

Carteret Community College

Program Review

Executive Summary Report

For the

Practical Nursing Program

Phase II Program Review Team:

Brenda Moore, Practical Nursing Education Program Coordinator

Annette Davis, Library Technical Assistant

Meg Rawls, Biotechnology Curriculum Area Coordinator

Marjorie Gross, Math Instructor

Joseph Croom, Admissions Office Technician

2008-2009

Section I- Program Profile

The program has two (2) full time designated faculty members and two (2) part-time faculty members. Part-time faculty members are currently assigned to assist in the clinical setting. Due to the small number of nurse faculty members, the group participates as a unit or team in total curriculum planning, implementation, and evaluation. All nurse faculty members hold the minimum of a Baccalaureate in Nursing from an accredited institution and have two calendar years of full-time clinical experience as a registered nurse. The program director and two other faculty members hold Master's degrees in Nursing with a concentration in Education, thereby meeting the requirements of nurse faculty.

Students enrolled in the Practical Nursing Program must meet requirements established by Carteret Community College and the Nursing Program. Admission requirements are published and include an assessment of record of high school graduation, high school equivalent, or earned credits from a post-secondary institution; achievement potential as indicated by previous academic records; pre-entrance examination cut-off scores that are consistent with curriculum demands and scholastic expectations; and physical and emotional health that would provide evidence that is indicative of the applicant's ability to provide safe nursing care to the public. Students in the Practical Nursing (PN) Program meet requirements established by Carteret Community College and by the Nursing Program. The PN program follows the same protocol as other health science programs and has a specific application period. Students may apply to the nursing program October 1-January 15 each year.

The Passing rate on the licensure exam for Carteret Community College first-time NCLEX-PN test takers is in compliance with the North Carolina Board of Nursing (NCBON) educational Standards. According to the NCBON educational Standards, a nursing program's passing scores cannot be below the national average over a three-year period for first-time NCLEX-PN test takers.

Section II Program Content

The Practical Nursing Program of study is open to students who have met all program eligibility requirements and are prepared for the challenges of nursing in the 21st century. The curriculum provides individuals with the knowledge and skills necessary to provide nursing care to clients and groups of clients throughout the lifespan in a variety of settings. Criteria for admission into the Practical Nursing Program and the performance standards are logically sequenced and well-defined. The curriculum reflects the stated program philosophy, purpose, and objectives, and is consistent with the North Carolina Community College requirements and the North Carolina Board of Nursing educational Statutes and Rules governing the practice of nursing education. The CCC Practical Nursing Program holds a "**Full Approval**" status from the North Carolina Board of Nursing.

Section III Outcomes

In order to seek valuable information from students enrolled in the Practical Nursing Program, the program director had the graduating students participate in a Program Resource Survey, prior to the end of the program, in order to allow faculty of the program to identify areas of strengths, weaknesses, and concerns of the students directly related to the PN Nursing Program and support services. Based on the surveys completed, Carteret Community College continues to address and strive to meet student needs, whether academically or through supportive measures.

Section IV Strengths, weaknesses, and recommendations

- Upon completion of the PN program, the students are asked to complete a “*Program Resource Survey*” developed and distributed by the Program Director. In addition, these individuals are asked to complete a *Graduate Survey* 6 months after graduation. Clinical sites, Program Advisory Board Members, and Employers of our graduates also provide valuable information that assists with identifying present or future needs, ongoing strategies, and interventions that the program and faculty may need to implement. The following discussions are a result of comments and implementations from July 2008 to current date. Strategies for change will be employed over the next 12 months to make changes in the program based on data received in this review process. A follow up report will be submitted to Division Director, Title III Grant Direction, and the Vice President for Instruction on the progress made in one year.

Section V Future Issues

The future plans for the program include redesigning the curriculum as mandated by the North Carolina Board of Nursing. This includes the need for effective planning and prep time for all PN faculty members to develop a curriculum and program philosophy that correlates with the required concepts. With this new curriculum, the instructor takes a facilitator role to help the student understand and apply the competencies for nursing practice while the student assumes the responsibility of active participation in learning experiences and develops the knowledge, skills, and attitudes necessary to provide quality patient-centered nursing care. This will be a new approach for the program faculty yet it supports the vision that encompasses the concept of *Class-lab-simulation-clinical-real world nursing practice*.

Other future plans include seeking program accreditation from the *National League for Nursing Accrediting Commission* (NLNAC) by 2015. Developing information sessions on the program on a regular basis offered in collaboration with the new CAPS department, and exploring the development of a modified learning community ACA course for nursing students, again with collaboration with Student Enrollment Resources.

Lastly, in the summer of 2009, the program will be organizing a non-mandatory workshop for incoming nursing students (both ADN and PNE) to encourage incoming nursing students to develop good study habits.

Carteret Community College

Program Review

For the

Practical Nursing Program

Document Prepared by:

Brenda Moore, Practical Nursing Education Program Coordinator

Annette Davis, Library Technical Assistant

Meg Rawls, Biotechnology Area Curriculum Coordinator

Marjorie Gross, Math Instructor

Joseph Croom, Admissions Office Technician

2008-2009

Section I- Program Profile

I. The Program Profile

A. The Mission/Purpose

1. *The Mission and Purpose:* Carteret Community College's Practical Nursing Program will be a Leader in improving the quality of life for all citizens of Carteret County and Eastern North Carolina by producing safe, effective practical nurses who will become licensed, productive members of the local health care system. Faculty members will engage and instruct students in basic nursing care concepts, theories, and clinical skills via lab, classroom, and clinical learning activities. Nursing faculty will demonstrate the enrichment of lifelong learning behaviors including professional development and continuing competence requirements by the North Carolina Board of Nursing.

2. Program Goals

To fulfill its mission, the Practical Nursing Program will prepare the student so that upon graduation and licensure as a LPN, the individual will have the skills and knowledge necessary to provide competent nursing care in a variety of settings, with a focus on the ability to:

- Practice within the ethical, legal, and regulatory frameworks of nursing and Standards of Professional Practice,
- Provide holistic nursing care to promote protect, restore and maintain optimal health of diverse patients across the life-span,
- Manage the safe care of individuals and groups of patients through appropriate and effective use of the nursing process, clinical decision making, current technologies and delegation to other healthcare team members,
- Communicate effectively and therapeutically with clients, significant support person(s) and the interdisciplinary healthcare team, maintaining confidentiality, and incorporating information technology in supporting and communicating the plan and provision of care,
- Formulate clinical judgments and management decisions utilizing quality improvement processes and evidenced-based information, collected electronically or through other means, to support clinical decision-making and to ensure accurate and safe care,
- Integrate teaching and learning principles to support and promote healthy lifestyles for clients and to provide relevant instruction for multidisciplinary team members and significant support person(s) to achieve client specific learning outcomes.
- Demonstrate skill in using informatics technology as a tool for learning,
- Work collaboratively with the interdisciplinary team to achieve patient outcomes,
- Contribute to society and to the profession of nursing.

B. The Faculty

In order to be compliant with the *21 NCAC .0318*, both full-time and part-time faculty members are considered nursing program faculty. Part-time faculty are employed in varying numbers based on staffing and student learning needs. Currently, in addition to the program director, there is one (1) other full-time and two (2) part-time faculty members employed in the Practical Nursing Program. The program has two full time designated faculty members. The part-time faculty member is currently assigned to assist in the clinical setting. Due to the small number of nurse faculty members, the group participates as a unit or team in total curriculum planning, implementation, and evaluation. All nurse faculty members hold the minimum of a Baccalaureate in Nursing from an accredited institution and have two calendar years of full-time clinical experience as a registered nurse. The program director holds a Master's degree in Nursing with a concentration in Education and meets the requirements of nurse faculty. One (1) faculty members is actively enrolled in graduate courses through the University of Phoenix to earn a Master's degree in Nursing with a concentration in Education and within two years of employment hire date, will have nineteen (19) semester hours of education course work completed. Two other faculty members hold Master's degrees in Nursing with a concentration in Education and they also meet the requirements of nurse faculty (see appendix).

C. The Students

In order for the program to be in compliance with *21 NCAC 36.0320*, students enrolled in the Practical Nursing Program must meet requirements set by the controlling institution. Admission requirements must be published and include an assessment of

- (1) record of high school graduation, high school equivalent, or earned credits from a post-secondary institution;**
- (2) achievement potential through the use of previous academic records and pre-entrance examination cut-off scores that are consistent with curriculum demands and scholastic expectations; and**
- (3) physical and emotional health that would provide evidence that is indicative of the applicant's ability to provide safe nursing care to the public.**

The students in the Practical Nursing (PN) Program meet requirements established by Carteret Community College and by the Nursing Program. The PN program follows the same protocol as other health science programs and has a specific application period. Students may apply to the nursing program October 1-January 15 each year. The student submits documentation of required elements and a completed application form to the Admissions Officer who verifies that a student has met the admission requirements as noted in items 1 and 2 above. Students who do not meet admission criteria receive a letter from the Student Enrollment Resources Office identifying what criteria is still needed in order for the official student file to be complete, and thus eligible for the program. The Admissions Officer verifies all eligibility requirements before listing the individual as eligible for the program and forwarding the student's name and contact information to the program director. A computer generated spread sheet helps log data and eligibility status. The Admissions Officer confers with the Program Curriculum Coordinator for any questions that correspond directly with a student meeting the admission requirements. Policies and practices exist that provide for identification (and dismissal) of students who present physical, emotional, or behavioral problems which conflict with safety essential to nursing practice. Assessment from an appropriate health care provider of the student's physical and emotional health indicative of ability to provide safe nursing care to the public is reviewed by the program director. Any areas of concern related to physical and emotional health are handled directly by the Program Curriculum Coordinator with the prospective student. These policies are supported by NC Administrative Code, the NC Nursing Practice Act and Educational Standards.

The number of students enrolled in the Practical Nursing courses does not exceed the NC Board of Nursing approved number of 30. Applicant's interest in the PN program has grown within the past three –four years. Enrollment has also increased. This can be noted below in Table 1.1.

Table 1.1 Program Interest and Enrollment Trends

	Applied to program	Met Eligibility	Received letter of admission	Enrolled & started program
2004	90	55	30	26
2005	85	55	30	25
2006	60	50	30	27
2007	52	52	30	29

The Practical Nursing student population is predominantly female. The racial mix profile indicates very little diversity. Statistics for gender and race are noted in Table 1.2 were obtained from the Program Curriculum Coordinator from enrolled PN students who self-reported this information.

Table 1.2 Gender and Race of PN Nursing Students

Gender	2004/05	2005/06	2006/07	2007/08
Male	2	0	0	1
Female	24	25	27	28
Race	2004/05	2005/06	2006/07	2007/08
White	22	22	19	16
Black	1	0	5	8
Asian	0	2	0	1
Hispanic	1	0	1	1
Native Amer	0	0	0	0
Other/Multi	2	1	2	3

Table 1.3 below reflects the program student age and course load data. While there is representation in every age group, the majority of Practical Nursing students fall between the ages of 18 and 44. Many students complete all or some of the required (related) general education courses prior to entering the program which accounts for the part-time course load data. Data collected from *Institutional Effectiveness office (IE Office)/Data Warehouse*

Table 1.3 Student Age and Course Load

Age	2004/05	2005/06	2006/07	2007/08
<25	10	11	13	9
25-34	10	6	9	11
35-44	6	7	4	7
45-54	0	1	1	1
55+	0	0	0	1

Course Load	2004/05	2005/06	2006/0	2007/08
Full-time	14	23	6	11
Part-time	12	2	21	18

While general education courses are available during the day, evening, and often online, the core nursing courses are offered only during the day which accounts for the classification data in Table 1.4 below.

