

## **Section I: Executive Summary**

### **General information**

- I. Program type: Associate in Science Degree
- II. Purpose and date of visit: Continuing accreditation, site visit March 27-29, 2008
- III. Name and address of the college: Anoka-Ramsey Community College  
Coon Rapids Campus: 11200 Mississippi Blvd., NW, Coon Rapids, MN 55433  
Cambridge Campus: 300 Spirit River Drive South, Cambridge, MN 55008  
Campus operator: (763) 433-1100  
Website: [www.anokaramsey.edu](http://www.anokaramsey.edu)
- IV. Name and title of the Chief Administrative Officer: Pat Johns, Ed.D., President
- V. Governing Organization accreditors/s and status  
Anoka-Ramsey Community College accredited by Higher Learning Commission,  
site visit Oct. 2006, granted accreditation through 2016
- VI. Name and address of the Nursing education unit:  
(Same as above addresses)  
Phone: 763-433-1125 (Nursing Program Secretary)  
Fax: 763-433-1521 (Coon Rapids), 763-433-1841 (Cambridge)  
Email contact: Sheila Paul, Dean [Sheila.Paul@anokaramsey.edu](mailto:Sheila.Paul@anokaramsey.edu)
- VII. Name and title of administrator of the Nursing Education unit  
Sheila Paul, RN, MSN, Dean of Educational Services of Nursing  
(763) 433-1898; email: [Sheila.Paul@anokaramsey.edu](mailto:Sheila.Paul@anokaramsey.edu)
- VIII. State Board of Nursing approval status  
Minnesota Board of Nursing, last reviewed February 6, 2003, next review  
February 2011.
- IV. NLNAC accreditation standards and criteria used:  
2006 edition of NLNAC Standards and Criteria for Associate Degree programs

### **Introduction and History of the Nursing Education Unit**

Anoka-Ramsey Community College (ARCC), under the governance of the Minnesota State Colleges and Universities (MnSCU), has campuses in Coon Rapids and Cambridge, Minnesota. The Coon Rapids Campus is on the banks of the Mississippi River, about 20 miles north of downtown Minneapolis. The Cambridge Campus is located just west of downtown Cambridge, about 35 miles north of the Minneapolis/St. Paul metropolitan area.

The college began in 1965 in a wing of Centennial High School as Metropolitan Junior College. Two years later the college was divided: Metropolitan State Junior College moved to downtown Minneapolis and Anoka-Ramsey State Junior College moved to the Coon Rapids Campus. In 1978, the Cambridge Campus was opened. The College has grown to become one of the largest community colleges in the state. In Fall of 2007, the headcount for the Coon Rapids Campus was 6,319 students with an FTE of 3,855, and Cambridge Campus was 1,983 with a FTE of 1079, or a total of 7,866 students with FTE of 4,935.

The College provides the following degrees: Associate in Arts; Associate in Science; Associate in Fine Arts; Associate in Applied Science (Business); Physical Therapist Assistant; and baccalaureate degrees in partnership with St. Cloud State University, Metropolitan State University, and Minnesota State University-Moorhead.

Since the first graduating class of 1969, the Nursing Program has been an integral part of the College. The program has maintained accreditation through the National League for Nursing Accreditation Commission since initially granted in 1976. The Minnesota Board of Nursing has conferred program approval every ten years since the program inception in 1967.

The program has two tracks, the two-year program designed for students with no previous nursing experience and the LPN-RN mobility program for licensed practical nurses. The traditional two-year program totals 64 credits over four semesters, with 30 general education credits and 34 credits of nursing courses. The LPN-RN mobility begins with 12 credits of advanced standing as required by the Minnesota Board of Nursing and totals 64 credits over one summer and two semesters, with 30 general education credits and 22 additional credits of nursing courses.

Articulation into baccalaureate education is encouraged and supported by a statewide nursing articulation agreement. Three faculty have been involved with a metro alliance for baccalaureate education. One receives release time to teach in an accelerated nursing program for students who have already attained a baccalaureate degree in an area other than nursing.

Within the 2007 curriculum, the general education courses meet requirements for Minnesota transfer curriculum to ensure transfer equity with other MnSCU organizations.

The Health Assessment course meets Minnesota transfer curriculum guidelines for students pursuing a baccalaureate degree in nursing within MnSCU.

