisor to plan a semester schedule, understand transfer requirements, or manage issues that stand in the way of school.

For more information, please contact:
Anita Taylor: Room D 120 Phone: 353-2005 or
Sue Schreiber: Room D 120 Phone: 351-2441
You may also email the CAS at CenterForAcademicSuccess@parkland.edu.

C. Disability Policy

If you believe you have a disability for which you may need an academic accommodation (e.g. an alternate testing environment, use of assistive technology, or other classroom assistance) please contact: Cathy Robinson, Room X148, 217-353-2082, or crobinson@parkland.edu

Parkland College A. D. N. Nursing Program
Course Syllabus Agreement

I understand that the course syllabus represents a contract between me and my course and clinical instructor(s). Therefore, I realize the importance of reading it thoroughly and referring to it often for clarification of the course expectations. If I do not understand what is in the syllabus I will contact my course instructor for clarification. This serves as documentation that I have read and agree to abide by the policies and expectations set forth in the following course syllabus.

I _____ certify that I have read, understand,
(Print - Student name)

and agree to follow the policies and expectations set forth in the NUR 238 Fall 2011 Course Syllabus.

SIGNATURE _____

DATE _____

Parkland College Nursing Program
Health Professions

HONOR PLEDGE

Conduct standards for Nursing are higher than those of the ordinary student or citizen because of the inherent responsibilities assumed by the nursing role and the trust the public places on the nursing profession to do no harm. Therefore, adherence to the professional code of ethics is required. Furthermore, honesty is considered essential for the practice of nursing and nursing students will be held to the higher standard. The following pledge is a reminder that in the Parkland College Nursing Program, I carry with me the primary responsibility for academic integrity therefore,

I_____ pledge my honor that I will not give or will receive **any** unauthorized assistance on any examination or assignment while in the Parkland College Nursing Program.

Appendix 4-D Objectives

COURSE OBJECTIVES: PROFESSIONAL BEHAVIORS

At the completion of this course, the student will:

NUR 119 Identify legal and regulatory issues governing health care and nursing practice.

NUR 117 Identify regulatory, legal and ethical governance of appropriate medication administration.

NUR 113/114 Accept responsibility for maintaining patient confidentiality as they collect health information on peers and clients.

NUR 151 Demonstrate adherence to the legal and ethical principles governing mental health nursing practice.

NUR 118 Demonstrate adherence to the legal and ethical principles governing nursing care of adult patients.

NUR 236 Integrate ethical, legal, regulatory frameworks and standards of professional nursing practice through a holistic approach to care in the maternal/newborn patient and family.

NUR 238 Integrate ethical, legal, regulatory frameworks and standards of professional nursing practice through a holistic approach to care in the pediatric patient and family.

NUR 255 Integrate ethical, legal, regulatory frameworks and standards of professional nursing practice through a holistic approach to care in the adult patient and family.

NUR 215 Evaluate the application of legal, ethical, and regulatory frameworks within professional nursing practice.

NUR 257 Adhere to 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.

NUR 258 Adhere to 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.

COURSE OBJECTIVES: COMMUNICATION

At the completion of this course, the student will:

NUR 119 Identify his/her own communication style, the factors that influence communication, and positive communication and conflict resolution techniques.

NUR 117 Communicate the importance of medication accuracy including the essential components of a medication order.

NUR 114 Communicate clearly and respectfully to patients and all members of the health care team utilizing the nursing process.

NUR 113 Communicate accurate patient information utilizing multiple formats.

NUR 151 Demonstrate therapeutic communication with psychiatric patients, families, and members of the health care team.

NUR 118 Demonstrate therapeutic communication with adult patients, families, and members of the health care team.

NUR 236 Demonstrate effective communication through caring, compassion, and cultural awareness for the maternal/newborn patient and family to achieve positive outcomes.

NUR 238 Demonstrate effective communication through caring, compassion, and cultural awareness for the pediatric patient and family to achieve positive outcomes.

NUR 255 Demonstrate effective communication through caring, compassion, and cultural awareness for the adult patient and family to achieve positive outcomes.

NUR 215 Articulate care, compassion, and cultural awareness through multiple modalities to achieve positive outcomes in nursing practice

NUR 257 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.

NUR 258 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.

COURSE OBJECTIVES: ASSESSMENT

At the completion of this course, the student will:

NUR 119 Identify the influence of cultural, social, and political issues in nursing and health care and the impact on nursing practice.

NUR 117 Identify assessment components that must be performed in conjunction with medication administration.

NUR 114 Demonstrate the ability to complete a health history and head to toe physical exam on a patient in the clinical setting.

NUR 113 Demonstrate the ability to complete a health history and head to toe physical exam on an adult classmate.

NUR 151 Demonstrate and document a complete psychiatric nursing assessment.

NUR 118 Demonstrate and document a complete nursing assessment on adult patients in a prescribed time.

NUR 236 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.

NUR 238 Demonstrate the orderly collection of information from multiple sources to establish a foundation of holistic nursing care to meet the needs of the pediatric patient and family.

NUR 255 Demonstrate the orderly collection of information from multiple sources to establish a foundation of holistic nursing care to meet the needs of the adult patient and family.

NUR 215 Assess issues driving the development of nursing policy and procedure as they relate to evidence-based nursing practice, quality management, and risk management.