Table 1.4 Course Classification

Classification	2004/05	2005/06	2006/07	2007/08
Day	100%	100%	100%	100%
Evening	0%	0%	0%	0%

Practical Nursing programs are offered by the following neighboring community colleges: Coastal Carolina Community College and Craven Community College, but the required selective admissions criteria and the program's competitive nature draws students from surrounding counties. As reflected in Table 1.5 below, the majority of the population for this program, however, comes from our immediate area. Data collected from *Institutional Effectiveness office/Data Warehouse*

Table 1.5 County of Residence

County of Res	2004/05	2005/06	2006/07	2007/08
Carteret	17	14	15	12
Craven	7	3	5	13
Onslow	1	8	7	3
Other	1	0	0	1

Table 1.6 below reflects both headcount and FTE generated for the past four years of the program. There is a remarkable drop in enrollment by the summer term of each academic year. Data collected from *Institutional Effectiveness Office/Data Warehouse*

Table 1.6 FTE Enrollment

Program FTE (Source: *IE Office/Data Warehouse; Practical Nursing Program*)

	<i>FTE Generated</i>			
	<i>Fall</i>	<i>Spring</i>	<i>Summer</i>	<i>Total</i>
<i>2004-05</i>	15.12	15.47	11.31	30.59
<i>2005-06</i>	15.89	14.66	9.24	30.55
<i>2006-07</i>	16.56	11.76	5.22	28.32
<i>2007-08</i>	18.77	15.51	9.56	34.28

Headcount Standard: three-year average greater than or equal to 10.

Table 1.7 Head Count Standard

<i>Headcount</i>		
<i>Year</i>	<i>Enrollment</i>	<i>3-year Average</i>
<i>2004-05</i>	29	25.7
<i>2005-06</i>	27	26.7
<i>2006-07</i>	26	27.3
<i>2007-08**</i>	33	28.7-

The following table reflects the current student retention and graduation rates:
(Source: IE Office/System Office Records)

Table 1.8 Student retention and graduation rates

<i>Year</i>	<i>Enrollment</i>	<i>Grads</i>	<i>Return</i>	<i>Non-Completers</i>	<i>Retention Rate</i>	<i>New Program</i>
<i>2004-05</i>	22	19	0	3	86.4%	0
<i>2005-06</i>	25	14	1	8	60.0%	2
<i>2006-07</i>	27	9	1	17	37.0%	6
<i>2007-08</i>	29-	17-	4-	13	72.4	4

The following table reflects the passing rates on licensure exams for first-time exam takers. In looking at the data, the PN program in the year 2004 and 2005 scored below the NCCCS standards. However, the passing scores were in compliance with the North Carolina Board of Nursing (NCBON) Standards in which all nursing programs passing scores could not be below 75% for first time NCLEX-PN test takers. The NCBON new standards are that schools of nursing cannot score below the national average over a three-year period.

Table 1.9 Passing Rates on Licensure Exam (NCLEX-PN) for First-Time Takers

Year	# Tested	% Passed	NCCCS System Average
2004-05	15	86%	94%
2005-06	20	93%	95%
2006-07	14	100%	95%
2007-08	9	100%	95%

Table 10.0 Financial Aid Recipients

The table below reflects the number of fall term Practical Nursing students who receive some form of financial assistance each year, for the past three fall terms. The information reflects duplicated headcount as many of the students continue to receive aid each year of enrollment. Forms of assistance include, but are not limited to, Pell grants, merit- and need-based scholarships, and loans. (Source: Financial Aid Office)

<i>Year</i>	<i># of Recipients</i>
<i>2005</i>	27
<i>2006</i>	25
<i>2007</i>	29
<i>2008</i>	21

D. Resources

In order to be compliant with the North Carolina Administration Code 21 NCAC 36 .0317 ***The controlling institution of a nursing program shall provide those human, physical, technical, and financial resources and services essential to support program processes, outcomes and maintain compliance with Section .0300.***

Human Resources: The Practical Nursing (PN) Program has two full-time nursing instructors this includes program curriculum. For additional information regarding these faculty refer to section “I-B” of this report. The program is supported by a curriculum support person that serves the Allied Health Programs. The curriculum support person responsibilities for the PN program includes preparing purchase orders, typing test and simple course materials, developing templates, copying handouts, distributing incoming mail and organizing mass letters for mailing. Further responsibilities include assisting with placing the NUR course syllabi online and assuring audiovisual support is available for class. There is no direct instructional support used by this individual in NUR courses. Additional Human Resources include a fully staffed Student Enrollment Resources (SER) department that provides the necessary support services to students and College departments to enable students to reach their educational and career goals. These services include: admissions, counseling, financial aid, registration, and student activities. Although students have access to individuals to assist them with advisement and registration, the SER has a designated counselor for prospective allied health students. The Admissions Officer is the individual responsible for verifying that all students applying to an allied health program are eligible for admission. Academic Support Services, another resource to students, is a department staffed by 1 fulltime and 6 part-time professional personnel that offer academic support. Each of these individuals holds a minimum of bachelor’s degrees. The Learning Skills Center within this department offers support to all students enrolled in curriculum programs of study with an emphasis on math, english, science, and reading. Career planning and testing services are provided through this department. Services for disabled students are coordinated through the Academic Support Services. Supervision for correspondence course exams from other colleges is available through this department. *TRiO*, a student support program, supports students that are first generation college students, disabled, or low-income. Their services include: academic tutoring, instruction in basic skills, financial and personal counseling, assistance with securing admissions and financial assistance for enrollment in four-year institutions, career options, mentoring and special services for students with limited English proficiency. There are 3 staff members in this department.

Physical Resources: The classroom/lab areas for the nursing program are located on the second floor of the Wayne West Building. The building is three years old and is compliant with building codes and requirements. There is one classroom designated for the PN program that seats 30 students. The nursing skills lab, named the *Fannie and Bill Christian Skills Laboratory* is directly across from the nursing classroom. The lab is large enough to accommodate 8 hospital beds in addition to 7 computer workstations, 3 round study tables, restrooms and storage facilities. Nursing (NUR) class and lab times between Practical Nursing Education Program (PNE), first year and second year ADN students have caused an overlap for the occupancy of the areas despite rescheduling attempts. With revision of the schedules and coordination with the ADN program director, the nursing classroom and lab areas are utilized to their capacity. A lab

schedule of the NUR courses is posted outside the nursing skills lab and in the nursing classroom to notify nursing students in both programs of lab availability. Nursing faculty each have their own private office in which to work and counsel students. Part time faculty, hired by semester needs for lab and/or clinical instruction, do not have an official office space in the Wayne West Building, but have access to private areas for conferences with students or for work and planning time. When necessary, part time faculty needing a private area is arranged through the program curriculum coordinator. There is one conference room located on the second floor of the Wayne West Building and requires reservation for use. The Wayne West Building has a student lounge on the first floor and multiple bathroom facilities located on all 3 levels.

Library

The Library Resources and Services include the following services:

Databases

The library has the following databases:

SIRS—SIRS consists of three databases with full-text articles that cover a wide variety of topics. These topics include social issues, government documents and the arts.

NC Live— Multiple databases with full-text magazine and professional journal articles that cover many disciplines, national and local newspapers, reference sources and research materials. NC Live has a Medical/Health category. There's also a test preparation database entitled Learning Express Library. This database has nursing school practice tests for biology, chemistry, general science, math, reading comprehension, and verbal ability.

Liebert Online— It is an electronic access to peer-reviewed journals, all full-text searchable and linked to external bibliographic databases. Biomedical Research/Life Sciences, Clinical Medicine/Surgery, Complementary/Alternative Medicine, and Public Health/Policy are some of the disciplines covered by Liebert Publishing.

[Magill's Medical Guide Online](#)—Magill's is an up-to-date and easy-to-use compendium of medical information suitable for student research as well as use by general readers, including patients and caregivers.

New England Journal of Medicine—New England Journal of Medicine is available for indexing and abstracts. It can be accessed from the library and the patron's home or other remote location. A password is not needed. The library has a subscription to the paper of edition of the journal.

The other databases are available anywhere on campus. NC Live and SIRS are also accessible from home, using a password. The passwords are available through the library.

Instructional Audiovisual Materials

The library has a large collection of instructional audiovisual materials for faculty or staff use. These are located in the closed stacks area behind the circulation desk. Faculty and staff are welcome to go into this area to find what they need. The materials are arranged by subject on the shelves. A list of these materials may also be viewed by subject in our library catalog. All instructional AV materials must be checked out on your library account. Instructional AV materials for nursing are grouped under the subject heading Medical Sciences (MED).

Library Collections

The library collection includes both reference and circulating materials. The Library of Congress call numbers for nursing are QM, QP, QR, R, RA-RE, RG, RJ-RM, RS, RT, RV, RX, and RZ.

Library Website

Library services and resources can be accessed online through the library's website at: www.carteret.edu/library.

Periodicals

The library has subscriptions to various magazines, newspapers, and professional journals. The latest issues can be found in the reading area of the library. Back issues are also available for many titles. (See also Databases) The library has current subscriptions to the following professional journals in the Nursing/Allied Health field:

Alternative Therapies in Health and Medicine

American Journal of Nursing

GN: Geriatric Nursing

Journal of Cardiovascular Nursing

Journal of Practical Nursing

MCN: American Journal of Maternal/Child Nursing

New England Journal of Medicine

Nursing

RN

Tar Heel Nurse

Research Guides

Research guides are available on the library webpage for the subject areas covered by classes and curriculums here at Carteret Community College. Research guides are listings of books, reference materials, journals and online sites available through the library. A **Nursing Research Guide** (Exhibit Section 1-D-3-1) and a **Health Sciences Database Guide** (Exhibit Section 1-D-3-2) have been provided in this packet.

SERVICES

Bibliographic Services

The library provides bibliographic services upon request for any faculty member needing a list of library books, videos, periodicals, etc. in their subject area. Please contact the Librarian if you need such a list for program re-accreditation, program review, library collection evaluation, or personal use. A **Collection Usage Request Form** (Exhibit Section 1-D-3-3) is available for requesting a circulation report for the individual curriculums and programs.

Collection Development and Evaluation

The library accepts requests from faculty and staff for new library materials. Requests for curriculum materials receive first priority in purchasing. All new purchases are subject to available funding. After new materials are received and processed, notifications are sent via e-mail. To make a request for purchasing new books and AV materials, please contact the Librarian/Acquisitionist. Please prioritize multiple purchase requests. A **Library Materials Request Form** (Exhibit Section 1-D-3-4) is available for requesting materials.

