**Instructional Unit – Program Review**

**Part 1: - Program Overview**

**Program Name: Nursing Education Program**

**Program Mission and Description:** The mission of the nursing programs of the Alabama Community College System is to prepare graduates to practice safe, competent, patient-centered care in an increasingly complex and rapidly changing health system. We seek to provide full and equal access to opportunities for educational success to meet the community needs. The ACCS mission for nursing programs was changed fall 2016.

**Program Admission and Awards:** Students are admitted to the Nursing Education Program eachterm. All nursing students are encouraged to contact the Nursing Advisors in Enrollment Services for information regarding admission requirements and application deadlines. Students who wish to major in nursing should first complete the application and admission procedures required by the college, take math and English placement tests, and then contact Enrollment Services for an appointment with a nursing advisor to develop a plan to meet admission requirements. Students are admitted based on their overall academic record. A minimum of 2.5 GPA for nursing required academic core courses which includes: ENG 101, MTH 100 or higher, BIO 201, BIO 202, BO 220, PSY 210, SPH 106 or 107 & Humanities elective and minimum of 2.0 cumulative GPA at current, native institution or cumulative 2.0 GPA at institution from which student is transferring. Students are ranked for admission based on a formula using the ACT test, and the grades in selected college or high school courses. Completion of the Registered Nursing Program leads to the awarding of the Associate in Applied Science Degree (AAS). Following graduation from the College, the student is eligible to submit an application to take the National Council of State Boards of Nursing Licensure Examination (NCLEX-RN) and is eligible to apply for a state registered nursing license.

**Program Demographics:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **2016-17** | **2017-18** | **2018-19** |
| Total Students | 690 | 677 | 682 |
| % of total students | 5% | 5% | 5% |
| Number of Male | 120 | 115 | 118 |
| Number of Female | 570 | 562 | 564 |
| Age 18-25 | 170 | 264 | 304 |
| Age 26-40 | 416 | 350 | 312 |
| Age 41+ | 104 | 63 | 66 |
| African American Students | 110 | 106 | 111 |
| Asian Students | 10 | 9 | 8 |
| Caucasian Students | 506 | 508 | 514 |
| Hispanic Students | 36 | 31 | 29 |

In review of the data above, the percentage of total students has remained consistent. There is still much demand in the community for the Associate Degree nursing program. Each term (fall. spring, summer) enrollment clearly indicates a community demand for Associate Degree nursing education. There is comparison with the number of applications for admission and the applicant placements which shows there is still evidence of a need for program expansion. There is a proposal to add an additional term of admission for the Shelby evening, Pell City, and Clanton campuses. A demand for more innovative teaching strategies for the millennial generation is needed because of the growing number of students age 18 – 40.

**Mode of Delivery**: The NEP utilizes the traditional (F2F classroom) and web assisted as the modes of delivery. The Nursing Education Program is available on the four campuses. We would like to see an additional evening program at either the Pell City or Clanton campus.

**Program/Department Goals:** Please list your program/department goals below:

Revised Programs Outcomes adopted Fall 2016:

* The licensure exam pass rate will be 80% or greater during the same 12 months for all first-time test takers January – December.
* 35% of ADN students will graduate within 7 semesters of the stated program length. Program completion for the nursing program was determined by faculty with consideration of student demographics at each location. According to ACCS, program completion for the nursing program is defined as follows: The percentage of students admitted who graduate in no more than 150% of the time of the stated program length beginning with the first required nursing course will be 35%. One hundred and fifty percent is delineated as seven semesters in the ADN degree.
* 90% of graduates will be employed as a registered nurse within 12 months after graduating from the program.

**Program/Department Outcomes Achievement**:

**NCLEX-RN Performance by Cohort per semester and yearly 2016**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Spring 2016 | Cohort | # Tested | # Passed | % Pass Rate |
|  | Jefferson | 25 | 24 | 96 |
|  | Shelby | 15 | 15 | 100 |
|  | Total | 40 | 39 | 98 |
| Summer 2016 | Jefferson | 20 | 20 | 100 |
|  | Shelby | 34 | 26 | 76.4 |
|  | Pell City | 10 | 10 | 100 |
|  | Clanton | 28 | 20 | 71.4 |
|  | Total | 84 | 76 | 86.9 |
| Fall 2016 | Jefferson | 17 | 17 | 100 |
|  | Shelby | 30 | 26 | 86.7 |
|  | Night/Wk. | 39 | 36 | 92.3 |
|  | Total | 86 | 79 | 93 |
|  | **Annual Total** | **210** | **194** | **92.3** |