NUR 257 Demonstrate 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.

NUR 258 Demonstrate 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.

COURSE OBJECTIVES: CLINICAL DECISION MAKING

At the completion of this course, the student will:

NUR 119 Identify theories of nursing practice, nursing research, and the need to use evidence based information in clinical practice.

NUR 117 Identify supports and resources to assist in bedside decision-making regarding medication.

NUR 114 Demonstrate the ability to differentiate normal and abnormal assessment findings in the clinical setting.

NUR 113 Demonstrate the ability to differentiate normal and abnormal assessment findings in the lab setting.

NUR 151 Utilize clinical decision making skills to provide therapeutic care to the psychiatric patient.

NUR 118 Utilize clinical decision making skills to provide safe, efficient care to the adult patient.

NUR 236 Analyze and utilize assessment and reassessment data to plan and provide individualized care for the maternal/newborn patient and family.

NUR 238 Analyze and utilize assessment and reassessment data to plan and provide individualized care for the pediatric patient and family.

NUR 255 Analyze and utilize assessment and reassessment data to plan and provide individualized care for the adult patient and family.

NUR 215 Analyze evidence based practice and research supporting clinical decision making.

NUR 257 Demonstrate 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.

NUR 258 Demonstrate 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.

COURSE OBJECTIVES: CARING INTERVENTIONS

At the completion of this course, the student will:

NUR 119 Recognize the need for environments of hope and trust, where client choices related to cultural values, beliefs, and lifestyle are respected and ethical principles are honored.

NUR 117 Define the process for safe medication administration.

NUR 114 Demonstrate a positive, caring environment where all patients and members of the health care team are afforded dignity and respect.

NUR 113 Demonstrate a positive, caring environment where peers and faculty are afforded dignity and respect.

NUR 151 Employ compassion, respect, and dignity when caring for psychiatric patients with diverse backgrounds.

NUR 118 Employ compassion, respect, and dignity when caring for adult patients with diverse backgrounds.

NUR 236 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.

NUR 238 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.

NUR 255 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 adult patient and family.

NUR 215 Analyze evidence based practice fostering environments of hope and trust in nursing practice.

NUR 257 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.

NUR 258 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.

COURSE OBJECTIVES: TEACHING AND LEARNING

At the completion of this course, the student will:

NUR 119 Identify types of nursing education programs and how licensure and certification are obtained.

NUR 117 Identify variations in culture and lifespan impacting patient's understanding and willingness to take medications.

NUR 114 Perform basic bedside teaching for adult patients using a variety of tools and resources.

NUR 113 Teach alternative/complementary therapy techniques to peers.

NUR 151 Develop and implement individualized care/teaching plans for the psychiatric patients based on assessed needs.

NUR 118 Develop and implement individualized care/teaching plans for the adult patient based on assessed needs.

NUR 236 Develop, implement, and evaluate individualized teaching plans for the maternal/newborn patient and family to achieve desired outcomes.

NUR 238 Develop, implement, and evaluate individualized teaching plans for the pediatric patient and family to achieve desired outcomes.

NUR 255 Develop, implement, and evaluate individualized teaching plans for the adult patient and family to achieve desired outcomes.

NUR 215 Demonstrate all integral components of the teaching process utilizing multiple modalities of teaching.

NUR 257 Demonstrate all integral components of the teaching process, including transmission of information, evaluation of teaching and modification of teaching based on identified responses.

NUR 258 Demonstrate all integral components of the teaching process, including transmission of information, evaluation of teaching and modification of teaching based on identified responses.

COURSE OBJECTIVES: COLLABORATION

At the completion of this course, the student will:

NUR 119 Identify the importance of communication with the client, support person(s), and other members of the healthcare team to creatively achieve client goals and outcomes.

NUR 117 Recognize the roles and responsibilities of all members of the health care team and the patient to guarantee safe medication administration.

NUR 114 Collaborate with patient and health care team to provide safe, appropriate care.

NUR 113 Collaborate with peers to develop and present a teaching project.

NUR 151 Collaborate effectively with members of the health care team in planning and decision making to achieve desired outcomes for the psychiatric patient.

NUR 118 Collaborate effectively with members of the health care team in planning and decision making to achieve desired outcomes for the adult patient.

NUR 236 Demonstrate shared planning, decision making, problem solving, goal setting, cooperation and communication with the maternal/newborn patient, family, and members of the healthcare team.

NUR 238 Demonstrate shared planning, decision making, problem solving, goal setting, cooperation and communication with the pediatric patient, family, and members of the healthcare team.

NUR 255 Demonstrate shared planning, decision making, problem solving, goal setting, cooperation and communication with the adult patient, family, and members of the healthcare team.

NUR 215 Demonstrate collaboration by interacting creatively and openly with others.

NUR 257 and NUR 258 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).

COURSE OBJECTIVES: MANAGING CARE

At the completion of this course, the student will:

NUR 119 Identify the need to prioritize patient care and basic principles of delegation and supervision of care.

NUR 117 Recognize appropriate measures to manage bedside care and reduce the risk of adverse medication outcomes.

NUR 114 Manage the care of clinical patients under the supervision of clinical instructors and professional staff safely.

NUR 113 Discuss how delegating, prioritizing, and time management affects completion of data collection and patient care.

NUR 151 Manage the care of psychiatric patients under the supervision of clinical instructors and professional staff.