Curriculum Area Coordinators, or their designee, are responsible for regularly evaluating the library's collections for their subject area. This involves reviewing the library's books, reference books, instructional videos, and periodicals to determine if the materials are up-to-date and meet curriculum needs. Once the collection is evaluated, a **Library Collection Evaluation Form** (Exhibit Section 1-D-3-5) should be completed and returned to the Librarian/Acquisitionist. Requests for new materials to strengthen any weak areas in the collection may be made at this time. Out of date materials may also be withdrawn from the collection. Evaluations may be done by examining the materials in the library, or by reviewing a list of the materials provided through our bibliographic services. Contact the Librarian/Acquisitionist for more information.

Distance Learning Services

The following services are available to the college's distance learning students:

- Access to computers for login to Blackboard, word processing, research and student e-mail
- Remote access to library catalog and online databases
- E-mail reference service: library@carteret.edu
- Mailing service to check out library materials
- Electronic Interlibrary Loan Request form & Patron Registration form
- Access to general library information, Magazine Indexes, library handouts and research guides via the library's website

Extended Checkout Periods for Faculty/Staff

Faculty and staff may check out books from the library's main book collection for six weeks. Instructional AV materials may also be checked out for six weeks. If a longer checkout period is needed for books or instructional AV, please contact the Library Technical Assistant and a semester or a year checkout can be arranged. Reference books may be checked out for one day. Checkout periods on all other library materials, such as best sellers, movies, and audio books, are the same as for all library patrons.

Interlibrary Loan (ILL) Services

The library borrows materials from other libraries for your personal or professional interests through interlibrary loan. An **ILL Agreement Form** (Exhibit Section 1-D-3-6) must be completed prior to requesting materials for the first time, and an **ILL Request Form** (book form-Exhibit Section 1-D-3-7 and periodical form-Exhibit Section 1-D-3-8) is completed for each item being requested. These should be submitted to Library Technical Assistant.

Library Skills Modules

The library provides class instruction in the use of the library's online catalog, electronic databases, and general library use. To schedule your class for an instruction session, contact the librarian. Please provide your name and phone number, the course name and number, number of students, proposed date and time for the session, which resources you wish to have taught, and if the library skills assessment is desired. The library skills assessment provides independent practice on the concepts and skills taught in the class session. You may schedule one or two sessions for your students. Please contact the library at least two days in advance to schedule your class. Classes are also welcome in the library for study and research when scheduled in advance.

Online Tutorials

Online tutorials can be accessed via the library's website at www.carteret.edu/library. There are tutorials on the following topics:

- Searching the Library Catalog
- Using the Library of Congress Classification System
- Searching NC Live and SIRS
- Using the Internet
- Evaluating Websites
- Citing Electronic Sources
- Citing Using the APA and MLA Formats

Reserve Materials

Faculty may place library or personal materials on reserve for student use. Reserves are held at the Circulation Desk. To place items on reserve, a **Reserve Request Form** (Exhibit Section 1-D-3-9) must be completed at the circulation desk for each item, and the item and form submitted at the Circulation Desk. Please allow 48 hours for processing reserves.

EVALUATION OF RESOURCES AND SERVICES

By the Practical Nursing Curriculum Area Coordinator

The PNE program finds the collection to be current and satisfactory. Recommendations for withdrawal of outdated nursing items were submitted. Recommendations for additional nursing resources for the PN program were also submitted. As to date, outdated holdings have been pulled and replaced with current nursing collections. Additional resources for the PNE program have also been ordered.

Technical Resources, equipment and supplies: Carteret Community College is committed to providing the technological resources and support to the Practical Nursing Program. The Information Technology (IT) department provides high quality infrastructure for all communication devices to function effectively and efficiently. Fiber optic and copper cabling runs between buildings allowing for external internet connection. In addition, the Wayne West Building is configured for wireless internet allowing students to use their personal laptops to gain access to the internet, campus website, and Blackboard. The IT department assists with the purchasing and installation of computer hardware and software for faculty office use, specific nursing software for the PN Program and provides service and support to faculty's workstation computers and computers in the nursing skills lab. Training for faculty is provided by the IT department when requested for office computer use, phone setup and messaging services, distance learning course development, and new software programs and technology utilized by all college employees. In 2005, the IT department established a "HELP DESK" to assist all users. All faculty, staff, and currently enrolled students have a Carteret Community College email address which helps promote communication between faculty, staff, and students. Other services the IT department provides include video camera support, printer support, and video conferencing. Carteret Community College also offers students an open computer lab which is located on the 3rd floor of the Wayne West Building. Services provided include access to

internet, course blackboard activities, assistance with computer activities and homework, printing services, and computer-based testing. The lab is staffed by technology trained personnel. Nursing students in the PN Program have utilized the computer lab for homework assignments, research and proctored standardized testing. The program uses technology in the class and lab setting to promote learning and achievement of program outcomes. Use of the LCD projector in the class and lab support faculty lectures by projecting PowerPoint slides with critical information, case study activities, and webpage information. In the lab, the program strives to provide the student with technological equipment that is current to nursing practice. Computer software programs are available to support student learning through self-paced modules, skills assessment quick testing, and both computer and audiovisual skills videos. Intravenous pumps, adult and infant manikins, functioning suction and oxygen systems, and patient care support equipment are used to facilitate learning and competency of skills. Supplies to support learning are adequate.

Budget

The basic support for the Practical Nursing program has been from state funds. These funds have supported faculty salaries and benefit packages in addition to purchasing instructional supplies, educational equipment, computers, printers, and travel expenses associated with program implementation. County funds are used for the operation and maintenance of the college facilities. The total operating budget for the PN program excluding faculty salary and benefit package for 2008-09 is \$7,200.00. These funds are used for instructional supplies (primary costs), nursing education software, computer support equipment, audiovisual resources, maintenance agreements, workshop registration and travel, office needs for faculty and other incidentals. Outside funding to support the program operations and students since 2004 includes:

Year	Amount	Source
2004 2005	\$3,200.00	Eastern Area Health Education Center
2005-2006	\$3,200.00	Eastern Area Health Education Center
2005-2006	\$1,875.00	Disadvantaged Nursing Student Grant
2007-2008	\$2,025.00	Carteret Community College Mini-grant
2007-2008	\$670.00	Disadvantaged Nursing Student Grant
2008-2009	\$500.00	Disadvantaged Nursing Student Grant
2008-2009	\$4,300.00	Eastern Area Health Education Center

The Practical Nursing Program Director uses the same budget process as all other curriculum departments in Carteret Community College. With input from nursing faculty, the director is responsible for developing and submitting the program's proposed yearly budgetary request to the Health Sciences Chair and the Assistant to the Vice President of Administrative Services. The proposed budget becomes part of the proposed college's comprehensive plan and is

reviewed by the senior administrative team. Upon receiving annual funds from the State of North Carolina, the administrative team finalizes the college budget and allocations are then determined. Nursing programs have always been a high cost program for a college to offer often due to the expense of faculty salaries and technological equipment to support learning and competencies of students. For the academic year 2006-2007 the PN program was required to cut \$10,000 from its original request. In 2007, the program was required to cut \$5,000 from its request. The cuts directly impacted the programs plans to purchase low fidelity simulation manikins, educational software, supplies, and technology to enhance student's skills. The budget for professional nursing development activities was also impacted.

General

The Practical Nursing Program had its forty-third group of program completers in August 2008. The businesses that were most impacted by the program are the Long-term Care facilities (Snug Harbor, Britthaven of Newbern, Harborview Healthcare Center, and Crystal Bluffs). Other specific industries or businesses served by the program include Onslow Memorial Hospital, various physicians' offices, and Carteret General Hospital. Two of the graduates moved outside the service area. The program will continue to produce graduates eligible to take the licensure examination to be a Practical Nurse; Therefore additional businesses will likely benefit from the program.

Students completing the Program are awarded a Diploma degree. Graduates are eligible to apply to take the licensure exam, which they need to pass in order to work as a practical nurse. Once licensed, the graduate can choose to continue their nursing education by seeking an Associate in Applied Science in Nursing offered by three area colleges (Carteret Community College, Craven Community College, and Coastal Community College) or the graduate can choose to seek an advanced degree. They are eligible to apply to any college or university offering a bachelors degree in nursing. East Carolina University and the University of North Carolina at Wilmington offer the closest such programs for our graduates. A number of programs outside our service area are offering RN-to-BSN programs on-line, which opens up additional possibilities for our graduates. At the time of this program review, one graduate has obtained an Associate in Applied Science in Nursing, and one graduate is presently enrolled in the Associate in Applied Science in Nursing at Carteret Community College. At this time, no graduates have obtained a Bachelor's Degree in Nursing.

Developments in the program include the following:

- All core NUR courses are web-supported and utilize Blackboard
- Curriculum revisions include Institute of Medicine's 5 recommendations and NCBON required elements
- Development of a clinical contract with Carteret General Hospital for Maternal-newborn clinical rotation
- Development of a clinical contract with Taylor Extended Care for Geriatric clinical rotation.

Analysis

Analysis of the Practical Nursing program status was derived from review data

Trends:

1. The program has two (2) full time designated faculty members and two (2) part-time faculty members. Part-time faculty members are currently assigned to assist in the clinical setting. Due to the small nature of nurse faculty members, the group participates as a unit or team in total curriculum planning, implementation, and evaluation. All nurse faculty members hold the minimum of a Baccalaureate in Nursing from an accredited institution and have two calendar years of full-time clinical experience as a registered nurse. The program director and two other faculty members hold a Master's degree in Nursing with a concentration in Education thereby meeting the requirements of nurse faculty.
2. Students enrolled in the Practical Nursing Program must meet requirements set by the controlling institution. Admission requirements are published and include an assessment of record of high school graduation, high school equivalent, or earned credits from a post-secondary institution; achievement potential as indicated by previous academic records and pre-entrance examination cut-off scores that are consistent with curriculum demands and scholastic expectations; and physical and emotional health that would provide evidence that is indicative of the applicant's ability to provide safe nursing care to the public. Students in the Practical Nursing (PN) Program meet requirements established by Carteret Community College and by the Nursing Program. The PN program follows the same protocol as other health science programs and has a specific application period. Students may apply to the nursing program October 1-January 15 each year.
3. Applicant's interest and enrollment within the PN program has increased by 16.7 percent within the past three –four years making the application process more competitive. In recent years, a number of eligible students who have been offered slots in the program and enrolled for NUR courses have changed their minds just prior to the first day of class and thus program does not appear to be a full capacity. Reported reasons for not starting program include: not prepared financially or have new financial burden, family crisis, changed mind about program of study, accepted into first choice nursing school, and criminal charges.
4. The Practical Nursing student population is predominantly female. This mirrors a national trend.
5. The racial mix profile indicates very little diversity. Seventy-five (75%) percent of the PN students are Caucasian in comparison to other ethnic groups.
6. While there is representation in every age group, the majority of Practical Nursing students fall between the ages of 18 and 44.
7. Eighty to eighty-five (80-85%) percent of students complete all or some of the required (related) general education courses prior to entering the program.
8. Practical Nursing programs are offered by the following neighboring community colleges: Coastal Carolina Community College and Craven Community College, but the required selective admissions criteria and the program's competitive nature draws students from surrounding counties. This may be due in part to our less strenuous admission criteria. The majority of the population for this program comes from our immediate area.