**NCLEX-RN Performance by Cohort per semester and yearly 2017**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Spring 2017 | Cohort | # Tested | # Passed | % Pass rate |
|  | Jefferson | 15 | 14 | 93 |
|  | Shelby | 13 | 11 | 84.6 |
|  | Clanton | 16 | 14 | 87.5 |
|  | Pell City | 8 | 8 | 100 |
|  | Total | 52 | 47 | 91.7 |
| Summer 2017 | Jefferson | 12 | 11 | 91.6 |
|  | Shelby | 11 | 10 | 90.9 |
|  | Total | 23 | 21 | 91.3 |
| Fall 2017 | Jefferson | 30 | 30 | 100 |
|  | Shelby | 25 | 23 | 92 |
|  | Evening | 32 | 27 | 84.3 |
|  | Total | 87 | 80 | 91.9 |
|  | **Annual Total** | **162** | **148** | **91.3** |

**NCLEX-RN Performance by Cohort per semester and yearly 2018**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Spring 2018 | Cohort | # Tested | # Passed | % Pass rate |
|  | Jefferson | 13 | 13 | 100 |
|  | Shelby | 25 | 25 | 100 |
|  | Clanton | 9 | 8 | 88.8 |
|  | Pell City | 16 | 16 | 100 |
|  | Total | 63 | 62 | 98.1 |
| Summer 2018 | Jefferson | 14 | 14 | 100 |
|  | Shelby | 10 | 10 | 100 |
|  | Total | 24 | 24 | 100 |
| Fall 2018 | Jefferson | 17 | 17 | 100 |
|  | Shelby | 37 | 33 | 89 |
|  | Evening | 34 | 34 | 100 |
|  | Total | 88 | 84 | 95.4 |
|  | **Annual total** | **175** | **170** | **97.1** |
| **Total – 3years (2016, 17, 18)** | | **547** | **512** | **93.6** |

It has been very encouraging for faculty to see the trend of NCLEX pass rates for all campuses exceed the benchmark (80%) and for the last three years the Nursing Education Program has achieved greater than 90% pass rate. National Council of State Boards of Nursing program reports indicates that all programs typically exceed the national pass rates.

**Program Completion –2016**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Spring | Cohort | Admits | Grads | % Graduated |
|  | Jefferson | 46 | 20 | 43 |
|  | Shelby | 49 | 12 | 24.4 |
|  | Pell City | 20 | 9 | 45 |
|  | Clanton | 35 | 20 | 57 |
|  | **Total** | **150** | **61** | **42.3** |
| **Summer** | Jefferson | 40 | 14 | 35 |
|  | Shelby | 72 | 24 | 33 |
|  | **Total** | **112** | **38** | **68** |
| **Fall** | Jefferson | 35 | 11 | 31 |
|  | Shelby | 52 | 20 | 38 |
|  | Evening | 74 | 43 | 58 |
|  | **Total** | **161** | **74** | **45.9** |
|  | **Annual Total** | **423** | **173** | **40.9** |

**Program Completion 2017**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Spring** | **Cohort** | **Admits** | **Grads** | **% Graduated** |
|  | **Jefferson** | **41** | **8** | **20** |
|  | **Shelby** | **57** | **18** | **32** |
|  | **Pell City** | **35** | **5** | **14** |
|  | **Clanton** | **35** | **14** | **40** |
|  | **Total** | **168** | **45** | **26.7** |
| **Summer** | **Jefferson** | **39** | **7** | **18** |
|  | **Shelby** | **64** | **17** | **27** |
|  | **Total** | **103** | **24** | **23.3** |
| **Fall** | **Jefferson** | **29** | **17** | **58.6** |
|  | **Shelby** | **41** | **25** | **60.9** |
|  | **Evening** | **64** | **35** | **54.6** |
|  | **Total** | **134** | **77** | **57.4** |
|  | **Annual Total** | **405** | **146** | **36.0** |