NUR 118 Manage the care of multiple adult patients under the supervision of clinical instructors and professional staff.

NUR 236 Manage and prioritize nursing care of the maternal/newborn patient and family.

NUR 238 Manage and prioritize nursing care of the pediatric patient and family.

NUR 255 Manage and prioritize nursing care of the adult patient and family.

NUR 215 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.

NUR 257 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.

NUR 258 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.

Appendix 4-E Evaluation Tool

Parkland College – Nursing Program
Student Clinical Evaluation Record
Level 1 Student Evaluation

Student's Name: _____ Course: _____

Clinical Instructor: _____ Semester/Year: _____

Clinical Facility(s): _____

The student will be evaluated throughout the semester at the level indicated on the Core Clinical Competencies document, as well as on Work Ethics. Critical behaviors are designated by bold print and an * on the evaluation form. These behaviors are considered critical for success in the profession of nursing and are required in all courses and at all times. Please refer to the Core Clinical Competencies document for more details.

Students are evaluated as follows:

S = Satisfactory - student demonstrates competency at the appropriate level.
U = Unsatisfactory- student is not demonstrating competency at appropriate level.
N = No Opportunity

Weekly S/U evaluations are by exception meaning that satisfactory performance is indicated by a blank box. Unsatisfactory performance on any criterion will be designated by a U and dated. Weekly comments are completed by the student and clinical instructor each week as follows:
Student (ST): document type of patient, skills performed, self-evaluation of performance and preparation for clinical
Instructor (IN): summary of quality of care student provided, proficiency of skills performed, other comments related to clinical competencies expected.
Midterm and Final Evaluations: summary evaluation provided by instructor with input from student. Midterm goals developed.

Unsatisfactory evaluations
If a student receives a "U" on any one or more criteria, at any time during the semester, they are required to complete a remediation plan - posted on their ANGEL course site. They are expected to address the criteria designated unsatisfactory, take accountability for their behavior and/or performance, and present a plan on how to improve in this area and prevent further problems. This plan must be submitted to the clinical instructor and approved by the instructor before returning to clinical for this course. The clinical instructor will review the plan, approve or revise the plan, and when mutual agreement is reached both parties will sign and date the plan. To accomplish this, the student must send their remediation plan to the clinical instructor within 3 days of receiving the "U". A student will be required to meet with the course manager and/or nursing program director if unsatisfactory performance continues, a "U" is received in a critical behavior, or if the clinical instructor deems it necessary.

PROFESSIONAL BEHAVIOR	Date	Date	Date	Midterm		Final		Level
				ST	IN	ST	IN	1st
1. Practice within the ethical, legal, and regulatory frameworks of nursing and standards of professional nursing practice.								2
2. Report unsafe practices of healthcare providers using appropriate channels of communication.								2
3. Demonstrate accountability for nursing care given by self and/or delegated to others.*								4
4. Use standards of nursing practice to perform and evaluate client care.								2
5. Advocate for client rights.								2
6. Maintain organizational and client confidentiality.*								4
7. Practice within the parameters of individual knowledge and experience.								2
8. Describe political processes as they affect agency specific healthcare.								2
9. Participate as a member of professional organizations.								0
10. Serve as a positive role model within healthcare settings and the community at large.								3
11. Recognize the impact of economic, political, social, and demographic forces on the delivery of healthcare.								2
12. Develop and implement a plan to meet self-learning needs.								3
13. Delineate and maintain appropriate professional boundaries in the nurse-client relationship.								3
Midterm Comments: **Final Comments:**								

COMMUNICATION	Date	Date	Date	Midterm		Final		Level
				ST	IN	ST	IN	1st
1. Utilize therapeutic communication skills when interacting with clients and significant support person(s).								2
2. Communicate relevant, accurate, and complete information in a concise and clear manner.								2
3. Report and document assessments, interventions, and progress toward client outcomes.								2
4. Protect confidential information.*								4
5. Utilize information technology to support and communicate the planning and provision of client care.								2
6. Utilize appropriate channels of communication to achieve positive client outcomes.								2
Midterm Comments: **Final Comments:**								

ASSESSMENT	Date	Date	Date	Midterm		Final		Level
				ST	IN	ST	IN	1st
1. Assess the interaction patterns of the individual client or significant support persons.								2
2. Assess the impact of developmental, emotional, cultural, religious, and spiritual influences on the client's health status.								2
3. Assess the client's health status by completing a health history and performing a physical, cognitive, psychosocial, and functional assessment.								3
4. Assess client and significant support person(s) for learning strengths, capabilities, barriers, and educational needs.								2
5. Assess the client's response to actual or potential health problems.								2
6. Assess the client's response to interventions.								3
7. Assess the client for changes in health status and identified needs.								2
8. Assess the client's ability to access available community resources.								1

9. Assess the environment for factors that may impact the client's health status.								2
10. Assess the strengths, resources, and needs of clients within the context of their community.								2

Midterm Comments:

Final Comments

CLINICAL DECISIONS	**Date**	**Date**	**Date**	**Midterm**		**Final**		**Level**
				ST	IN	ST	IN	1st
1. Make clinical judgments and management decisions to ensure accurate and safe care.								2
2. Analyze and utilize assessment and reassessment data to plan care.								3
3. Evaluate the effectiveness of care provided in meeting client outcomes.								2
4. Modify client care as indicated by the evaluation of outcomes.								2
5. Participate in problem identification and data collection for research, quality control, or improvement processes to meet client outcomes.								1
6. Use evidence-based information, collected electronically or through other means, to support clinical decision-making.								2