9. The Passing rate on the licensure exam for Carteret Community College first time NCLEX-PN test takers is in compliance with the North Carolina Board of Nursing (NCBON) educational Standards. According to the NCBON educational Standards, a nursing program's passing scores cannot be below the national average over a three-year period for first time NCLEX-PN test takers.
10. The controlling institution of the nursing program provides those human, physical, technical, and financial resources and services essential to support program processes, outcomes.
11. . The program is supported by a curriculum support person that serves the Allied Health Programs. Additional Human Resources are also available.
12. The classroom/lab areas for the nursing program are located on the second floor of the Wayne West Building. There is one classroom designated for the PN program that seats 30 students. The nursing skills lab, named the *Fannie and Bill Christian Skills Laboratory* is directly across from the nursing classroom. The lab is large enough to accommodate 8 hospital beds in addition to 7 computer workstations, 3 round study tables, restrooms and storage facilities. Nursing (NUR) class and lab times between Practical Nursing Education Program (PNE), first year and second year ADN students have caused an overlap for the occupancy of the areas despite rescheduling attempts. With revision of the schedules and coordination with the ADN program director, the nursing classroom and lab areas are utilized to their capacity.
13. Carteret Community College is committed to providing the technological resources and support to the Practical Nursing Program. The Information Technology (IT) department provides high quality infrastructure for all communication devices to function effectively and efficiently.
14. The Library Resources and Services provides various databases, instructional audiovisual materials, library collections, library website, Periodicals, research guides, and bibliography services. The PNE program finds the collection to be current and satisfactory. Recommendations for withdrawal of outdated nursing items were submitted. Recommendations for additional nursing resources for the PN program were also submitted. As to date, outdated holdings have been pulled and replaced with current nursing collections. Additional resources for the PNE program have also been ordered.
15. The main financial resource of the PN program is the annual budget. The basic support for the Practical Nursing program has been from state funds. These funds have supported faculty salaries and benefit packages in addition to purchasing instructional supplies, educational equipment, computers, printers, and travel expenses associated with program implementation. Outside funding like Eastern Area Health Education Center, Disadvantaged Nursing Student Grant, and Carteret Community College Mini-grant have been awarded to support the program operations and students.
16. Job opportunities and employment in Carteret and neighboring counties continue to be available to our graduates.
17. Clinical sites have diminished in child health nursing.
18. Nursing scholarships/loans are available from the local hospital, Carteret Community College Foundation, and the state..

Appendix

FACULTY INFORMATION Annual Instructional Program Review

Full- Time Faculty:

Use the following format for annual unit review based on a calendar year Jan 1 - Dec 31.

Name: Brenda Moore, Program Coordinator

Education

Degree	Year	Institution	Subject Area
HS	1978	Miami Beach Sr High	General Studies
AS	1983	Oakwood College	Nursing
BSN	1993	Gwynedd-Mercy College	Nursing
MS	2004	University of Phoenix	Nursing
Ph.D/Ed.D.			
Other			

Professional Development

A. Related Continuing Education - College or University Courses Taken:

Term	Course Name	Credit Hours	Grade

B. Related Continuing Education - Other Sources:

Date	Course Name	Offered By	Contact Hours
9/2-9/4/08	Core Instructor Course in CPR	Carteret General Hospital	8hrs
7/12/08	Blackboard Boot Camp Mod. I & II	Carteret Community College	4hrs
9/25/07	Vision Screening certification training	Carteret Community College	3hrs
4/25/08	Teaching , Interaction, & Engagement	Williamson Community College	5hrs
10/20/08	Meditech training & Clinical orientation	Carteret General Hospital	2hrs
8/13/07	Quality Enhancement Plan form	Carteret Community College	1hr
10/24/07	Engaging in teaching	Carteret Community College	1hr
10/24/07	Sexual Harassment	Carteret Community College	1hr

10/25/07	Windows Vista and Office 2007	Carteret Community College	1.5hrs
10/25/07	Trouble shooting your computer	Carteret Community College	1.5hrs
10/24/07	Professionalism- it's our job Part I	Carteret Community College	1hr
8/22/07	Customer service Disney style	Carteret Community College	1.5 hrs
10/25/07	"Tai Chi for relaxation and health	Carteret Community College	40mins
10/24/07	Blackboard basic	Carteret Community College	1.5hrs

C. Related Conferences Attended:

Date	Location	Sponsoring Organization	Contact Hours
1/6/08 – 1/8/08	San Francisco, CA	Mosby's Institute	11.4 hrs
4/7/08	Chapel Hill, NC	North Carolina Board of Nursing	5.5 hrs
10/8/06- 10/10/06	Greensboro, NC	NCCCS2	

Scholarship Activity:

A. Related Publications:

Date	Name of Publication/Title of Article	Authors

B. Related Conference Presentations/Papers

Date	Conference Sponsor	Title of Presentation	Authors

Related College/Community Service Activity:

Name of Committee	Position	Title of Presentation	Authors
NC Council of PNE	Nurse Educator	NC Council of PNE	
National League of Nursing	Nurse Educator	National League of Nursing	

Related Teaching/Training (unpaid):

Date	Course Taught	Agency or Institution	Hours (incl prep)
6/14/2007	CPR	Carteret Com College	4hrs
3/2008	CPR	Professional Consolidated	4hrs

6/11/2008	CPR	Carteret Com College	4hrs
-----------	-----	----------------------	------

Honors/Awards:

Name of award/honor	Date Received
Graduate CCC Leadership Academy	4/05
Carteret Community College Mini Grant (Recipient)	11/07
NCCCS Disadvantage Nursing Student Grant (Recipient)	10/ 05 & 10/07
Eastern Area Health Education Center Grant (Recipient)	8/08

Name: Melanie Hooper

Education

Degree	Year	Institution	Subject Area
HS	1989	Sothern Wayne Senior Hi	
AA	1993	Wayne Community College	College Transfer - Science
BS/BA	1993	East Carolina University	Nursing
MS/MA			
Ph.D./Ed.D			
Other			

Professional Development

A. Related Continuing Education - College or University Courses Taken:

Term	Course Name	Credit Hours	Grade
7/10/07-8/21/07	UOP Intro to Graduate Study in Health Sciences Nursing HCS 504	1.0 Semester hour	
8/28/07-10/9/07	UOP Creating Change Within Organizations HCS/587	3.0 Semester Hours	
10/7/07-11/18/08	UOP Theoretical Foundations of Practice NUR513	3.0 Semester hours	
2/12/08-3/24/08	UOP Nursing Research Class NUR 518	3.0 Semester hours	

B. Related Continuing Education - Other Sources:

Date	Course Name	Offered By	Contact Hours
7/12/07	CCC Blackboard Boot Camp		6.0
8/22/07	Disney Institute – Service Disney Style		1.5
9/5/07	Outcomes Assessment Workshop		2.0
10/24/07	Professionalism – It’s Our Job		1.0
10/24/07	Engaging Teaching		1.0
10/24/07	Computer Basics		1.5
10/24/07	Sexual Harassment		1.0
10/25/07	Retention Strategies		.5
10/25/07	Computer Workshop Office 2007 & Vista		1.5
2/26/08	Teaching Critical Thinking in the Clinical Setting as a Preceptor/ Mentor/Instructor	AHEC Dept of Nursing Education	5.5
4/4/08	PERSIST Advisor Training		6.5

C. Related Conferences Attended:

Date	City	Sponsoring Organization	Contact Hours

Scholarship Activity:

A. Related Publications:

Date	Name of Publication/Title of Article	Authors

B. Related Conference Presentations/Papers

Date	Conference Sponsor	Title of Presentation	Authors

Related College/Community Service Activity:

Name of Committee	Position	Agency	Time Involved

Related Teaching/Training (unpaid):

Date	Course Taught	Agency or Institution	Hours (including prep)

Honors/Awards:

Name of award/honor	Date Received
CCC Excellence in Teaching Award (Nominee) 07- 08	07-08 academic year
NCSEAA Nurse Educators of Tomorrow Scholarship	07-08 academic year
Sigma Theta Tau, International (U of Phoenix Omicron Delta Chapter)	Induction 7/08

Part-Time Faculty

Name: Rowena Hufnagel

Education

Degree	Year	Institution	Subject Area
HS			
AA			
BS/BA	1968	U. of Maryland	BSN (Nursing)
MS/MA	1995	U. of Maryland	
Ph.D./Ed.D			
Other			

Professional Development

A. Related Continuing Education - College or University Courses Taken:

Term	Course Name	Credit Hours	Grade

B. Related Continuing Education - Other Sources:

Date	Course Name	Offered By	Contact Hours
9/25/07 & 9/23/08	Vision Screening certification training	Carteret Community College	3 hrs
2/16/08	EKG Strip Identification and Evaluation	RnCeus Interactive, LLC	5 hrs
2/26/08	Teaching Critical Thinking in the Clinical Setting as a Preceptor/ Mentor/Instructor	AHEC Dept of Nursing Education	5.5 hrs
4/25/08	Teaching , Interaction, & Engagement	Williamson Community College	5hrs
5/23/08	Assessment and Documentation of Pressure Ulcers	Kinetic Concepts, Incorp.	1 hr
5/23/08	Turning the Corner to Better Oxygenation	Kinetic Concepts, Incorp.	1 hr
5/23/08	Nursing Care of the Bariatric Patient	KCL	1 hr

C. Related Conferences Attended:

Date	City	Sponsoring Organization	Contact Hours

Scholarship Activity:

A. Related Publications:

Date	Name of Publication/Title of Article	Authors

B. Related Conference Presentations/Papers

Date	Conference Sponsor	Title of Presentation	Authors

Related College/Community Service Activity:

Name of Committee/Organization	Position	Agency	Time Involved
AORN Organization	member	Perioperative Nursing	Since 1980- present
ASPAN	member	Perianesthesia Nursing	1995-2004

Related Teaching/Training (unpaid):

Date	Course	Agency or Institution	Hours (including prep)
7/07	CPR HC Provider	AHA	4 hr

Honors/Awards:

Name of award/honor	Date Received
Sigma Theta Tau (Pi Chapter, U. of MD)	Since 1995
CNOR Certification	1985-2002 (Currently CNOR-E)

Name: Norma Smith

Education

Degree	Year	Institution	Subject Area
HS			
AA	1986	Craven Community College	Nursing
BS/BA	1989	East Carolina University	Nursing
MS/MA	2006	East Carolina University	Nursing
Ph.D./Ed.D			
Other			

Professional Development

A. Related Continuing Education - College or University Courses Taken:

Term	Course Name	Credit Hours	Grade

B. Related Continuing Education - Other Sources:

Date	Course Name	Offered By	Contact Hours
9-25-07	Vision Screening Certification Training	Carteret Community College	3 hrs.
2007-present	Joint Advisory Committee	Carteret General Hospital	
1999-present	Practical Nursing Curriculum Advisory Committee	Carteret General Hospital	
2005-present	Professional Advancement Committee	Carteret General Hospital	
2007	Journey to Documentation Excellence	Carteret General Hospital	1.8
2007	SCIP Clinical Practice	Carteret General Hospital	1
2007	Caring for the Surgical Patient	Dr Ted Johnson	1
2007	PCS Competency Fair	Carteret General Hospital	
2007	Definity Inservice	Carteret General Hospital	.5
2007	Calorie Count	Susan Fetzer, RD	.5
2007	Nursing Grand Rounds	Carteret General Hospital	
2007	CLC 2000 Positive Displacement Connector	Carteret General Hospital	
2007	Surgical Pain Inservice	Carteret General Hospital	.5