In January 2003, the Nursing Program expanded to the Cambridge Campus with 27 students admitted per year beginning nursing courses in spring semester. In Fall 2004, the LPN-RN track was expanded with an evening cohort of mobility nursing students admitted in collaboration with Anoka Technical College. With admission of 120 students per fall semester to Coon Rapids Campus, 27 students per spring semester to Cambridge Campus, and up to 54 mobility (LPN-RN) students admitted for summer session, approximately 200 nursing students were admitted for FYE 2007-2008. The total with both campuses and the mobility students is approximately 330 nursing students enrolled between the two years of the program. Many of the students are non-traditional; about 40% of students are between the ages of 25 and 35. Approximately 10% of students indicate they are an ethnic/racial minority.

The Nursing Division has a stable and experienced faculty group with the recent hiring of four additional experienced nursing faculty in the past two years. Several of the nursing faculty have taught in the nursing program between 10-20 years. There are currently sixteen (16) full-time faculty; with one on 70% phased retirement, one on sabbatical for the full year and one on sabbatical for spring semester. Part-time faculty assist in teaching the clinical components of the courses; for Fall semester 2007 there were 17 (11.8 FTE/full-time equivalent) part-time faculty teaching within the nursing program.

There have been a number of substantial changes within the nursing program recently. The appointment of Sheila Paul, MSN, RN as Dean of Educational Services in August 2007, occurred fifteen months after the previous Dean resigned. Her appointment to the position was a challenge as she had already been assigned full-time teaching responsibilities. With the resignation of the previous Dean, a decision was made to add a full-time twelve-month director of nursing position and eliminate the nine-month division coordinator position. This college-wide faculty position was developed (with .45 release time) to assist the deans in administrative duties. Since the Director of Nursing position has not yet been filled, the Division Coordinator position remains in effect. However, much of the work of the Nursing Division has been able to progress due to the faculty assuming additional responsibilities. This work was facilitated by the development of subcommittees set up according to the NLNAC Standards; Mission and Governance/

Faculty Subcommittee, Students/Resources Subcommittee, Curriculum Subcommittee, and Educational Effectiveness/ Integrity Subcommittee. Faculty assignments were altered for three semesters (Fall 2006, Spring 2007 and Fall 2007) to allow for this extra workload.

The nursing program is viewed by other departments as an asset to the College with many of the nursing students completing a majority of general education courses at Anoka-Ramsey Community College. The program has maintained a reputation of excellence in the community.

### **Summary of Standards**

#### **Standard I: Mission and Governance**

In his welcome statement (2007–2008, Academic Catalog, pg. 1), ARCC President Dr. Patrick Johns says, “We, at Anoka-Ramsey Community College, are dedicated to providing outstanding teaching and learning experiences to prepare students for productive, fulfilling careers.” This sentiment is reflected in the College Statement of Mission, Statement of Purpose, Guiding Principles for Curriculum Development and Assessment of Student Learning, and General Education Philosophy (2007 – 2008, Academic Catalog, pg. 4-5).

Review of the policies that provide mission and governance for both the College and the Nursing Division reveals a foundational congruency. A side-by-side comparison of the values that underlie the College philosophy and mission statement and those of the Nursing Division also provides evidence of congruency.

The College identifies four Guiding Principles for Curriculum Development and Assessment of Student Learning (2007–2008, Academic Catalog, pg. 4). These are clear thinking, accepting diversity, effective communication and ethical decision making.

When the Nursing Program Outcomes are reviewed, it is evident that they reflect the guiding principles of the College.

Nursing faculty are expected to participate in both the governance of the Nursing Division and of the College. The governance of the Nursing Division is a time-intensive responsibility and it has been a challenge to complete the work effectively and efficiently

due to the number of student contact hours expected of full-time faculty. In Spring 2006, the nursing faculty drafted a proposal to include contact hours for program work in our assignments. This was approved for the academic year 2006 – 2007 and for Fall Semester 2007. This reduction in contact hours allowed faculty to focus more time on governance of the Nursing Division. Four subcommittees were established according to the NLNAC Standards. This helped to focus the work that needed to be done to keep the Program Evaluation Plan current as well as to use the plan to guide program development.

Nursing faculty participate in governance of the College by serving on various college-wide committees such as Faculty Shared Governance Council, Academic Affairs and Standards Council, Library Committee, and the Technology Advisory Committee. Faculty members attend the Minnesota State College Faculty (MSCF) association meetings. A faculty member is currently serving as the grievance representative for MSCF on the Cambridge Campus.