Midterm Comments:

Final Comments:

CARING INTERVENTIONS	Date	Date	Date	Midterm		Final		Level
				St	IN	ST	IN	1st
1. Protect and promote the client's dignity.*								4
2. Identify and honor the emotional, cultural, religious, and spiritual influences on the client's health.								2
3. Demonstrate caring behavior towards the client, significant support person(s), peers, and other members of the healthcare team.*								4
4. Provide accurate and safe nursing care in diverse settings.								2
5. Implement the prescribed care regimen within the legal, ethical, and regulatory framework of nursing practice.								2
6. Perform nursing skills competently.								3
7. Provide a safe physical and psychosocial environment for the client.*								4
8. Assist the client and significant support person(s) to cope with and adapt to stressful events and changes in health status.								2
9. Assist the client to achieve optimum comfort and functioning.								2
10. Prepare the client and significant support person(s) for intervention, treatment modalities, and self-care.								2
11. Support the client and significant support person(s) when making healthcare and end-of-life decisions.								2
12. Adapt care in consideration of the client's values, customs, culture, and/or habits.								2
Midterm Comments: **Final Comments:**								

TEACHING & LEARNING	Date	Date	Date	Midterm		Final		Level
				ST	IN	ST	IN	1st
1. Develop an individualized teaching plan based on assessed needs.								1
2. Provide the client and significant support person(s) with the information to make choices regarding health.								2
3. Teach the client and significant support person(s) the information and skills needed to achieve desired learning outcomes.								2
4. Evaluate the progress of the client and significant support person(s) toward achievement of identified learning outcomes.								2
5. Modify the teaching plan based on evaluation of progress toward meeting identified learning outcomes.								2
6. Provide assistive personnel with relevant instruction to support achievement of client outcomes.								2
Midterm Comments: **Final Comments:**								

COLLABORATION	Date	Date	Date	Midterm		Final		Level
				ST	IN	ST	IN	1st
1. Coordinate the decision making process with the client, significant support person(s), and other members of the healthcare team.	2							2
2. Work cooperatively with others to achieve client and organizational outcomes.*	4							4
3. Collaborate with the client, significant support person(s), and other members of the healthcare team to evaluate progress toward achievement of outcomes.	2							2
4. Interact creatively and openly with others to solve problems to achieve client goals and outcomes.	2							2
5. Collaborate to bring about fair solutions that balance differing needs, values, and motivations for the purpose of achieving positive client outcomes.	2							2
6. Provide assistive personnel with relevant instruction to support achievement of client outcomes.	2							2
Midterm Comments: **Final Comments:**								

MANAGING CARE	Date	Date	Date	Midterm		Final		Level
				ST	IN	ST	IN	1st
1. Prioritize client care.								2
2. Coordinate the implementation of an individualized plan of care for clients and significant support person(s).								2
3. Facilitate the continuity of care within and across healthcare settings.								2
4. Delegate aspects of client care to qualified assistive personnel.								1
5. Supervise and evaluate the activities of assistive personnel.								1
6. Adapt the provisions of client care to changing healthcare settings and management systems.								1
7. Assist the client and significant support person(s) to access available resources and services.								2
8. Implement nursing strategies to provide cost efficient care.								2
9. Demonstrate competencies with current technologies.								2
Midterm Comments: **Final Comments:**								

Parkland Work Ethics	Date	Date	Date	Midterm		Final		Level
				ST	IN	ST	IN	1st
1. Attendance/Tardiness								4
2. Character								4
3. Teamwork								4
4. Appearance								4
5. Attitude								4
6. Productivity								4
7. Organizational Skills								4
8. Communication								4
9. Cooperation								4
10. Respect								4
Midterm Comments: **Final Comments:**								

Week	STUDENT COMMENTS(ST)	INSTRUCTOR COMMENTS(IN)
1		
2		
3		
4		
5	:	
6		
7		
8		

Week	STUDENT COMMENTS(ST)	INSTRUCTOR COMMENTS(IN)
9		
10		
11		
12		
13	:	
14		
15		
16		

Midterm Clinical Grade: Satisfactory__ Unsatisfactory__ Hours absent from Clinical_____

Number of remediation plans: ____ Core Clinical Component(s) addressed in plan(s):

Midterm Evaluation - Faculty Summary:

Student Goals:

_____ _____

Student signature Date Clinical Instructor Date

Final Clinical Grade: Satisfactory__ Unsatisfactory__ Hours absent from Clinical_____

Number of remediation plans: ____ Core Clinical Component(s) addressed in plan(s):

Final Evaluation - Faculty Summary:

Student Goals for Next Semester:

_____ _____

Student signature Date Clinical Instructor Date

If Student did not complete the course:

Withdrew passing_____ Withdrew failing_____ Failed academically_____ Failed clinically_____

Faculty Signature: _____ Date: _____

Appendix 4-F Advisement Plan

Parkland College Advisement Plan for A.D.N. Program	
Name: _____	**Advisor Name: _____**
Student ID: _____	

The following courses must be taken to meet nursing program requirements. A score of "C" or above and a Program Grade Point Average (PGPA) of at least 2.5 is required for progression and graduation from the program. PGPA includes all required program courses, and all electives that are eligible to be counted for the degree, whether these courses are taken at Parkland College or transferred from another college.