2007	Obstructive Sleep Apnea	Carteret General Hospital	
2007	Remaking of American Medicine: Health Care for the 21 st Century	PBS Home Video	.5
2008	EAHECA: Advanced Charge Nurse Development	Carteret General Hospital	
2008	Slide Sheet Trial	Carteret General Hospital	.5
2008	Beyond Basic Body Mechanics for Patient Care	Cheryl Suralik	
2008	Your Role in Quality and Patient safety	Barb Eden	1
2008	Skin Care Fair	Carteret General Hospital	.5
2008	Remote Telemetry	Carteret General Hospital	
2008	Rapid Response Team	Cannon & Wolf	.75
2008	Shared Accountability	Donna Cheek	.5
2008	Integrating Technology	Carteret General Hospital	1.5
2008	GYN Educational Inservice	Dr Morrison	1
2008	Lap Banding Inservice	Dr. Bell	1.5

C. Related Conferences Attended:

Date	City	Sponsoring Organization	Contact Hours

Scholarship Activity:

A. Related Publications:

Date	Name of Publication/Title of Article	Authors

B. Related Conference Presentations/Papers

Date	Conference Sponsor	Title of Presentation	Authors

Related College/Community Service Activity:

Name of Committee	Position	Agency	Time Involved

Related Teaching/Training (unpaid):

Date	Course Taught	Agency or Institution	Hours (including prep)

Honors/Awards:

Name of award/honor	Date Received

Carteret Community College

Program Review

For the

Practical Nursing Program

Document Prepared by:

Brenda Moore, Practical Nursing Education Program Coordinator

Annette Davis, Library Technical Assistant

Meg Rawls, Biotechnology Area Curriculum Coordinator

Marjorie Gross, Math Instructor

Joseph Croom, Admissions Office Technician

2008-2009

Section II
Program Content

A. Definition of the Program:

The Nursing Program of study is open to students who have met all program eligibility requirements and are prepared for the challenges of nursing in the 21st century. The Faculty provide education and promote the development of students in preparation for practice and employment as professional registered nurses.

The Practical Nursing program curriculum provides individuals with the knowledge and skills necessary to provide nursing care to clients and groups of clients throughout the lifespan in a variety of settings. Courses will include content related to the nurses' role as a provider of care, manager of care, member of the discipline of nursing and member of the interdisciplinary team. Graduates of this program are eligible to apply to take the National Licensure Examination (NCLEX-PN) which is required for practice as a Practical Nurse.

Criteria for admission into the Practical Nursing Program include the following:

Practical Nursing

Admission Requirements

Effective Fall 2008

- Meet general admission requirements of Carteret Community College (CCC)
- Fulfills all developmental requirements prior to admission into the program including: Completion of placement testing in Reading, English, Numerical math skills, Algebra, and computer literacy and keyboarding. Placement testing can be waived if proof of proficiency with previous college work or through proficiency exam.
- Must successfully complete, with a grade of "C" or better, Medical Terminology I (either through Corporate & Community Education or through Curriculum). *Documentation of course is required.*
- A cumulative grade point average (GPA) of 2.0 or greater in related course work leading to the diploma in Practical nursing. An official transcript evaluation of college course work will be completed at the time of acceptance
- Have current certification in adult and child CPR from the American Heart Association (Healthcare Provider Course) or from the American Red Cross (AED training included). *This requirement can be completed after acceptance.*
- Have completed nurse aide I training course with a minimum of 50 clinical contact hours with patients and have current NC listing on the Nurse Aide I Registry with no substantiated findings. Documentation of clinical hours are required.
- Possess physical and emotional health compatible with the ability to provide safe patient care

Performance Standards

The practice of nursing involves cognitive, sensory, affective, and psychomotor performance requirements. Therefore, the following activities are examples of the kinds of activities that a student in the nursing program would be required to perform in order to successfully complete the program. The examples used are not all inclusive.

Critical Thinking: The nursing student must possess critical thinking skills sufficient for clinical judgment. For example, the student must be able to use the nursing process as a basis for solving nursing problems. This involves identifying cause-and-effect relationships in clinical situations and developing nursing care plans.

Interpersonal Skills: The nursing student should possess interpersonal skills sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds. For example, the student should be able to establish a helping relationship with patients, families, and colleagues.

Communication: The nursing student must possess communication skills sufficient for interaction with others in verbal and written format. Required communication abilities include speech, hearing, reading, writing, language skills and computer literacy. For example, the student must be able to convey nursing actions and patient responses to health care team members, both verbally and in writing.

Mobility: The nursing student should possess physical skills sufficient to move from room to room and maneuver in small spaces. For example, the student must be able to move in patient rooms, work spaces and treatment areas, and to administer cardiopulmonary resuscitation.

Motor Skills: The nursing student should possess gross and fine motor skills sufficient to provide safe and effective nursing care. For example, the student must be able to calibrate and use equipment, administer injections, insert catheters, manipulate intravenous equipment, and position patients.

Hearing: The nursing student should possess auditory skills sufficient to monitor and assess health needs. For example, the student must be able to hear monitor alarms, emergency signals, auscultatory sounds and cries for help.

Visual: The nursing student should possess visual skills sufficient for observation and assessment in nursing care. For example, the student must be able to observe patient responses, see a change in skin color, and read a scale on a syringe.

Tactile: The nursing student should possess tactile skills sufficient for physical assessment. For example, the student must be able to palpate a pulse.

Weight-bearing: The nursing student should possess the ability to maneuver and move 40-50 pounds on a weekly or daily basis. For example, the student must be able to position and transfer patients.

Cognitive Skills: The nursing student must possess the ability to think clearly, be oriented to time, place and person, organize responsibilities, make decisions, and make accurate mathematical calculations. For example, the student must be able to assess patient complaints, provide prioritized care, and implement appropriate plans.

Occupational Exposure: The nursing student should possess the ability to protect self and others by implementing appropriate precautions due to possible exposure to communicable disease and/or body fluids, toxic substances, and medicinal preparations. For example, the student may be assigned to provide care to a patient with Hepatitis B or HIV/AIDS and must be able to use standard precautions.

To ensure the public health and safety of all patients, the North Carolina Board of Nursing (NCBON) requires licensure to work as a registered nurse. The NCBON will require a criminal records check as part of the initial application for licensure. Drug screening, fingerprinting and/or criminal background checks may be required by the clinical facility for student experiences. Clinical facilities can deny a student from caring for its patients based on the findings of these checks. Clinical experiences must be completed satisfactorily. If a student is unable to attend and complete clinical due to these reports/findings, the student would not be able to complete the clinical component and would be required to withdraw from the program

Upon acceptance into the Practical Nursing program, the student must have a complete physical examination. The form will be provided by the College and mailed to the student from the Nursing Program. Additional immunizations may be required prior to the start of the first nursing (NUR) course. Applicants should be aware that admission to and continued enrollment in the nursing program is dependent upon academic standing, physical, and emotional health which are compatible with the ability to provide safe patient care. Failure to provide the completed health form when requested will jeopardize the student's position in the program. Whenever a health problem necessitates medical, surgical, or psychological intervention over a period of time, an individual conference will be held with the nursing student and appropriate nursing faculty to determine the feasibility of the student being able to meet the course objectives and continue in the program. When a health problem occurs that results in multiple absences from class, lab, or clinical or injury impedes meeting the performance standards for a period of time, the nursing student is required to bring documentation from the physician or other healthcare provider noting the student can safely resume activities in the program. This documentation will be used to help determine if the student can return to class, lab and/or clinical course requirements.

Related and general education courses that are part of the nursing curriculum may be taken before nursing (NUR) courses and before the sequence time in the catalog; however, courses must be completed with a minimal grade of "C" and not adversely affect the required GPA. A student must not fall behind the sequence of the curriculum plan stated in the catalog. A grade of less than "C" in any nursing curriculum course will cause the student to fall behind the sequence of the curriculum plan. No grades less than "C" are allowed in any nursing curriculum or related course work. A nursing student who earns a grade less than "C", or earns a Unsatisfactory (U) grade in any nursing or related course work of the curriculum will be unable to progress to the next semester and will be required to withdraw from the Practical Nursing Program.

B. Curriculum

The following degree can be awarded from this program upon completion of degree requirements: *Diploma in Nursing*. All Core NUR courses are taught by traditional format but are web-supported. No NUR courses are taught as total distance education courses. Related course work of the Practical Nursing Program can be taken as a traditional class or through distance education via internet when offered. The Master Curriculum Plan was approved by the NCCCS as follows:

**Carteret Community College
Practical Nursing Program
Master Curriculum Plan (D45660)**

FALL SEMESTER			Class	Lab	Clinic/Exp	Credit
NUR	101	Practical Nursing I	7	6	6	11
ACA	115	Success and Study Skills	0	2	0	1
BIO	163	Basic Anatomy & Physiology I	4	2	0	5
PSY	150	General Psychology	3	0	0	3
TOTAL			14	10	6	20

SPRING SEMESTER

NUR	102	Practical Nursing II	8	0	12	12
ENG	111	Expository Writing	3	0	0	3
PSY	241	Developmental Psychology	3	0	0	3
TOTAL			14	0	12	18

SUMMER SEMESTER

NUR	103	Practical Nursing III	6	0	12	10
TOTAL			6	0	12	10

TOTAL Curriculum Hours: 48

The Nursing curriculum is planned, implemented and evaluated by the nursing program faculty. The curriculum reflects the stated program philosophy, purpose, and objectives, and is consistent with the North Carolina Community College requirements, Statutes, and Rules governing the practice of nursing. The Philosophy of the Practical Nursing Program is consistent with the Mission and Goals of Carteret Community College as well as its values. The program provides

the education and promotion of students in preparation for practice and employment as professional Practical nurses.

The conceptual framework of the program encompasses the three major roles of the Practical nurse: provider of care, manager of care, and member within the discipline of nursing. Within these roles, additional competencies serve as cornerstones for the student's appreciation, development, and understanding of nursing. These roles also serve as concepts and are noted throughout the curriculum plan; including the clinical evaluation tool for each NUR course.

As a provider of care, the student's experiences prepare them to provide patient-centered care through a collaborative approach involving the patient, the family, significant others, and fellow health care team members. The students have opportunities to provide care for patients of all ages with common health problems in a variety of settings. These activities and experiences help foster one of the purposes of the program, which is to prepare the students with the skills and knowledge to provide holistic care for individuals and groups of patients across the lifespan. To also promote, protect, restore, and maintain optimal health.

As a manager of patient care, the student learns to manage and coordinate patient needs. Use effective communication in written, verbal, and electronic forms. The student will learn to be accountable for actions as well as collaborate with others in order to manage the safe care of individuals and groups of patients through appropriate and effective planning and delegation to other team members.

As a member within the discipline of nursing, students develop common values shared by the nursing profession including practicing within the ethical and legal framework of nursing. Student's self development is encouraged and supported by the faculty through oral and written feedback, formal evaluation methods, and access to alternative learning opportunities like computer assisted instruction, tutorial assistance, and self evaluation and development plans. The student's socialization into nursing is supported by opportunities to work directly with other licensed nurses and healthcare team members as well as opportunities to network with other students enrolled in nursing or other allied health programs. These activities help develop a sense of collegiality.

