**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.

**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** | **2019-2020** | **2020-2021** | **2021-2022** |
| Total Students | 651 | 644 | 644 |
| % of total students | 5% | 5% | 5% |
| Number of Male | 116 | 116 | 117 |
| Number of Female | 535 | 528 | 527 |
| Age 18-25 | 163 | 236 | 289 |
| Age 26-40 | 401 | 338 | 286 |
| Age 41+ | 87 | 70 | 69 |
| African American Students | 90 | 89 | 109 |
| Asian Students | 7 | 9 | 11 |
| Caucasian Students | 522 | 512 | 470 |
| Hispanic Students | 6 | 3 | 11 |

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 even though the applicants’ numbers have decreased since the pandemic. A demand for more innovative teaching strategies for generation Z is needed because of the changes in student requirements and demands. Plus, the NEP recognizes the need for marketing the nursing profession.

**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 with an evening and day option on the Shelby Campus.

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

* Attract, recruit, and retain quality full-time and part-time faculty, and support staff to meet the needs of the program.
* Faculty and students have access to technology and resources sufficient to achieve course and program outcomes.
* Physical facilities promote learning.
* Faculty incorporates and develops new pedagogies that create and sustain dynamic learning environments.
* Student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.
* Practice learning environment supports the achievement of student learning outcomes and program outcomes.
* Achieve program outcomes:
  + Licensure pass rate.
  + Program completion
  + Job Placement

**Programs Outcomes:**

* At least 80% of all first-time test takers during the same time period will pass NCLEX -RN on 1st attempt. The licensure exam pass rate will be 80% or greater during the same 12 months for all first-time test takers January – December.
* Thirty-five percent of ADN students will graduate within seven 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 ACEN, 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.
* Effective 2021, At least 35% of students will graduate from the nursing program within five semesters, 100% plan of study.
* At least 90% of graduates will be employed as a registered nurse within 12 months of graduation.

**Program/Department Outcomes Achievement**:

**NCLEX-RN Performance by Cohort per semester and yearly 2019**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Spring 2019 | Cohort | # Tested | # Passed | % Pass Rate |
|  | Jefferson | 0 | 0 | 0 |
|  | Shelby | 2 | 2 | 100 |
|  | Evening | 33 | 33 | 100 |
|  | Total | 35 | 35 | 100 |
| Summer 2019 | Jefferson | 21 | 20 | 95.2 |
|  | Shelby | 11 | 11 | 100 |
|  | Pell City | 17 | 17 | 100 |
|  | Clanton | 29 | 22 | 75.9 |
|  | Evening | 25 | 20 | 80 |
|  | Total | 103 | 90 | 87.3 |
| Fall 2019 | Jefferson | 20 | 18 | 94.7 |
|  | Shelby | 24 | 23 | 95.8 |
|  | Evening | 5 | 5 | 100 |
|  | Total | 49 | 46 | 93.8 |
|  | **Annual Total** | **187** | **171** | **91.4** |

**NCLEX-RN Performance by Cohort per semester and yearly 2020**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Spring 2020 | Cohort | # Tested | # Passed | % Pass rate |
|  | Jefferson | 23 | 21 | 91.3 |
|  | Shelby | 13 | 12 | 92.3 |
|  | Total | 36 | 33 | 91.6 |
| Summer 2020 | Jefferson | 10 | 9 | 90 |
|  | Shelby | 19 | 19 | 100 |
|  | Clanton | 15 | 12 | 80 |
|  | Pell City | 17 | 17 | 100 |
|  | Evening | 18 | 13 | 72.2 |
|  | Total | 79 | 70 | 88.6 |
| Fall 2020 | Jefferson | 20 | 18 | 90 |
|  | Shelby | 51 | 47 | 92 |
|  | Evening | 19 | 16 | 84.2 |
|  | Clanton | 12 | 8 | 66.7 |
|  | Pell City | 2 | 2 | 100 |
|  | Total | 104 | 91 | 87.5 |
|  | **Annual Total** | **219** | **194** | **88.5** |