The following are prerequisites: Successful completion of high school chemistry, CHE 100, or CHE 106 within the past three years; or satisfactory score on Parkland's chemistry competency test before taking BIO 121. Students must also place into ENG 101. Students who transfer credit for BIO 121 and 122 that does not include cadaver lab must take BIO 162 and BIO163. BIO courses must have been completed no more than five years prior to admission to the program to be counted toward their nursing degree.

Required Program Courses (68 credit hours)

Quality Points (QP): A=4, B=3, C=2, D=1, F=0 **CR=Credit Hours**

Level 1 Courses	**Semester Taken**	**Grade**	**CR x QP =Total QP**
NUR 119 (1 cr)	/		1 x _____ = _____
NUR 113 (3 cr)	/		3 x _____ = _____
NUR 114 (4 cr)	/		4 x _____ = _____
NUR 117 (1 cr)	/		1 x _____ = _____
BIO 121 (4 cr)	/		4 x _____ = _____
ENG 101 (3 cr)	/		3 x _____ = _____
Total Credit Hours 16			**Total_____**

Level 1 GPA_____

Level 2 Courses	**Semester Taken**	**Grade**	**CR x QP =Total QP**
NUR 118 (5 cr)	/		5 x _____ = _____
NUR 151 (4 cr)	/		4 x _____ = _____
BIO 122 (4 cr)	/		4 x _____ = _____
PSY 101 (4 cr)	/		4 x _____ = _____
Total Credit Hours 17			**Total_____**

Level 2 GPA_____

Level 3 Courses	**Semester Taken**	**Grade**	**CR x QP =Total QP**
NUR 236 (3 cr)	/		3 X _____ = _____
NUR 238 (3 cr)	/		3 x _____ = _____
NUR 255 (4 cr)	/		4 x _____ = _____
BIO 123 (4 cr)	/		4 x _____ = _____
PSY 209 (3 cr)	/		3 x _____ = _____
Total Credit Hours 16			**Total_____**

Level 3 GPA_____

Level 4 Courses	**Semester Taken**	**Grade**	**CR x QP =Total QP**
NUR 215 (1 cr)	/		2 x _____ = _____
NUR 257 (3 cr)	/		3 x _____ = _____
NUR 258 (5 cr)	/		4 x _____ = _____
ENG 102 (3 cr)	/		3 x _____ = _____
SOC 101 (3 cr)	/		3 x _____ = _____
Hum/FA elec (3-4 cr)	/		_ x _____ = _____
Total Credit Hours 16			**Total_____**

Level 4 GPA_____

$$PGPA = \frac{Total\ Quality\ Points\ Earned}{Credit\ Hours\ Attempted} = _____$$