In order to be compliant with the Statutes and Rules governing the practice of nursing, the faculty develops and revises the curriculum with recommendations and ideas from the National League for Nursing Competencies, The Institute of Medicine, in addition to the North Carolina Nursing Practice Act. These curriculum revisions allow the program to keep current with changes within the health care trends, educational, and core competencies of healthcare professionals. For example, the faculty revised the curriculum to allow students the opportunity to explore the role of informatics in patient centered care. Students now have access and opportunities to apply current and up-to-date learning resources to prepare them with the educational qualifications and competencies necessary to practice safely. In the clinical setting, students learn first hand the importance of using informatics in patient centered care. Students are required to use the electronic medical record to retrieve and analyze data, verify physician orders, update the plan of care and document care administered.

Each NUR course contains the necessary competencies for the course and level of performance necessary to successfully pass the course. Evaluation methods used by the program are designed to assess cognitive, psychomotor and affective domains. The formal clinical evaluation tools are consistent with course and level objectives. For example, in NUR 101, one of the course competencies or objectives notes, “the student will, as a provider of care, demonstrate basic understanding of the nursing process in caring for patients with common alterations in health.” The student is first taught the concept of the nursing process in the theory component of the course, and then uses the nursing process in the lab setting with skills competencies including the development of a patient care plan from a simulated situation.

Finally, the student practices the skill of developing a plan of care for the patient during the nursing home clinical setting. The clinical tool includes the ability to develop a nursing care plan for the assigned patient. The skill of using the nursing process to develop a plan of care is carried through the program and by the final semester, the student uses the nursing process to develop an extensive plan of care.

The curriculum includes instruction in biological, physical, social, and behavioral sciences that provide a foundation for safe and effective nursing care. The biological course is placed in the curriculum during the fall semester: BIO 163 Anatomy & Physiology. This course uses a systematic approach to provide a foundation of basic anatomical and physiological principles to support the understanding of the content covered in NUR 101, NUR 102, and NUR 103. It also provides the foundation needed by students to better provide patient centered care based on their medical diagnosis and problem identification and management of associated needs.

As the student progresses in the curriculum, nursing theory becomes more complex with opportunities to care for patients with more complex needs. By having the foundation knowledge of anatomy and physiology of the body prior to these experiences, the student is better prepared for the complexities of care. General Psychology (Psy 150) and Developmental Psychology (Psy 241) are designed to emphasize physical, cognitive, and psychological aspects of development from conception to death. Their placement in the fall and spring semesters allows the content to help support learning of simple medical–surgical needs of the aging and pediatric patient. In addition it provides a foundation for students prior to NUR 102 & 103 (Maternal-newborn, mental health needs, and reproductive health nursing) taught in the second and third semester.

C. External Accreditation:

The Practical Nursing Program holds a “*Full Approval*” status from the North Carolina Board of Nursing. In order to hold this status, the nursing program must meet all, and maintain continued compliance with the Educational Standards and Laws under the North Carolina Administrative Rules 21 NCAC .0303-.0323. National accreditation is not mandatory at this time; however, the program will begin planning for accreditation from the *National League for Nursing Accrediting Commission* (NLNAC) by 2015.

D. Innovations

The North Carolina Board of Nursing is requiring that all nursing programs in the state hold National Accreditation by 2015. At this time only a few Practical Nursing Programs hold this *voluntary* recognition. All Bachelors (in Nursing) Programs in N.C. hold National Accreditation.

Another requirement of NCBON is for PNE program to institute a 90 hours of focused patient care learning during the last semester of clinical practicum. The purpose of this clinical rotation is to prepare the practical nurse student for entry-level nursing. Each Practical Nursing student is required to meet the curriculum objectives prior to graduating for the PN program.

Locally, innovations for the program include expanding the web-supported material for NUR courses; develop preceptorship experiences for PN students with nursing homes, the local hospitals, and collaborative activities among allied health students. Incorporate the use of low fidelity simulators as clinical experiences.

Testing and remedial course work

Placement testing is required of students planning to submit an application for admission to the program. The specific tests and acceptable scores are as follows:

Testing and remedial course work (2005-2007)

Placement test scores must reflect academic readiness. Minimum scores on the ASSET tests are as follows:

<u>Percentile</u>	<u>Scale</u>
Reading (54)	Elementary Algebra (41)
Writing Skills (53)	
Numerical Skills (61)	

Placement test waivers may be given upon completion of remedial or college level course work with a grade of “C” or higher.

Additional testing requirements (2008-2009)

Computer Literacy Skills test (80+)

Keyboarding Speed test (minimum of 25 WPM with 3 or fewer errors)

Test waivers for these two tests may be given upon satisfactory completion of CIS 110 or CIS 070 and OST 080.

Once admitted into the program, the testing format for the student is consistent. Tests are largely multiple choice with less than 15% alternative style questions. This resembles the NCLEX-PN licensure examination. Each semester the language of the questions becomes more complex (using Blooms Taxonomy) in order to better prepare the student for the analysis and synthesis level questions of the licensure exam. Test questions are developed by faculty members teaching the assigned content. These questions can be from test banks supporting the required textbook, or taken from NCLEX-PN test banks. Selection of test questions corresponds with the unit objectives. Tests are computerized version. Pencil-paper version is utilized for students requiring special accommodation for scheduled exam tests.

Standardized testing is done semesters 1-3 of the program. Students have non-proctored practice tests and proctored assessment tests. Students receive an individualized score noting their performance level. The benchmark score for all proctored tests is the national average of same level testers. A student who fails to earn the required benchmark level is required to

remediate and within 2-3 weeks retest. Further remediation and testing is required until the student receives the benchmark score.

A dosage calculation/medication administration test is administered during the second semester of the program as part of the assessment of readiness to administer medications. If a student is determined to have weaknesses in dosage calculation/ basic medication administration skills one week of remediation is required. An individualized plan is developed with the student to meet the remediation needs. Upon completion of the remediation, an additional test is administered within 1 week. If the student earns less than an 80%, he or she is dropped from the program. The dosage calculation/medication administration skills are necessary to progress in the course and meet the overall objectives. Specific didactic and laboratory class objectives teach the formulas used by nurses to calculate drug dosages and are taught in the first semester. The drug calculations represent “real” drug orders and scenarios that a student would likely encounter in the clinical or practice setting.

Other remediation activities are based on individual student need. These can include nursing skills lab procedures, didactic content assistance by faculty (individualized and in small groups), tutoring, and computer software activities and programs.

F. Evaluation of instructional modalities

The modalities used to provide instruction of nursing content supports the Adult Learning theories of Knowles and Gagne. The faculty recognizes that adult students learn through a variety of methods and develop learning strategies around those needs. Didactic content is taught in the traditional classroom setting and supported through web-enhanced activities, case studies, videos, and computer assisted instruction. Nursing skills procedures are taught and then demonstrated to the student in the skills laboratory. Specific equipment that is used in health care settings and practice is also used in the lab setting to teach and assess learning competencies. Clinical instruction provides the opportunity for students to apply their knowledge, skills and abilities in order to be a safe care provider and professional nurse. The student provides nursing care under the direct supervision of the nursing faculty member. Faculty assesses student learning and competencies in all 3 areas: classroom, lab, and clinical through a variety of means. Each area of class, lab and clinical in the nursing program is also evaluated by students and includes opportunities to provide feedback on the methodologies used by the program. Results from student surveys and program completion surveys indicate that faculty are interested in student learning and that activities used by faculty support their learning. The learning activities developed and used by faculty support the overall goals and educational outcomes of the program.

G. Funding for curricular change

No other curricular changes or offerings are being sought at this time; however, NLNAC accreditation process will cost the college approximately \$25,000-\$30,000 for the Practical Nursing Program. This will be discussed in Section V of this report.

H. Analysis

1. The Practical Nursing Program of study is open to students who have met all program eligibility requirements and are prepared for the challenges of nursing in the 21st century.
2. The Practical Nursing program curriculum provides individuals with the knowledge and skills necessary to provide nursing care to clients and groups of clients throughout the lifespan in a variety of settings.
3. Criteria for admission into the Practical Nursing Program and the performance standards are logically sequenced and well defined.
4. The Nursing curriculum is planned, implemented, and evaluated by the nursing program faculty.
5. The curriculum reflects the stated program philosophy, purpose, and objectives, and is consistent with the North Carolina Community College requirements and the North Carolina Board of Nursing educational Statutes and Rules governing the practice of nursing education.
6. Upon completion of degree requirements, a *Diploma in Nursing* is awarded
7. All Core NUR courses are taught by traditional format but are web-supported.
8. The Master Curriculum Plan for the Practical Nursing Program is approved by the North Carolina Community College System
9. The Practical Nursing student's self development is encouraged and supported by the faculty through oral and written feedback, formal evaluation methods, and access to alternative learning opportunities.
10. The various teaching modalities that are used by the PN program to enhance instruction of nursing content support the Adult Learning theories of Knowles and Gagne.
11. The learning activities developed and used by faculty support the overall goals and educational outcomes of the program.
12. Each NUR course provides well defined competencies and level of performance for the course
13. Related and general education courses that are part of the nursing curriculum may be taken before nursing (NUR) courses and before the sequence time in the catalog.
14. The Practical Nursing program curriculum includes instruction in biological, physical, social, and behavioral sciences.
15. The Practical Nursing Program holds a "**Full Approval**" status from the North Carolina Board of Nursing.
16. The North Carolina Board of Nursing will be requiring all nursing programs in the state to become a nationally accredited program by 2015.
17. The National League for Nursing accreditation process for the Practical Nursing Program is expected to cost the College approximately \$25,000-\$30,000 in 2008-09.
18. Strategies for remediating course content are well defined.

Section III

Outcomes

A. Identifying outcomes

In March 2006, the North Carolina Board of Nursing mandated several educational practice standards changes. The effective date for the majority of these changes was January 2008. In accordance with the *North Carolina Administrative Code, (NCAC) 21 36 .0302*, the program director develops the overall program purpose, objectives, and educational outcomes as part of that process. The outcomes were developed based on Standards of Nursing Practice criteria from the North Carolina Board of Nursing (NCBON), the National Council of State Boards, and National League for Nursing.

NCAC 21 36 .03217 (d) requires the PN program faculty to implement a comprehensive program evaluation plan that includes the development, revision, implementation and measurement of outcomes. In the fall of 2006 the nursing faculty realigned several of the program, educational, and student outcomes to correlate with the Institute of Medicine recommendations. The Program Advisory Board, which consists of Licensed Practical Nurses, Registered Nurses and employers, contributes to the outcome development process by making suggestions and recommendations to faculty. The PN program must stay abreast of all NCBON Educational Rules and Standards in order to maintain its *full approval* status. These are also incorporated into the overall outcomes.

B. Administrative outcomes and results

In order to be compliant with the North Carolina Board of Nursing's educational requirements for faculty, "*nurse faculty who teach in a program leading to initial licensure as a nurse shall:*

1. *hold either a baccalaureate in nursing or a master's degree in nursing and*
2. *within the first three years of employment have preparation in teaching and learning principles for adult education, including curriculum development, implementation, and evaluation"*

- Full time faculty members not meeting the North Carolina Board of Nursing *Practice and Education Standards* will show evidence of active progress toward meeting requirements by Dec. 2009.