**Program Completion 2018**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Spring** | **Cohort** | **Admits** | **Grads** | **% Graduated** |
|  | **Jefferson** | **42** | **17** | **40.4** |
|  | **Shelby** | **53** | **23** | **43.4** |
|  | **Pell City** | **33** | **10** | **30.3** |
|  | **Clanton** | **26** | **18** | **69.2** |
|  | **Total** | **154** | **68** | **44.1** |
| **Summer** | **Jefferson** | **45** | **17** | **37.7** |
|  | **Shelby** | **61** | **21** | **34.4** |
|  | **Total** | **106** | **38** | **35.8** |
| **Fall** | **Jefferson** | **No Admission in SU ‘17** | | |
|  | **Shelby** | **No admission in SU ‘17** | | |
|  | **Evening** | **53** | **25** | **47** |
|  | **Total** | **53** | **25** | **47** |
|  | **Annual Total** | **313** | **131** | **41.8** |
| **Total – 3 years (2016, 2017, 2018)** | | **1141** | **450** | **39.4** |

Program completion is a concern for the RN program. Since the implementation of the New Concept-Based Curriculum, the attrition rate continues to be the highest in the second semester (NUR 105/NUR 113).

According to ACCS Program Guide (July 2017) each nursing program will determine program completion rate based on the program demographics. The NEP set the new benchmark at 35% (August 2017). The completion rate for the last three years is 39.4% which exceeds the benchmark of 35% and the NEP will continue to conduct teaching strategies that may enhance student’s success and decrease attrition.

**Job Placement 2016**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Spring** | **Cohort** | **# Graduates** | **# Employed** | **% Employed** |
|  | **Jefferson** | **25** | **25** | **100** |
|  | **Shelby** | **18** | **18** | **100** |
|  | **Total** | **43** | **43** | **100** |
| **Summer** | **Jefferson** | **21** | **21** | **100** |
|  | **Shelby** | **30** | **30** | **100** |
|  | **Pell City** | **10** | **10** | **100** |
|  | **Clanton** | **29** | **29** | **100** |
|  | **Total** | **90** | **90** | **100** |
| **Fall** | **Jefferson** | **17** | **14** | **82.4** |
|  | **Shelby** | **29** | **28** | **96** |
|  | **Evening** | **39** | **37** | **95** |
|  | **Total** | **85** | **79** | **92.9** |
|  | **Annual total** | **218** | **212** | **97.2** |

**Job Placement 2017**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Spring** | **Cohort** | **# Graduates** | **Employed** | **% Employed** |
|  | **Jefferson** | **14** | **11** | **78.5** |
|  | **Shelby** | **32** | **32** | **100** |
|  | **Pell City** | **7** | **7** | **100** |
|  | **Clanton** | **14** | **13** | **92.8** |
|  | **Total** | **67** | **63** | **94.0** |
| **Summer** | **Jefferson** | **19** | **18** | **94.7** |
|  | **Shelby** | **29** | **25** | **86.2** |
|  | **Total** | **48** | **43** | **89.5** |
| **Fall** | **Jefferson** | **21** | **20** | **95** |
|  | **Shelby** | **29** | **25** | **86** |
|  | **Evening** | **34** | **33** | **97** |
|  | **Total** | **84** | **78** | **92.8** |
|  | **Annual total** | **199** | **184** | **92.4** |

**Job Placement 2018**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Spring** | **Cohort** | **# Graduated** | **# Employed** | **% Employed** |
|  | **Jefferson** | **15** | **15** | **100** |
|  | **Shelby** | **34** | **27** | **80** |
|  | **Pell City** | **16** | **16** | **100** |
|  | **Clanton** | **20** | **19** | **95** |
|  | **Total** | **85** | **77** | **90.5** |
| **Summer** | **Jefferson** | **30** | **25** | **83.3** |
|  | **Shelby** | **28** | **26** | **93** |
|  | **Total** | **58** | **51** | **84.4** |
| **Fall** | **Jefferson** | **No Graduates** | |  |
|  | **Shelby** | **No graduates** | |  |
|  | **Evening** | **33** | **33** | **100** |
|  | **Total** | **33** | **33** | **100** |
|  | **Annual Total** | **176** | **161** | **91.4** |
| **Total – 3 Years (2016, 2017, 2018)** | | **593** | **557** | **93.9** |

The annual job placement rates exceed the 90% benchmark. The three years job placement rate is 557/593 =93.9%which exceeds the 90% benchmark. With the shortage of nurses across Alabama, graduates are being hired at a much higher rate that a few years ago. Students are encouraged to obtain higher degrees because of the push for Magnet status in most of the hospitals in the local areas.

**Part 2: Program/Department Change**

**Program/Department Goal changes**

End of Program Student Learning Outcomes (EPSLOs) were implemented fall 2017 along with the New Concept-Based Curriculum.