Nursing students also are provided opportunities to participate in governance of the Nursing Division by serving as a student representative at Nursing Division or Nursing Advisory Board meetings. Representatives at the Division meetings are selected by their peers if they meet minimum requirements established by the faculty. Advisory Board representatives are chosen by the nursing faculty.

The current Dean was hired in August 2007 from a full-time faculty position. She has the academic and experiential qualifications to fulfill the responsibilities of governing the Nursing Division. The position description shows that she has responsibility for the development and administration of the program. However, it was challenging for the Dean to fulfill all of the role responsibilities during fall semester. She retained her teaching responsibilities because a replacement faculty was not hired until well into the semester.

As noted, the Nursing Division has been experiencing an evolution in leadership since July 2006. We continue in transition as we await hiring of a full-time Director of Nursing to assist the Dean in administration of the program.

**Standard II: Faculty**

The nursing faculty consists of sixteen full-time faculty, most of whom have more than ten years of experience in nursing education. Faculty profiles, continuing education and professional organization membership indicate a wide variety of areas of expertise to meet needs of the educational unit.

Part-time faculty are utilized for clinical education of students. At this time, the percentage of full-time faculty (50% FY 05, 53.5% FY 06, 43.3% FY 07) is less than the MnSCU college-wide goal of 60%. This is due to an increased number of full-time faculty with release time for special projects and sabbaticals. Three part-time faculty have master's degrees, six are enrolled in graduate coursework.

With the nationwide shortage of master's prepared nurse educators, it is very difficult to attain and retain adequate numbers of nursing faculty who are master's prepared. This has required the Nursing Program to utilize baccalaureate prepared RNs for education in clinical settings.

Two full-time unlimited nursing faculty positions have been recently posted to improve the numbers of master's prepared faculty, as well as to increase the percentage of full-time faculty.

Workload assignments for nursing faculty are set by Faculty Contract<sup>1</sup> to be 40 contact hours per academic year. In the past three semesters, faculty have been assigned 15 contact hours per semester with five hours of division or program work. Goals have been established related to program outcomes; specifically curriculum revision and course development including simulation and web-enhancement of teaching strategies, orientation and mentoring of part-time faculty, updating the Program Evaluation Plan, preparation for NLNAC site visit, and primary source documentation for Minnesota Board of Nursing abilities. At this point, continuation of workload including credit for program work has not been determined.

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<sup>1</sup> Faculty Contract: "Master agreement between Minnesota State Colleges and Universities Board of Trustees and Minnesota State College Faculty" (2005-2007)

**Standard III: Students**

Nursing students at Anoka-Ramsey Community College benefit from the well-established student policies and procedures throughout the whole College. Policies are posted within the ARCC Student Handbook and are readily accessible on the College website. Many policies differ for students enrolled in the Nursing Program; these policies are stated within the Nursing Admission brochures as well as the Nursing Student Handbook, and include admission policies, retention and progression policies, and many clinical facility requirements.

There are many support services available to all ARCC students, including academic and personal counseling, financial aid counseling, and career counseling. In addition, there are resources for students who speak English as a second language, peer-tutoring support services, and a veteran services center. Nursing faculty have the opportunity to refer students to appropriate support personnel.

The College does not provide health services for students, who are expected to purchase their own health insurance.

The College and the Nursing Division follow specific policies and procedures for maintenance and retention of student records. In addition, the Minnesota Board of Nursing requires storage of academic records or transcripts for 50 years.

**Standard IV: Curriculum and Instruction**

The curriculum for the Nursing Program has been regularly evaluated and updated by nursing faculty. The most recent changes were made in response to feedback by faculty and a curriculum consultant visit in July 2005. (See Curriculum Consultant report in Appendix A) The consultant stated there are “too many methods utilized to organize the curriculum” and there is “no clear, concise conceptual framework.” A review of NCLEX exam blueprint indicated a significant number of questions within medical/surgical nursing. This is an area which may have been inadequately represented within our 2003 curriculum.

In summer 2005, faculty began work on the 2007 curriculum by revising the philosophy and mission statements. The mission was simplified to, “committed to educating students who provide, promote and teach health care to individuals, families and

populations.” The philosophy was stated as based on holism, caring and self-care. Student education outcomes were limited to the eight NLN competencies and leveled for first- and second-year students. An organizing framework was developed that focused on utilizing the Nanda NIC NOC (NNN) taxonomy for nursing practice domains.

Other integral changes included addition of a comprehensive Health Assessment course in the first semester of the program. This course was designed to meet MnSCU transfer curriculum guidelines to facilitate progression into baccalaureate programs.