Results: Deadline to assess outcome is Dec 2009. However, at the time of this program review, 3 of the 4 Part-time/fulltime nursing faculty have met requirements or have evidence of active progress in meeting the requirements.

Another educational outcome is that nursing programs under the authority of the Board shall obtain national program accreditation by a nursing accreditation body as defined in 21 NCAC 36 .0120(29) by December 31, 2015. Nursing programs in North Carolina must be accredited by 2015.

With this in mind, assuring compliance that the PN program meets this educational requirement becomes a priority administrative outcome. The other outcomes help determine if the program is achieving its mission.

- *By May 2009 program coordinator or designee will attend National League for Nursing Accrediting Commission self study forum in preparation for candidacy status.*

Results: Deadline to assess outcome is May 2009, however, at the time of this program review, the PN has not been able to meet the stated deadline due to time frame, budget, and NLNAC limited enrollment.

- *70% of the PN- students will complete NUR 101 based on academic criteria and course requirements by the end of fall semester (2008)*

Results: 75% of the PN students completed NUR 101 based on academic criteria and course requirements.

C. Program Outcomes and results

The program outcomes were developed by the Program Director and Nursing Faculty in accordance with the Rules and Standards for Nursing Programs. These outcomes address the College's focus on retention and job placement. The faculty kept in mind the Educational Outcomes for the program as they developed the specific program outcomes with a focus on licensure passage, job readiness, and professional readiness for entry level practice.

- *85% of the students will demonstrate the ability to participate in implementing nursing care plans as developed by the RN*

Results: 100% of the students demonstrated the ability to participate in implementing nursing care plans as developed by the RN.

- *100% of the students enrolled in NUR 102 spring nursing course will demonstrate competency in drug calculation/medication administration by earning a grade of 80 or better on the drug calculation/medication administration exam.*
- **Results:** 78% of the students enrolled in NUR 102 spring nursing course demonstrated competency of drug calculation/medication administration by earning a grade of 80 or better on the drug calculation/medication administration exam after 2 allowed reattempts.

- *90 % of the graduates who seek a nursing position will be employed as Licensed Practical Nurses within six months of graduation.*

Results: 100 % of the graduates who sought out a nursing position as a licensed Practical Nurse were employed within six months of graduation.

- *90% of the responding graduates will indicate satisfaction in job readiness and preparation for entry level position.*

Results: 100% of the responding graduates indicate satisfaction in job readiness and preparation for entry level positions.

The Practical Nursing Program is not designed to offer nursing (NUR) courses that are transferable to a university. The program encourages its graduating students to continue their education in nursing by seeking an Associate in Applied Science in Nursing offered by three area colleges (Carteret Community College, Craven Community College, and Coastal Community College) or the graduate can choose to seek an advanced degree. They are eligible to apply to

any college or university offering a bachelors degree in nursing. East Carolina University and the University of North Carolina at Wilmington offer the closest such programs for our graduates. A number of programs outside our service area are offering RN-to-BSN programs on-line, which opens up additional possibilities for our graduates. . At the time of this program review, one graduate is presently enrolled in the Associate in Applied Science in Nursing at Carteret Community College. At this time, no graduates have obtained a Bachelor's Degree in Nursing.

D. Student learning outcomes and results

Identifying student learning outcomes helps the program address critical success factors and preparation for the workforce as Registered Nurses.

- *100% of the students enrolled in the PN program will utilize information technology to acquire supportive content knowledge and communicate with faculty members.*

Results: 100% of the students enrolled in the PN program utilize information technology to acquire supportive content knowledge and communicate with faculty members as evidenced by course assignments, nursing computer assistive instruction software assignments, skills lab equipment, and use of the internet activities. All PN nursing courses are web-supported courses and utilize Blackboard for a number of instructional activities and communication with faculty members.

- *100% of the students will demonstrate the proper usage of computerized electronic medical records in the clinical sitting for documentation of patient care*

Results: 100% of the students' demonstrated proper usage of computerized electronic medical records in the clinical sitting for documentation of patient care as evidenced by attending hospital meditech in-service, submitting on a weekly basis a satisfactory written clinical assignment/anecdotal record care plan, and receiving a satisfactory clinical evaluation

- *85% of the students will communicate on a professional level with other members of the healthcare team, including the professional environment.*

Results: 95% of the students enrolled in the PN program communicate on a professional level with members of the healthcare team and when in a professional environment as evidenced by hospital clinical observation and structured lab setting with instructors and patients.

E. Follow-up of Students

In order to seek valuable information from students enrolled in the Practical Nursing Program, the program director had the graduating students participate in a Program Resource Survey, prior to the end of the program in order to seek out information that allowed the faculty of the program to identify areas of strengths, weaknesses, and to address concerns of the students directly related to the PN Nursing Program and support services.

Of the responding students,

- 92% agreed that faculty teach effectively in the classroom and clinical area
- 100% agreed that faculty members have good rapport with students
- 100% agreed that faculty members are willing to help students with academic needs
- 92% agreed that the classroom is adequate in size

- 70% agreed that the lab does not contain adequate seating, although it is adequate in size.
- 85% agreed that the lab is equipped with a variety of equipment necessary for student performance of required lab exercises.
- 93% agreed that the program faculty and/or the library personnel offer orientation and demonstration of the library services.
- 92% agreed that the libraries (college and clinical affiliates) provide sufficient materials to support classroom assignment
- 91% agreed that student instructional support services (Tutors, computer lab, etc.) provide assistance to the students when needed.
- 100% agreed that computer resources are adequate to support the curriculum
- 92% agreed that audiovisual and computer equipment is available to students for class assignments and activities.
- 100% agreed that the clinical facilities offer a variety of procedures for the students to meet clinical objectives.
- 92% agreed that clinical instructors direct the students in completing the assigned objectives and that they are consistent in their evaluation of student performance.
- 92% agreed that the physician interaction (physician/student) facilitates the development of effective communication skill between physicians and students.
- 85% agreed that physician contact is sufficient to provide the student with a physician perspective of patient care.

F. Analysis

Based on the surveys completed, Carteret Community College continues to address and strive to meet student needs, whether academically, or through supportive measures.

Section IV
Strengths, weaknesses, and recommendations

Need for change

Upon completion of the PN program, the students are asked to complete a “*Program Resource Survey*” developed and distributed by the Program Director. In addition, these individuals are asked to complete a *Graduate Survey* 6 months after graduation. Clinical sites, Program Advisory Board Members, and Employers of our graduates also provide valuable information that assists with identifying present or future needs, ongoing strategies, and interventions that the program and faculty may need to implement. The following discussions are a result of comments and implementations from July 2008 to current date.

A. Strengths identified by students and external sources

In July 2008, via Program Resource Survey, respondents identified the following strengths:

- Faculty teach effectively in the classroom and clinical area
- Faculty members have good rapport with students
- Faculty members are willing to help students with academic needs
- Clinical instructors direct the students in completing the assigned objectives and that they are consistent in their evaluation of student performance
- Audio visual and computer equipment is available to students for class assignments and activities
- Clinical instruction hands- on experiences
- Assessment Technologies Institute (ATI) soft ware is a good learning tool that prepares students for the NCLEX- PN exam
- Overall quality of the resources supporting the program is very good

In September, 2008, the PN program SWOT analysis/focus group identified the following strengths of the program:

- Supportive instructors
- Students are well prepared for clinical
- Online instruction (Wed-based learning)
- ATI supplemental review modules to enhance test taking skills
- Lab is always accessible to students outside regularly scheduled class time
- Faculty members are accessible
- Tutor from Carteret General Hospital helps with dosage calculations
- Program makes sure that the students are aware of the available resources
- The program is a good bridge from LPN to RN
- Material are very useful
- Accountability is stressed throughout the program

In February 2009, the Graduate Survey respondents reported the following strengths:

- Helped them acquired the practical nursing knowledge necessary to function in a healthcare setting

- Helped them acquired the general medical and nursing knowledge base necessary to function in a healthcare setting
- Prepared them to be able to perform a broad range of clinical skills
- Prepared them to communicate effectively within the healthcare setting
- Prepared them to conduct themselves in an ethical and professional manner
- Provided very thorough lab teaching of nursing skills
- Provide opportunities for one on one conferences with teachers
- Exposed them to unique teaching techniques
- Prepared them to recognize when something is wrong with ar patient and how to be an advocate for the patient

In February 2009, the Employer Survey respondents reported the following strengths:

- Rate the overall quality of the program as being very good
- Graduates are eager to work and have a good knowledge base
- Good clinical skills and conscientious employees
- Use critical thinking skills

B. Weaknesses identified by students and external sources

In July 2008, the Program Resource Survey, respondents identified the following weaknesses:

- Not enough viewing instruction such as videos and demonstrations with skills in class/lab before going to clinical
- 3rd semester clinical rotation needs more hands on experience to prepare for the working world
- More interactive class instruction for “hands on” learners

In September, 2008, the PN program SWOT analysis/focus group identified the following weaknesses:

- The grading scale increased without adequate explanation
- According to the hospital: incoming program completers have difficulty with a basic pharmacology test

The Graduate Survey of February 2009 identified the following weaknesses:

- Have more hands on experience either in lab or clinical
- Need to take care of more patients during clinical and have longer clinical time

No weaknesses were identified on the Employer Survey

C. Recommendations by program staff

In the past, students entering the PN program did not have an understanding of basic medical terminology. The students were required to purchase a medical terminology book and do independent study prior to starting the program. The students were expected to know and understand medical terms since these are used throughout the course. The

faculty observed that some students performed very poorly on unit exams due to their lack of knowledge regarding medical terms. With this knowledge and the students failing exam grades, the faculty **recommended** that prior to entering the PN program, all students must successfully complete a Medical Terminology I course with a grade of “C” or better. This course could be taken either through Corporate and Community Education or through Curriculum. Documentation of the course is required. This was implemented Fall of 2007. The faculty noticed that the new students enrolled in the Fall 2008 demonstrated knowledge of basic medical terminology, especially on unit exams. Another point was that students entering the PN program were not previously required to complete a Nursing Assistant program (NAI). It was only recommended. In order to prepare students to succeed in a rapidly changing workplace, it became necessary to require students to complete a Nursing Assistant (NAI) course as part of the admission requirements. This enhances the students’ nursing skills and abilities. For others, this would provide real clinical experience with patients. The faculty observed those students who had limited or no real patient contact have a hard time communicating or providing direct patient care. With this knowledge, and student’s performance, the faculty **recommended** that a Nurse Aide I (NA I) training course with a minimum of 50 clinical contact hours be required. This was implemented Fall 2007. The faculty noticed that the new students enrolled in the Fall 2008 classes have demonstrated stronger clinical skills and comfort level when working with real patients.

In the *Program Resource survey & Graduate survey* from the 2008 cohort, several students made note that they would like to have more interactive class/lab instructions for hands- on learners’. The nursing faculty **recommended** incorporating the use of more hands on learning activities, interactive software, utilization of simulations, real patients (volunteers), low and mid-level fidelity manikins to promote students’ critical thinking skills, skills competencies, and communication/collaboration skills. Low fidelity manikins and real patients (volunteers) for teaching purposes have been used for years.