Appendix 5-A Fiscal Year 2012 Budget

GL Account	GL Description	Budgeted	Requisitioned	Encumbered	Actual Available	Funds
01-1040-14100-5101001	Nursing: F/T Admin Staff	0.00	0.00	0.00	0.00	0.00
01-1010-14100-5102002	Nursing: F/T Prof/fect Staff	54,895.00	0.00	48,772.08	6,096.51	26.41
01-1040-14100-5102002	Nursing: P/T Prof/fech Staff	0.00	0.00	0.00	0.00	0.00
01-1040-14100-5102004	Nursing: O/T Prof/fech Staff	0.00	0.00	0.00	0.00	0.00
01-1040-14100-5103001	Nursing: F/T Teaching Faculty	480,929.00	0.00	427,491.84	64,842.78	11,405.62-
01-1040-14100-5103002	Nursing: P/T Teaching Faculty	208,964.00	0.00	43,413.34	17,816.33	147,734.33
01-1040-14100-5103003	Nursing: Temp Teaching Fac	258,592.00	0.00	229,860.24	28,732.53	0.77-
01-1040-14100-5103004	Nursing: Ovload Teaching Fac	80,248.00	0.00	14,847.00	10,859.00	54,542.00
01-1040-14100-5103005	Nursing: Substitute Teaching Fac	6,945.00	0.00	0.00	120.00	6,825.00
01-1040-14100-5105002	Nursing: P/T Acad Support Staff	0.00	0.00	0.00	0.00	0.00
01-1040-14100-5106001	Nursing: F/T Office Staff	0.00	0.00	0.00	0.00	0.00
01-1040-14100-5108000	Nursing: Student Employees	0.00	0.00	0.00	0.00	0.00
01-1040-14100-5109000	Nursing: Other Salaries	0.00	0.00	0.00	0.00	0.00
01-1040-14100-5201001	Nursing: Medical	159,359.00	0.00	127,573.66	35,369.40	3,584.06-
01-1040-14100-5201001	Nursing: Dental	12,469.00	0.00	9,262.60	1,742.99	1,463.41
01-1040-14100-5201004	Nursing: Life Insurance	2,202.00	0.00	1,869.34	500.61	167.95-
01-1040-14100-5201005	Nursing: Long-term Disability	1,403.99	0.00	1,236.00	330.99	163.99-
01-1040-14100-5205000	Nursing: Medicare	0.00	0.00	9,781.46	2,705.02	12,486.48-
01-1040-14100-5206000	Nursing: FICA-Social Security	0.00	0.00	0.00	0.00	0.00
01-1040-14100-5207000	Nursing: Staff/Family Tuition Waiver	0.00	0.00	0.00	0.00	0.00
01-1040-14100-5304000	Nursing: Maintenance Services	0.00	0.00	0.00	0.00	0.00
01-1040-14100-5308000	Nursing: Instr Service Contracts	9,425.00	0.00	0.00	0.00	9,425.00
01-1040-14100-5309000	Nursing: Other Contractual Service	5,477.00	0.00	0.00	0.00	5,477.00
01-1040-14100-5401001	Nursing: Office Supplies	759.00	0.00	0.00	759.00	0.00
01-1040-14100-5401002	Nursing: Instructional Supplies	52,009.00	0.00	1,131.70	7,881.53	42,995.77
01-1040-14100-5401013	Nursing: Inst Eq <$2500	0.00	0.00	0.00	0.00	0.00
01-1040-14100-5402000	Nursing: Printing	138.00	0.00	0.0	0.00	138.00
01-1040-14100-5404001	Nursing: Audio/Visual Materials	0.00	0.00	0.00	0.00	0.00
01-1040-14100-5404002	Nursing: Computer Software	0.00	0.00	0.00	0.00	0.00
01-1040-14100-5404003	Nursing: Postage	0.00	0.00	0.00	0.00	0.00
01-1040-14100-5405000	Nursing: Books/ Binding Costs	0.00	0.00	0.00	0.00	0.00
01-1040-14100-5406000	Nursing: Publications and Dues	3,550.00	0.00	0.00	0.00	3,550.00
01-1040-14100-5409000	Nursing: Materials and Supplies	6,465.00	0.00	0.00	0.00	6,465.00
01-1040-14100-5501000	Nursing: Conf/Meeting Expense	716.00	0.00	0.00	0.00	716.00
01-1040-14100-5502000	Nursing: Travel In State	503.00	0.00	0.00	0.00	503.00
01-1040-14100-5502001	Nursing: Travel in State-Faculty	500.00	0.00	0.00	0.00	500.00
01-1040-14100-5503000	Nursing: Travel Out of State	4,180.00	0.00	0.00	0.00	4,180.00
01-1040-14100-5503001	Nursing: Travel Out of State-Faculty	1,622.00	0.00	0.00	0.00	1,622.00
01-1040-14100-5509000	Nursing: Other Conf/ Mtg Expenses	0.00	0.00	0.00	0.00	0.00
Department Total		1,351,350.05	0.00	915,239.26	177,756.69	258,354.05
Fund Total		1,351,350.05	0.00	915,239.26	177,756.69	258,354.05
Grand Total		1,351,350.05	0.00	915,239.26	177,756.69	258,354.05

Appendix 5-B Counselor Contacts for Specific Issues

African American Student Concerns : Lenita Epinger, Joe Omo-Osagie, Donna Tanner-Harold

Career Development: Lenita Epinger, Angela Jancola, Jennifer Klatsky, Marilyn Ryan, John Sheahan

Disabilities Concerns: Dennis Cockrum, Marilyn Ryan

Dispute and Conflict Resolution: Lenita Epinger, Joe Omo-Osagie, Donna Tanner-Harold

Domestic Violence: Jennifer Klatsky, Joe Omo-Osagie, Marilyn Ryan

Family Issues: Dennis Cockrum, Joe Omo-Osagie, John Sheahan, Donna Tanner-Harold

Gambling Concerns: John Sheahan

Grief and Loss: Dennis Cockrum, Angela Jancola, Jennifer Klatsky, Marilyn Ryan

Health and Wellness Education: Jennifer Klatsky, Joe Omo-Osagie, Donna Tanner-Harold

Low Self-Esteem: Dennis Cockrum, Lenita Epinger, Angela Jancola, Jennier Klatsky

Lesbian, Gay, Bisexual, Transgender, Questioning: Dennis Cockrum, Jennifer Klatsky, Joe Omo-Osagie, Marilyn Ryan

Personal Development: Lenita Epinger, Angela Jancola, John Sheahan, Donna Tanner-Harold

Post-Traumatic Stress Disorder (PTSD): Dennis Cockrum, Marilyn Ryan

Relationship Concerns: Dennis Cockrum, Jennifer Klatsky, John Sheahan, Donna Tanner-Harold

Sexual Assault and Sexual Abuse: Jennifer Klatsky, Joe Omo-Osagie, Marilyn Ryan

Stress Management: Angela Jancola, Jennifer Klatsky

Women's Issues: Lenita Epinger, Jennifer Klatsky, Marilyn Ryan, Donna Tanner-Harold

Appendix 5-C Distance & Virtual Learning

Overview:

Distance & Virtual Learning (DVL) is responsible for facilitating the effective integration of technology into the basic mission of the college by providing a range of academic technology services. Our primary duties are to guide and support faculty in the innovative use of instructional technology, to maintain the College's online course system, and to create and maintain online support services for students.

DVL also provides other technology-related services to the College that include website and web application development, video production services, technology training and audio-visual support. Parkland College Television (PCTV) operates as an extension of DVL and is responsible for programming on local cable channel 9. In addition to providing video production services, PCTV serves the College by vigorously communicating the opportunities and benefits of Parkland College to our community.