Medical/surgical content has been increased to two courses offered in the second and fourth semesters. First-and second-year faculty have collaborated to ensure content that is comprehensive and at the appropriate level. Nursing care of pediatric, psych/mental health and maternal/newborn populations is included in a course that will also encompass community, environmental and family nursing care concepts. In the special populations course, students will complete two of the three options for clinical rotations; pediatric, psych/mental health or maternal/newborn rotations.

Course content has been reorganized across the curriculum wherein each semester “course cluster” is divided into three distinct but related courses; a course in pathophysiology, a course in nursing management of people with respective health challenges, and a clinical course which offers nursing care practice opportunities in clinical facilities. Course content within the clusters is intended to be consistent with pathophysiology content leading to relevant nursing care theory and subsequently practiced in the clinical setting.

The use of technology in instruction within the program currently includes web-enhancement of most core courses. The pathophysiology courses are intended to be mostly or completely web-based instruction, though currently are taught as web-enhanced, seated courses.

The 2007 curriculum has internal consistency between nursing education philosophy/mission, through an evidence-based organizing framework (NNN domains), to a logical progression of eight student outcomes (NLN Competencies for associate degree nursing) leveled for each year of the program. (Table 12.1) These changes improve on the challenges within the 2003 curriculum identified by the curriculum consultant. The program design provides opportunity for students to achieve the student outcomes

through a comprehensive, complete program of nursing courses intended to provide knowledge necessary for beginning nursing practice, and to better reflect the NCLEX test blueprint.

#### **Standard V: Resources**

Analysis of fiscal resources indentifies adequate funding, commensurate with other programs at the College, for the current educational needs of the nursing students. There have been grants approved for additional funding; one related to simulation education and the other supporting faculty involvement with the Metro Alliance baccalaureate expansion program. Other recent funding proposals related to curriculum and course development have been denied.

Additional financial support will be necessary to fully develop the 2007 curriculum and to develop creative educational solutions to problems such as potential shortage of clinical sites. Current MnSCU funding guidelines for faculty and staff salaries have resulted in continued open positions for the nursing lab manager in Cambridge.

Required documentation of student data, in particular clinical requirements, is steadily increasing. This is putting a significant strain on the support staff in the Nursing Division. There is a proposal in place to increase the program secretary hours as well as level of responsibility to meet the needs of the Nursing Program.

Learning resources, including library, technology, and nursing lab resources are very adequate and well-supported by the College on both campuses. Hours of operation for the nursing labs on each campus and advancement of simulation education remain a challenge.

Faculty continues to discuss the best way to utilize HESI (curriculum assessment examination) results. Examples are use of the score for student progression, or as one of the in-class test scores. Validity of the HESI score is currently questionable as students are aware there is currently no formal use of the score.

Physical facilities are adequate with the exception of faculty office spaces. At this time, one full-time faculty member utilizes the office of a colleague who is on sabbatical. Also, two faculty offices on the Coon Rapids Campus are outside of the nursing office suite. There is a significant shortage of classroom space on the Coon Rapids Campus during

the first weeks of the semester since first-year students have on-campus clinical education prior to going to clinical facilities.

### **Standard VI: Integrity**

Information about the program is available in many publications including the ARCC nursing website, Nursing program brochures, Nursing Student Handbook, ARCC Academic Catalog, Nursing Program application, and individual course syllabi. Web links for many of these publications are included in the narrative under Criterion 19. These documents include statements of the College and program mission and philosophy, information about program length and outcomes, accreditation status, and clock versus credit hours for course credit. Information sessions are required for all prospective nursing students with details about application and the admission process, prerequisites and program length, program cost estimates, as well as information related to student services such as financial aid.

In the event of complaints about the nursing program, students have an established, publically available process. There are eight instances of grievances (written complaints about the program) since January 2003 to November 2007. Seven of the grievances were related to admission or wait-list procedures, which have been rewritten for clarification. All grievances have been resolved at this time. Mandatory information sessions for prospective nursing students have improved communication about the process of application.

Compliance with financial aid Title IV is maintained by the College financial aid office. The default rate is 2.7% for FY2005; the national cohort default rate is 4.6%. The financial aid office follows federal guidelines in order to continue to qualify for federal and state funding for students. All students receive information about the many federal, state, and local financial aid; scholarship and loan opportunities, as well as their responsibilities about repayment of loans.