**Alabama Community College System**

**Nursing Program Mission/Philosophy**

**2016**

**Mission -** The mission of the nursing programs of the Alabama Community College System is to prepare graduates to practice safe, competent, patient-centered care in an increasingly complex and rapidly changing health care system. We seek to provide full and equal access to opportunities for educational success to meet the community needs.

**Philosophy -** We believe that nursing is a dynamic profession, blending science with the use of evidence- based practice and clinical reasoning and the art of caring and compassion to provide quality, patient-centered cared.

We believe learning is an interactive process in which faculty and students share responsibility to meet program outcomes. We believe in using educational methods that are current and supportive of students in the teaching and learning environment, with the presentation of information from simple to complex.

Nursing is guided by standards of practice and standards of professional performance. Standards reflect the values and priorities of the nursing profession. Therefore, we have integrated competencies from the Quality and Safety Education for Nurses (QSEN) and National League of Nursing (NLN) into our philosophy as part of our core values.

**Competencies** – NLN competencies for nursing are central to the conceptual framework. The related QSEN competencies for graduate nurses define the knowledge, skills and attitudes that the graduate nurse should possess to continuously improve the quality and safety of the healthcare systems within which they work. (QSEN)

**Human Flourishing**- Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings. (NLN def)

**Patient-Centered Care** – Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs. (QSEN def)

**Nursing Judgment**- Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patient within the family and community context. (NLN def)

**Safety** – Minimizes risk of harm to patients and providers through both system effectiveness and individual performance. (QSEN def)

**Informatics** – Use information and technology to communicate, manage knowledge, mitigate error, and support decision making. (QSEN def)

**Professional Identity**- Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context. (NLN def)

**Teamwork and Collaboration** – Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care. (QSEN def)

**Spirit of Inquiry**- Examine the evidence that underlies clinical nursing practice to challenge the status quo, questions underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities. (NLN def)

**Evidence-based practice** – Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care. (QSEN def)

**Quality Improvement** – Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. (QSEN def)

**Conceptual Framework**

The conceptual framework derived from the philosophy forms a basis for the organization and structure of the nursing curriculum. This framework serves as a guide for nursing instruction in the attainment of student learning outcomes.

The framework consists of concepts that encompass the qualities of a successful graduate nurse. NLN competencies were chosen because they specifically define the competencies of the graduate Associate Degree Nurse. QSEN competencies reflect current contemporary practice. Concepts interlace NLN and QSEN competencies to achieve the goal of providing graduate nurses with the tools needed to provide holistic care to in an ever changing health care delivery system. Each competency includes knowledge, skills and attitudes to serve as a basis for consistent performance expectations across academic and practice settings.

**Course Student Learning Outcome Changes:**

The NEP required 72 credit hours (General Courses – 30 hrs. and Nursing Courses 42 hrs.) for the Associate degree (AAS) before the Concept-based curriculum was implemented with 66 credit hours (General Courses - 27 hrs. and Nursing courses 39 hrs.).

**CURRICULUM CROSSOVER FROM OLD TO NEW**

|  |  |
| --- | --- |
| NUR 102 – Fundamentals of Nursing  NUR 103 – Health Assessment  NUR 104 – Introduction to Pharmacology | NUR 112 – Fundamental Concepts of Nursing |
| NUR 105 – Adult Nursing | NUR 113 – Nursing Concepts I |
| NUR 106 - Maternal and Child Nursing | NUR 113 – Nursing Concepts I |
| NUR 201 – Nursing Through the Lifespan I | NUR 113 – Nursing Concepts I |
| NUR 202 – Nursing Through the Lifespan II | NUR 114 – Nursing Concepts II |
| NUR 109 - | NUR 115 – Evidence-Based Clinical Reasoning |
| NUR 203 – Nursing Through the Lifespan III | NUR 211 – Advanced Nursing Concepts |
| NUR 204 -Transition into Nursing Practice | NUR 221 – Advanced Evidence-Based Clinical Reasoning |
|  |  |

Meeting minutes to show collaboration between faculty regarding the curriculum courses.