Description:

Services provided to faculty:
Online course design support
Video production and multimedia development for online courses
Administration of the college learning management system
Technology training for faculty
Faculty Online Certification Class offered each semester
DVD duplication

Services provided to students:
"Parkland Online" website provides information for online students
Online advising system provides live remote access to a Parkland advisor
Helpdesk support for online courses and the ANGEL system

Services provided to Champaign-Urbana community:
PCTV original programming that features Parkland faculty and students
Live streaming of commencement ceremony from Krannert Center each May
Web and video services for college outreach projects

Services provided to college as a whole:
Video production
Technology support
A/V support

Notable events:
SPE 205 Winner of ICCCA Technology Innovation award.
Parkland online history course featured by Apple's iTunesU.
Over 200 full and part-time faculty completed our Faculty Online Certification Course
PCTV cameras upgraded to high definition as part of long-term plan towards HD
Proctored testing for online courses project just completed
New online *SOAR* orientation module rolling out in Spring 11
iPads in the Classroom project starting Fall 11.

DVL Strategic Goals:

Provide design, training, and support services to faculty who teach online courses and who use academic technology in any capacity. Introduce new technology systems and tools to faculty, and integrate with LMS.

Maintain the college's learning management system and stay abreast of changes in the academic technology marketplace. Make any organizational or programmatic changes necessary to the LMS.

Develop and maintain effective, reliable and innovative web applications that support instructional and support functions.

Stay informed about accreditation and regulatory changes regarding distance learning, copyright law and related issues.

Participate in state and national distance learning/instructional technology organizations, such as the Illinois Community Colleges Online and the Instructional Technology Council.

Provide effective technology support for the College LMS and other web-based applications, as well as audio/visual, multimedia, and video services to all areas of the college.

2011/2012 Goals & Challenges:

The Higher Learning Commission has published increased expectations for verifying the identity of online students, and ensuring the rigor of online courses. Parkland must demonstrate that we meet these increased expectations.

In the first two weeks of April, 2011, the *Parkland Online* website was accessed 189 times from iPads, iPhones and Android phones. We must make smart choices about delivering content that can be consumed through mobile devices. A pilot program for teaching with mobile tablets will begin in Fall of 2011.

We should always work to improve the quality of our online courses and to support our faculty. DVL is developing a second, more advanced certification course for online faculty to be offered starting in Fall 2011. This second course will cover instructional design methods and assessment techniques in more detail, as well as discuss developing content for mobile technology.

The technology marketplace changes rapidly. Parkland's learning management system provider – ANGELLearning - was bought out by Blackboard in 2009. Blackboard is retiring the ANGEL system in 2014 and Parkland will have to migrate to a new delivery method for online courses by that time.

Appendix 6 Core Competencies

Parkland College Nursing Program Core Clinical Competencies
TO BE USED WITH THE STUDENT CLINICAL EVALUATION TOOL

Clinical practice standards for student performance are based on the NLN Educational Competencies for Graduates of Associate Degree Nursing Programs (NLN, 2000) 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 (adapted from Krichbaum et al., 1994):

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 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 client; identifies principles but still may need direction in application of principles.

3 =Supervised: performs safely and accurately each time behavior is 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 behavior is observed and without need of supportive cues; demonstrates dexterity in skills; spends minimum time on task; applies theoretical knowledge accurately; focuses on client while giving care.

PROFESSIONAL BEHAVIOR	1st Semester	2nd Semester	3rd Semester	4th Semester
1. Practice within the ethical, legal, and regulatory frameworks of nursing and standards of professional nursing practice.	2	3	3	4
2. Report unsafe practices of healthcare providers using appropriate channels of communication.	2	3	3	4
3. Demonstrate accountability for nursing care given by self and/or delegated to others.	**4**	**4**	**4**	**4**
4. Use standards of nursing practice to perform and evaluate client care.	2	3	3	4
5. Advocate for client rights.	2	2	3	4
6. Maintain organizational and client confidentiality.	**4**	**4**	**4**	**4**
7. Practice within the parameters of individual knowledge and experience.	2	3	4	4
8. Describe political processes as they affect agency specific healthcare.	2	2	3	4

10. Serve as a positive role model within healthcare settings and the community at large.	3	3	4	4
11. Recognize the impact of economic, political, social, and demographic forces on the delivery of healthcare.	2	2	3	4
12. Develop and implement a plan to meet self-learning needs.	3	3	3	4
13. Delineate and maintain appropriate professional boundaries in the nurse-client relationship.	3	3	4	4
COMMUNICATION	**1st Semester**	**2nd Semester**	**3rd Semester**	**4th Semester**
1. Utilize therapeutic communication skills when interacting with clients and significant support person(s).	2	3	4	4
2. Communicate relevant, accurate, and complete information in a concise and clear manner.	2	3	4	4
3. Report and document assessments, interventions, and progress toward client outcomes.	2	3	4	4
4. Protect confidential information.	**4**	**4**	**4**	**4**
5. Utilize information technology to support and communicate the planning and provision of client care.	2	3	4	4
6. Utilize appropriate channels of communication to achieve positive client outcomes.	2	3	3	4
ASSESSMENT	**1st Semester**	**2nd Semester**	**3rd Semester**	**4th Semester**
1. Assess the interaction patterns of the individual client or significant support persons.	2	2	3	4
2. Assess the impact of developmental, emotional, cultural, religious, and spiritual influences on the client's health status.	2	3	3	4
3. Assess the client's health status by completing a health history and performing a physical, cognitive, psychosocial, and functional assessment.	3	3	4	4
4. Assess client and significant support person(s) for learning strengths, capabilities, barriers, and educational needs.	2	2	3	4
5. Assess the client's response to actual or potential health problems.	2	3	4	4
6. Assess the client's response to interventions.	3	3	4	4
7. Assess the client for changes in health status and identified needs.	2	3	4	4
8. Assess the client's ability to access available community resources.	1	2	3	4
9. Assess the environment for factors that may impact the client's health status.	2	3	3	4
10. Assess the strengths, resources, and needs of clients within the context of their community.	2	3	3	4