### **Standard VII: Educational Effectiveness**

A Program Evaluation Plan has been developed according to the NLNAC Standards and Criteria, and is updated annually by faculty. A new and simplified format was adopted for preparation for the 2008 NLNAC site visit after noting some areas on the prior format were consistently incomplete. Each Program Evaluation Plan includes components,

time/frequency of assessment, assessment method, expected level of achievement, results and analysis, and actions for program development. Web links to pertinent College policies or procedures are included. The plan is intended to be used as a working document, identifying challenges or areas of concern, as well as plans for program development. Each subcommittee within the Nursing Division is responsible to utilize and regularly update the corresponding portions of the Program Evaluation Plan.

Review of student outcomes confirms that 88.7% (ELA<sup>2</sup> ≥80%) of nursing students in FY 04, FY 05 and FY 06 graduate within 150% of program length.

Assessment of NLCEX-RN pass rates for 2006 shows that 85.7% of students pass the exam the first time they take it. First-time pass rates for 2007 (first three quarters) are at 81.53%. Expected level of achievement is set by the Nursing Division at ≥85%.

Admission guidelines have been updated in the past few years; with an increase in required ACT scores, admission credit for GPA and other factors such as prior completion of general education courses. Analysis of the relationship of NLCEX-RN first-time pass rates in comparison with updated admission standards will be completed following graduation of students admitted under the new guidelines. Faculty continue to evaluate use of the HESI or other tests for assessment of student learning, potentially to use for feedback and remediation with students at risk.

Appraisal of job placement rates identifies levels of employment as a RN at 99% (ELA ≥85%) for the past three years. There is a shortage of RNs in Minnesota, especially outside of the Minneapolis/St. Paul Metropolitan area. Some graduates, reflected in reports from the Minnesota Board of Nursing, have moved to areas of greater nursing shortages, such as Arizona, Illinois and California.

Program satisfaction data from both graduates and employers indicates an overall high level of satisfaction with ARCC Nursing Program. The benchmark is 75% “adequate” or “very adequate” on the 25 measures in the survey. Three common areas below benchmark include, “supervise and evaluate nursing personnel;” “relate and apply research findings;” and “strategies for cost-effective care.” Analysis of the curriculum will ensure focused inclusion of these areas.

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<sup>2</sup> ELA: expected level of achievement

## Analysis and Summary of Strengths and Areas Needing Improvement

### Mission and Governance

#### **Strengths:**

- Nursing Program part of College with >40 year history of meeting mission
- Dean of Educational Services for Nursing is RN
- Director of Nursing recently added to administrative structure
- Subcommittee structure facilitates faculty governance

Areas for Improvement	Plans for Areas Needing Improvement
<ul style="list-style-type: none"> <li>• No Director of Nursing (12 month full-time) hired at this time; duties performed by Division Coordinator (9 month, 0.45 time)</li> <li>• Need to meet guidelines developed for student representation at Division and Advisory Board meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Search continues for Director of Nursing; Dean has hired additional faculty to fill teaching needs through time of transition</li> <li>• Encourage faculty to serve on FSGC, AASC and other college-wide committees</li> <li>• Identify specific responsibilities for student representatives; publish guidelines in Nursing Student Handbook</li> </ul>

### Faculty

#### **Strengths:**

- Seasoned faculty with many years of experience as nurse educators, all full-time faculty are master's prepared
- Faculty workload for past three semesters has included five hours program/division work and 15 student contact hours
- Implementation of course leaders in second year

Areas for Improvement	Plans for Areas Needing Improvement
<ul style="list-style-type: none"> <li>• Program growth with a lag in commensurate increase of faculty</li> <li>• Ratio of full-time to part-time faculty too small (less than MnSCU goal &gt;60%)</li> <li>• Many part-time (clinical) faculty not masters prepared</li> <li>• Inclusion of program/division work with curricular development not permanently acknowledged in teaching responsibilities/workload</li> </ul>	<ul style="list-style-type: none"> <li>• Two new full-time faculty positions to be posted with next hiring cycle (Spring 2008)</li> <li>• Faculty subcommittee: develop a strategy to encourage master's preparation and retention of clinical faculty</li> <li>• Further discussion and documentation of need for workload to include program/division work</li> </ul>

### Students

#### **Strengths:**

- Wide array of established and available student policies
- Policies for student admission more stringent for nursing program

Areas for Improvement	Plans for Areas Needing Improvement
<ul style="list-style-type: none"> <li>• Need consistent communication related to student policies for part-time faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to evaluate need and consistent application of student admission and progression policies</li> <li>• Nursing Faculty Handbook to be developed by Students and Resources Subcommittee</li> </ul>