Curriculum Collaboration Meeting Minutes

September 8, 2017

Faculty voted to adopt the recommended clinical rotations as listed below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NUR 112**  **No changes** | **NUR 113** | **NUR 114** | **NUR 115**  **No changes** | **NUR 211** | **NUR 221** |
| 45 hours | 135 hours | 135 hours | 45 hours | 135 hours | 180 hours |
| 22.5 acute | 111 adult | 103 adult | 15 community | 111 ICU/adult | 120 precept |
| 22.5 long | 24 peds | 32 psych | 30 long term | 24 OB | 36 ICU/adult |
|  |  |  |  |  | 24 CDP |
|  | Can be Children’s, scoliosis, etc. | Can include crisis center, Piper’s Place, etc. |  |  | Continue to include Kaplan Review, but earlier in the semester |
|  |  | Suggested:  87 adult  24 OB  24 psych |  | Suggested:  87 ICU/adult  16 peds  16 psych  16 OB | Suggested:  90 precept  90 ICU/adult |

Rationales:

1. Obtaining specialty area clinical rotations is difficult enough with one course each semester. Dividing those hours as suggested by ACCS would result in 2 groups of students vying for clinical rotations at the same facility. The specific example was with Children’s where we have **very** limited availability of days.
2. Students will be more likely to benefit from having to focus on only 2 clinical areas instead of possibly 4 as was proposed in NUR 211.
3. Students will continue to learn a specific concept in class and then take that knowledge to the clinical area.
4. Though terrorism is a concept in NUR 211, faculty felt keeping CDP in the last semester allowed more focus in NUR 211 to be on ICU/adult rotations.
5. Many students have asked for more preceptorship hours and those hours were increased from 90 to 120.
6. Children’s has stated they will approve clinical rotations beyond the student’s first semester.
7. Some campuses may be unable to obtain all ICU hours for NUR 211 and NUR 221 so those hours were specified as either ICU or adult.

**Part 3: Evidence of Staff Participation in Program Review**

**Faculty/staff participation:**

* Preparing for Self-Study Fall 2016:
* Focused Visit 2018
* Follow-Up report 2019

**All participants involved in this program review:**

Bonds, Amanda DSN, RN

Cabaniss, Amanda DSN, RN

Clifton, Terri MSN, RN Hired 2018

Cuevas, Jennifer DSN, RN

Ferguson, Ladeitris DSN, RN

Forbes, Chris DSN, RN

French, Kimberly PhD. RN

Grimes, Natasha BSN, RN

Hicks, Stacy DSN, RN

Hill, Cynthia MSN, RN

Jones, Julie DSN, RN

Keene, Jeremy MSN, RN

Kirkwood, Leigh MSN, RN Resigned 2019

Naramore, Anita DSN, RN

Nasworthy, Sara DSN, RN

Norman, Audrey MSN, RN Retired 2019

O’Neal, Brenda DSN, RN

Parker, Amber MSN, RN Hired 2019

Richardson, Gena DSN, RN

Rowe, Tina DSN, RN

Satterfield, Jennifer DSN, RN

Smith, Jajuana MSN, RN

Turner, Venius DSN, RN

Walker, Melisa DSN, RN

Willis, Rebecca DSN, RN

Wison, Shawn DsH, RN

**Describe the faculty and/or staff who participated in this program review and the role they plated. Include specific dates for meetings held or activities conducted.**

Faculty and staff met for the Nursing Curriculum Committee throughout 2016 – 2019 to prepare for the Self Study Visit - 2016, Focused Visit -2018, and Follow-Up Report-2019. Team leaders for each nursing course were identified (see attached committee assignments). The Associate Dean of Nursing met with Campus Chairs and course leaders throughout 2016 -2019 to review work on syllabi, policies/procedures, course development, and resources.

Self -Study Visit meetings – (1/15/2016, 9/9/2016, 12/9/2016, 4/6/2018)

Committee assignments (see attachment)

Focused Visit meetings – (1/19/2018, 2/16/2018, 4/6/2018)

Follow-Up report meeting - (11/30/2018)

**Advisory committee minutes (if applicable) and list of members**: Describe any changes made in the unit as a result of input from the advisory committee.

**Advisory committee Meeting 2016**:

There were 33 participants at the 2016 Advisory Meeting. As a result of that meeting, clinical contacts were identified for the facilities and the school. More electronic charting (DocuCare) was included in the course work. Background screening policy was updated to reflect limitations on misdemeanor and felony charges. Children’s Hospital will continue to refer all the positive background screenings to their Human Resource Department.