CLINICAL DECISIONS	1st Semester	2nd Semester	3rd Semester	4th Semester
1. Make clinical judgments and management decisions to ensure accurate and safe care.	2	2	3	4
2. Analyze and utilize assessment and reassessment data to plan care.	3	3	4	4
3. Evaluate the effectiveness of care provided in meeting client outcomes.	2	3	4	4
4. Modify client care as indicated by the evaluation of outcomes.	2	3	4	4
5. Participate in problem identification and data collection for research, quality control, or improvement processes to meet client outcomes.	1	2	3	4
6. Use evidence-based information, collected electronically or through other means, to support clinical decision-making.	2	2	3	4
CARING INTERVENTIONS	**1st Semester**	**2nd Semester**	**3rd Semester**	**4th Semester**
1. Protect and promote the client's dignity.	**4**	**4**	**4**	**4**
2. Identify and honor the emotional, cultural, religious, and spiritual influences on the client's health.	2	3	3	4
3. Demonstrate caring behavior towards the client, significant support person(s), peers, and other members of the healthcare team.	**4**	**4**	**4**	**4**
4. Provide accurate and safe nursing care in diverse settings.	2	3	4	4
5. Implement the prescribed care regimen within the legal, ethical, and regulatory framework of nursing practice.	2	3	4	4
6. Perform nursing skills competently.	3	3	4	4
7. Provide a safe physical and psychosocial environment for the client.	**4**	**4**	**4**	**4**
8. Assist the client and significant support person(s) to cope with and adapt to stressful events and changes in health status.	2	3	3	4
9. Assist the client to achieve optimum comfort and functioning.	2	3	4	4
10. Prepare the client and significant support person(s) for intervention, treatment modalities, and self-care.	2	3	3	4
11. Support the client and significant support person(s) when making healthcare and end-of-life decisions.	2	2	3	4

12. Adapt care in consideration of the client's values, customs, culture, and/or habits.	2	3	3	4
TEACHING & LEARNING	**1st Semester**	**2nd Semester**	**3rd Semester**	**4th Semester**
1. Develop an individualized teaching plan based on assessed needs.	2	3	3	4
2. Provide the client and significant support person(s) with the information to make choices regarding health.	2	2	3	4
3. Teach the client and significant support person(s) the information and skills needed to achieve desired learning outcomes.	2	2	3	4
4. Evaluate the progress of the client and significant support person(s) toward achievement of identified learning outcomes.	2	2	3	4
5. Modify the teaching plan based on evaluation of progress toward meeting identified learning outcomes.	2	2	3	4
6. Provide assistive personnel with relevant instruction to support achievement of client outcomes.	2	2	3	4
COLLABORATION	**1st Semester**	**2nd Semester**	**3rd Semester**	**4th Semester**
1. Coordinate the decision making process with the client, significant support person(s), and other members of the healthcare team.	2	2	3	4
2. Work cooperatively with others to achieve client and organizational outcomes.	**4**	**4**	**4**	**4**
3. Collaborate with the client, significant support person(s), and other members of the healthcare team to evaluate progress toward achievement of outcomes.	2	2	3	4
4. Interact creatively and openly with others to solve problems to achieve client goals and outcomes.	2	2	3	4
5. Collaborate to bring about fair solutions that balance differing needs, values, and motivations for the purpose of achieving positive client outcomes.	2	2	3	4
6. Provide assistive personnel with relevant instruction to support achievement of client outcomes.	2	2	3	4
MANAGING CARE	**1st Semester**	**2nd Semester**	**3rd Semester**	**4th Semester**
1. Prioritize client care.	2	3	4	4
2. Coordinate the implementation of an individualized plan of care for clients and significant support person(s).	2	3	4	4
3. Facilitate the continuity of care within and across healthcare settings.	2	3	3	4
4. Delegate aspects of client care to qualified assistive personnel.	1	2	3	4

5. Supervise and evaluate the activities of assistive personnel.	1	2	3	4
6. Adapt the provisions of client care to changing healthcare settings and management systems.	1	2	3	4
7. Assist the client and significant support person(s) to access available resources and services.	2	2	3	4
8. Implement nursing strategies to provide cost efficient care.	2	2	3	4
9. Demonstrate competencies with current technologies.	2	3	4	4
WORK ETHICS	**1st Semester**	**2nd Semester**	**3rd Semester**	**4th Semester**
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	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, socioeconomic status, life style or beliefs - makes conscious effort to pick diverse patients	4	4	4	4

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.