## Curriculum

### **Strengths:**

- 2003 curriculum provided effective basis for student outcomes measured in educational effectiveness section
- 2007 curriculum flows better from mission and philosophy, greater clarity for students with fewer outcomes, better suited to needs of beginning nurses
- First-year clinical evaluation tool tested for validity and reliability

Areas for Improvement	Plans for Areas Needing Improvement
<ul style="list-style-type: none"> <li>• On-line options need to be developed, especially with pathophysiology course</li> <li>• Continued development of D2L websites as enhancement for seated courses</li> <li>• Competition for clinical sites; particularly pediatrics</li> <li>• Need to develop curriculum to utilize simulation for instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Develop on-line courses and second year of curriculum</li> <li>• Curriculum subcommittee will review new courses to ensure inclusion of important concepts as well as to avoid duplication.</li> <li>• Clinical evaluation tool will be developed for use in second year course</li> <li>• Seek alternate clinical sites</li> <li>• Establish Simulation Subcommittee to develop simulation experiences</li> <li>• Citations for literature will need to be reviewed with 2007 curriculum to meet MBN abilities</li> </ul>

## Resources

### **Strengths:**

- Nursing Program has adequate funding to meet day-to-day program needs
- Nursing Program has opportunities for grants and other funding options

Areas for Improvement	Plans for Areas Needing Improvement
<ul style="list-style-type: none"> <li>• Program is identified as “expensive;” faculty salaries are significant portion in comparison to student FTE</li> <li>• Improvement needed in access to services for ESL/ELL students or English proficiency admission requirements</li> <li>• Nursing lab at Cambridge without lab coordinator</li> <li>• Nursing faculty without individual/ designated office space</li> <li>• Nursing classrooms (Coon Rapids) are too few for first few weeks of semesters</li> <li>• Nursing Program secretary with increasing responsibilities related to documentation of student clinical requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Consider differential tuition for nursing students (in use at some other MnSCU institutions)</li> <li>• Propose English proficiency evaluation for admission to ensure success of enrolled students</li> <li>• Trial of nursing faculty teaching as lab coordinator and teaching some classroom lab sections (Cambridge)</li> <li>• Propose to utilize additional space at Coon Rapids for faculty offices as well as nursing classroom space</li> <li>• Proposal to increase program secretary to full-time; change in description of duties commensurate with responsibilities</li> </ul>

**Integrity****Strengths:**

- Many nursing documents published and publically available on websites to provide information about the nursing program
- “All faculty get together” every semester with both part-time and full-time faculty, allows reliability and validity testing of assessment tools

Areas for Improvement	Plans for Areas Needing Improvement
<ul style="list-style-type: none"> <li>• There are minor errors on some of the Nursing Program brochures</li> <li>• Syllabi follow a general template with inconsistencies between courses</li> <li>• Student paperwork and grading rubrics are quite different between courses within the Nursing Program</li> <li>• Inconsistent grading, particularly between full-time and part-time faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to evaluate and update documents with each printing</li> <li>• Encourage faculty to follow specific syllabus template, with recognition of unique needs with different course content</li> <li>• Develop and consistently follow nursing process and grading rubric template</li> <li>• Continuation of reliability and validity testing of part-time faculty, ensure orientation through mentorship by full-time faculty</li> </ul>

**Educational Effectiveness****Strengths:**

- Program evaluation plan is being utilized as a working document for program assessment and improvement
- Nursing program has met benchmarks of graduation rate, employment, and most areas of program satisfaction surveys
- Data is trended and analyzed

Areas for Improvement	Plans for Areas Needing Improvement
<ul style="list-style-type: none"> <li>• Need to improve NLCEX-RN first-time pass rate to meet/ exceed benchmark of 85%</li> <li>• Evaluate trended data for areas below benchmark</li> <li>• Survey content may not be suited to current program outcomes following graduation of students with 2007 curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Consider use of HESI or other tests for assessment of student learning, potentially use for feedback and plans for remediation with students at risk</li> <li>• Surveys will be evaluated and potentially revised, related to 2007 curriculum outcomes</li> </ul>

Overall, the nursing program is meeting the day-to-day needs of the students. However, the current plans seem to be meeting only current needs. There has been little opportunity to consider long-range or strategic planning to meet program needs for the near future. The Dean is currently considering use of grant funds for a strategic planning consultant to evaluate and make long-term suggestions for program revision.