**Advisory Meeting 2017**:

All clinical faculty will complete annual competency updates as outlined by the Educational Directors at the hospital facilities. Will pilot the Clinical Coordinating position on the Shelby campus. Each faculty will assess and add more simulation activities to each course. First semester students will not be assigned to clinicals at Children of Alabama Hospital. Setting up a schedule for more hospital representatives to come and speak to nursing students in their final semester.

**Advisory Committee Meeting 2018:**

Students are being assigned to more Medical-Surgical units during clinicals and preceptorship.

**JEFFERSON STATE COMMUNITY COLLEGE**

**NURSING EDUCATION PROGRAM**

**COMMITTEE ASSIGNMENTS 2015 -2016**

|  |  |  |  |
| --- | --- | --- | --- |
| **Committee** | **Chair** | **Co-Chair** | **Membership** |
| Planning & Coordinating Committee | Brenda O’Neal | Anita Naramore | Brenda O’Neal, Anita Naramore, Jennifer Addington, Melisa Walker, Cristy Daffron, |
| Curriculum Committee | Anita Naramore | Melisa Walker | Committee of the Whole  Class Representatives from each nursing class |
| Admission and Progression Committee | Brenda O’Neal | Jennifer Addington | Jennifer Addington, , Anita Naramore, Cristy Daffron, Melisa Walker, Trish Haywood, Jajuana Smith, Amanda Bonds, Venius Turner, Chris Forbes, Jennifer Satterfield, Shawn Wilson |
| Resources and Development Committee | Jennifer Satterfield | Kimberly French  (cont. ed coordinator) | Jennifer Satterfield, Kimberly French, Pat Havard, Audrey Jones, Tina Rowe, Sara Nasworthy, Natasha Grimes, Jennifer Cuevas, Gena Richardson, Bunny Fogle |
| Student Affairs Committee | Gena Richardson | Chris Forbes | Gena Richardson, Chris Forbes, Cynthia Hill, Jeremy Keene, Richard Cresswell, Cristy Daffron, Deda Ferguson  Student Members: ASNA Representatives, Class Representatives from each nursing class |
| Follow-up Committee | Venius Turner | Amanda Bonds | Venius Turner, Amanda Bonds, Gena Richardson, Julie Jones, Becky Willis  (Nursing Facebook page for contact) |
| Recruitment and Retention Committee | Cynthia Hill | Audrey Jones | Cynthia Hill, Audrey Jones, Bunny Fogle, Amanda Cabaniss, Sara Nasworthy, Tina Rowe  Pre-program Advisor: Kathleen Johnson |

These are sub-committees that we need to review:

|  |  |  |  |
| --- | --- | --- | --- |
| **Ad – Hoc Committee** | Chair | Purpose | Membership |
| **Handbook Revision Committee**  **(8/2014 Curriculum))**  **(4/2015)** | Trish Haywood | Review and update student handbook  ( need to reflect QSEN and NLN competencies) | Chris Forbes, Kimberly French, Jennifer Addington , Trish Haywood, Cynthia Hill |
| **Simulation Committee**  **(4/2015)** | Jennifer Cuevas | Develop policy and training | Jennifer Satterfield, Amanda Bonds, Chris Forbes, Gena Richardson, Natasha Grimes, Jeremy Keene, Anita Naramore, |
| **Textbook Committee**  **(1/2013 Curriculum)**  **(4/2015)** | Chris Forbes | Annual review of textbooks using QSEN standards in the evaluation | Kim French, Richard Cresswell, Audrey Jones, Chris Forbes, Sara Nasworthy |
| **Kaplan Sub-Committee**  **(8/2013 Curriculum)**  **(4/2015)** | Melisa Walker | Will develop a plan to transition students out with HESI resources and develop plans of assignments, testing, and **remediation options in Kaplan**  Collect and review performance data to evaluate student learning outcomes. | Melisa Walker, Leigh Kirkwood, Tina Rowe, Gena Richardson, Sara Nasworthy, |
| **Course Teams**  **11/2013**  **(4/2015)** |  | Examine course objectives to ensure that they provide students with appropriate guidance, examine the curriculum for congruence with NLN and QSEN competencies, and review student learning outcomes for NUR course | Team Captains:  1st Semester – Tina Rowe  2nd Semester – Amanda Bonds  3rd Semester – Audrey Norman  4th Semester – Trish Haywood  NUR 203 – Jeremy Keene  NUR 204 -Pat Havard/Cristy Daffron |
| **Technology Team**  **()**  **(4.2015)** |  |  | Julie Jones, Kim French |