The PN program SWOT analysis/focus group noted that grading scale increased without adequate explanation. In accordance with the *North Carolina Administrative Code, (NCAC) 21 36.0321*, nursing program curriculum shall be planned by nursing program faculty. The faculty defines the level of performance required to pass each course in the curriculum. The faculty **recommended** that information describing the grading system be made known to all applicants and students during general orientation and per semester. The PN program evaluates individual performance according to a competency based evaluation system in which the student is required to achieve a passing score for each specific unit of study.

According to the Director of education at Carteret General hospital, incoming program completers have difficulty with basic pharmacology test. In the past, at the beginning of spring semester prior to clinical practicum, the students were only required to take a dosage calculation exam. This exam did not test their medication administration skills but only their knowledge regarding basic dosage calculation. The nursing faculty **recommended** that a medication administration/dosage calculation exam be developed to

test competency prior to clinical practicum. This was implemented in the spring of 2007. Since its development, a medication administration skills lab has also been implemented.

Clinical learning sites are developed with the Program’s Educational Outcomes in mind. Sites are developed in a collaborative manner with the nursing program, the facility and other nursing programs using the clinical site. In order to be compliant with the NC BON Educational Standards and Rules, the process for developing the 90 hours of focused client care learning for each PN student and new clinical contracts were carried out properly. Clinical learning sites are limited for our program. Therefore, careful planning, flexibility, and communication with all parties was an important factor. As part of the Total Program Evaluation Plan, the students and faculty evaluate clinical learning sites each semester using a survey/evaluation tool. Faculty took into consideration the student’s comments and score ratings when evaluating the site for future use and if the site supports the objectives. Based on faculty and student comments and ratings the following clinical sites were **recommended** for deletion from future use at this time:

- My School (last used Summer 2006)
- Cherry Point Naval Hospital Inpatient care unit (due to base closing inpatient care)

New clinical site contracts were **recommended** and developed to help support the learning objectives and allow further exposure of nursing care and management to our students.

- Taylor Extended Care (implemented summer 2008)
- Cherry Point Naval Health Clinic (implemented summer 2008)
- Crystal Bluff Nursing Home (implemented summer 2008)

The retention rate of students enrolled in Practical Nursing Programs is 64% nationally. Retention of students, and thus program completers, is a high priority for the program faculty at Carteret Community College. Of the cohorts that entered in 2005, there was a 60% retention rate. Of the cohort that entered in 2007 the retention rate was 72%.

Although the program must count all students who are no longer in the program, the faculty begin to track the reasons students were no longer in the program and noted that not all attrition is academically related as noted in the table below.

Table IV a. Attrition

Cohort	Personal reasons	Academic reasons/failure
2005-06	6	9
2006-07	8	3
2007-08	5	10

Personal reasons (as reported by students) included the following: changed mind about career choice, being pushed by parent or other family member to do nursing, financially unable to continue and not eligible for aid or assistance, health reasons, other personal interests, and heavy curriculum load. Faculty **recommended** strategies to retain and better prepare prospective nursing students for expectations of program became a work-

in-progress and ongoing intervention. A strategic plan is being developed at the time of this report.

The use of standardized nursing knowledge assessment tests through Assessment Technologies Institute (ATI) began in Fall 2005 with the first cohort of students'. No benchmark scores for the program had been determined by the faculty at that time. The results of these student's individualized test scores correlated with their performance in the classroom NUR course exams. The results from these students were used to help identify high risk students in the 2007 cohort. In summer of 2008, the faculty made **recommendations** in setting benchmark scores to assess performance levels and identify high risk students before their performance level was unable to be improved.

D. Strategies for change

The following strategies for change will be employed over the next 12 months to make changes in the program based on data received in this review process:

- Purchase more interactive software, low and mid-fidelity manikins, and hands on learning activities.
- Request outside funding to help with purchasing the needed supplies to enhance students' learning.
- Increase faculty development opportunities to learn about simulations and its use in nursing.
- Provide students with information describing the PN program grading system at the beginning of each semester and during general orientation.
- Continue to test PN students' competency prior to clinical practicum by administering a medication administration/dosage calculation exam and skills check off at the beginning of spring semester.
- Hold conferences with high-risk students,
- Request outside funding to support tutors for PN nursing students, and refer students with academic or personal difficulty to student enrollment resource and/or the nursing counselor.
- Continue the 90 hours of focused patient care learning during the last semester of clinical practicum. Emphasis will be placed on the nursing process, wellness/illness patterns, accountability, advocacy, professional development, evolving technology, changing healthcare delivery systems and entry –level issues. Annual evaluation of the outcomes will be assessed by students and faculty for strengths and areas for improvement.

Other strategies for change include further use of all ATI resources provided by the company. Setting benchmark scores to assess performance levels and identify high risk students before their performance was unable to be improved and prevent the risk of failure. Use of these resources may directly support student retention rate.

E. One year Follow Up

One year follow up report will be submitted to Division Director, Title III Grant Direction, and the Vice President for Instruction on the progress made on the nine strategies mentioned above.

Section V
Future Issues

Recent changes mandated at the state level are changing the Practical Nursing program. In March 2006, the North Carolina Board of Nursing mandated several educational practice standards changes. The effective date for the majority of these changes was January 2008. The Proposed educational mandates include the following:

- a. Sufficient non-teaching time for program director to allow for program organization, administration, continuous review, planning, and development
- b. The creation of a comprehensive program evaluation plan to be submitted with the Board of Nursing Annual Report
- c. All faculty must have preparation in teaching and learning for adult education (by 2010)
- d. Distribute information about Practical Nursing education program standards to all applicants and students
- e. NCLEX pass rates must be maintained, based on a three year average at or above 95% of national pass rate
- f. All PN programs must implement a 90 hours of focused patient care learning experience for all PN students in the final semester.
- g. All full and Part-time nursing faculty must have a masters degree or nursing doctorate (by 2015)
- h. Didactic content and supervised clinical experience appropriate to program type should include the Institute of Medicine core competencies for health professionals
- i. All nursing program in North Carolina must be accredited (by 2015)

The changes will:

- a. Better prepare graduates for current workforce demands and expectations.
- b. Include the regulatory changes set forth by the NC Board of Nursing,
- c. Reflect the recommendations identified in the reports of the Institute of Medicine Health Professions Education: A bridge to quality.
- d. Include recommendations cited in the 2004 report from the NC Institute of Medicine's Task force on the North Carolina Nursing Workforce,
- e. Enhance faculty development as needed to support curricular development.
- f. Employ clinical judgments and evaluation of outcomes to ensure accurate and safe care.
- g. Enhance the student's ability to work cooperatively with others to achieve patient and organizational outcomes.
- h. Facilitate the continuity of care within and across healthcare settings.

A. Anticipated Future Needs and Curricular Changes

The Board- mandated educational standard changes required some restructuring of the Practical Nursing Program curriculum at Carteret Community College. Also, in light of last year's spike in fuel prices, our program needs to anticipate that such an event could occur again. Our courses must provide flexibility in case that happens again and is sustained, making daily travel to the campus or to interning sites difficult for students. To that end, it is prudent to begin to offer, in so far as is practical, course material that can be put online. This is also a good way to prepare students for

a disaster event, such as a hurricane, that could necessitate extended distance-communication between instructors and students in order to finish a course.

B. Market Trends in Practical Nursing

Recent data from the North Carolina Center for Nursing reveals there is a 17% job vacancy rate for LPN's in the state. Of the hospitals surveyed, 33% reported an increasing number of LPN vacant positions. According to the Task Force on the North Carolina Nursing Workforce Report that was conducted by *the North Carolina Nursing Workforce (2003)* predicted that there will be a 24% growth in new jobs for LPNs between 2000 and 2010. This translates into an expectation of 3,822 new jobs for LPNs in North Carolina. Therefore, Carteret Community College is committed to meeting workforce demands and will continue to offer a program of study that prepares individuals to take the National Examination to be licensed as a Practical Nurse.

C. Equipment, space and faculty needs

As previously discussed, the program uses equipment and technology that is current to nursing practice to support student acquisition of knowledge, learning, and skill competency. In order to assure students are prepared to the demands of the workforce, the program is challenged to secure and maintain current technologies on an ongoing process. With the proposed curriculum changes and the loss of clinical site resources in mental health and child health, the program will need to purchase patient simulators and learning modules. This equipment can be used to mirror real patient situations in an interactive and safe environment that can promote critical thinking skills and decision making skills of the students. In addition, use of technology in the classroom by faculty has increased and includes the use of laptops and an LCD projector. The program has one LCD projector and no laptop. Often the need for use overlaps between nursing faculty. At the present time the classroom designated for the Practical Nursing Program (PN) accommodates 30 students. In order to increase enrollment in the program by 10-15 students, additional tables and chairs, a larger classroom and secured (regular) part time lab and clinical instructor(s) would be required. Securing qualified faculty who meet the North Carolina Board of Nursing requirements for faculty (North Carolina Administrative Code .0318) will continue to become an issue for Carteret Community College and other community colleges and will directly impact student enrollment numbers. Support to current faculty striving to meet these requirements should be provided by the College. The nursing skills laboratory is another area that is used regularly by students in the Practical Nursing Education program as well as the ADN program. Nursing students use this lab for structured laboratory assignments, study groups, class meetings, skills review and practice time and computer assisted instruction. There is often an overlap between the programs and within the first and second year ADN students. Ideally, each program would have their own skills and computer supported lab.

D. Future plans

The future plans for the program include redesigning the curriculum as mandated by the North Carolina Board of Nursing. This includes the need for effective planning and prep time for all PN faculty members to develop a curriculum and program philosophy that correlates with the required concepts. With this new curriculum, the instructor takes a facilitator role to help the student understand and apply the competencies for nursing practice while the student assumes the responsibility of active participation in learning experiences and develops the knowledge, skills, and attitudes necessary to provide quality patient-centered nursing care. This will be a new approach for the program faculty yet it supports the vision that encompasses the concept of *Class-lab-simulation-clinical-real world nursing practice*.

Other future plans include seeking program accreditation from the *National League for Nursing Accrediting Commission* (NLNAC) by 2015. Developing information sessions on the program on a regular basis offered in collaboration with the new CAPS department, and exploring the development of a modified learning community ACA course for nursing students, again with collaboration with Student Enrollment Resources.

Lastly, in the summer of 2009, the program will be organizing a non-mandatory workshop for incoming nursing students (both ADN and PNE). The goal is to encourage the incoming nursing student to attend this 3-hour session on developing study habits, time management skills, and test taking strategies for nursing tests and have dialogue on strategies to increase the likelihood of success and program completion. This will be offered through Corporate and Community Education Division for the cost of approximately \$50 per student.

E. Review Resources

In order to seek National Accreditation from NLNAC, the majority of the program's faculty will need to hold Master's degree. At this time, both part-time faculty and one of our two full time faculty hold the required degree. The other full-time faculty member is presently enrolled in a Masters Degree nursing program. Projected date of completion is Dec 2009. Funding for accreditation will need to be budgeted for a 2 year process as the program seeks this recognition. The program director will need to be sent to NLNAC national training sessions prior to the beginning of the process and would be included as part of the anticipated budget expenses. A consultant may need to be included in the budget process as well.