**NCLEX-RN Performance by Cohort per semester and yearly 2021**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Spring 2021 | Cohort | # Tested | # Passed | % Pass rate |
|  | Jefferson | 25 | 22 | 88 |
|  | Shelby | 20 | 20 | 100 |
|  | Total | 45 | 42 | 93.3 |
| Summer 2021 | Jefferson | 12 | 8 | 66.67 |
|  | Shelby | 21 | 18 | 85.7 |
|  | Clanton | 24 | 16 | 66.67 |
|  | Pell City | 17 | 15 | 88.2 |
|  | Evening | 13 | 12 | 92.3 |
|  | Total | 87 | 69 | 79.3 |
| Fall 2021 | Jefferson | 27 | 25 | 92.5 |
|  | Shelby | 27 | 23 | 85.1 |
|  | Evening | 7 | 5 | 71.4 |
|  | Clanton | 6 | 5 | 83.3 |
|  | Total | 67 | 58 | 86.5 |
|  | **Annual total** | **199** |  | **84.9** |
| **Total – 3years (2019, 2020, 2021)** | |  |  |  |

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 been above the national and state mean.

**Program Completion –2019**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Spring 2019 | Cohort | Admits | Grads | % Graduated (150%) |
|  | Jefferson | 40 | 17 | 42.5 |
|  | Shelby | 53 | 23 | 43.4 |
|  | Pell City | 31 | 10 | 32.2 |
|  | Clanton | 28 | 19 | 67.8 |
|  | Evenings | 38 | 27 | 71 |
|  | **Total** | **190** | **96** | **50.5** |
| Summer 2019 | Jefferson | 48 | 12 | 25 |
|  | Shelby | 42 | 22 | 52.3 |
|  | **Total** | **90** | **34** | **37.7** |
| Fall 2019 | Jefferson | 32 | 17 | 53.1 |
|  | Shelby | 42 | 13 | 30.9 |
|  | **Total** | **74** | **30** | **40.5** |
|  | **Annual Total** | **354** | **160** | **45.2** |

**Program Completion 2020**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Spring 2020** | **Cohort** | **Admits** | **Grads** | **% Graduated (150%)** |
|  | **Jefferson** | 42 | 13 | 30.9 |
|  | **Shelby** | 65 | 23 | 35.3 |
|  | **Pell City** | 24 | 13 | 54.1 |
|  | **Clanton** | 37 | 21 | 56.7 |
|  | **Evenings** | 46 | 43 | 93.4 |
|  | **Total** | **214** | **113** | **52.8** |
| **Summer 2020** | **Jefferson** | 35 | 17 | 48.5 |
|  | **Shelby** | 55 | 23 | 41.8 |
|  | **Total** | **90** | **40** | **44.4** |
| **Fall 2020** | **Jefferson** | 38 | 13 | 34.3 |
|  | **Shelby** | 54 | 14 | 25.9 |
|  | **Total** | **92** | **27** | **29.3** |
|  | **Annual Total** | **396** | **180** | **45.4** |

**Program Completion 2021**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Spring 2021** | **Cohort** | **Admits** | **Grads** | **% Graduated (100%)** | |
|  | **Jefferson** | 38 | 14 | 36.8 | |
|  | **Shelby** | 56 | 18 | 32.1 | |
|  | **Pell City** | 31 | 16 | 51.6 | |
|  | **Clanton** | 35 | 26 | 74.2 | |
|  | **Evening** | 41 | 15 | 36.5 | |
|  | **Total** | **201** | **89** | **44.2** | |
| **Summer 2021** | **Jefferson** | 39 | 11 | 28.2 | |
|  | **Shelby** | 55 | 17 | 30.9 | |
|  | **Total** | **94** | **28** | **29.7** | |
| **Fall 2021** | **Jefferson** | **Not in Data-Combined Course** |  | |  |
|  | **Shelby** | **Not in Date-Not in Data Combined Course** |  | |  |
|  | **Total** | **0** | **0** | **0** | |
|  | **Annual Total** | **295** | **117** | **39.6** | |
| **Total – 3 years (2019, 2020, 2021)** | |  |  |  | |

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 113). However, we have seen an upward trend in fourth semester (NUR 211). Due to this, the NEP is considering adding the LPN option after third semester (NUR 114/115). ACEN would require a separate self-study for initial accreditation for an LPN option.

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 at 45.5% for completion at 150% allotted timeframe. In 2021, ACEN changed the allotted timeframe to 100% with 2021 showing an overall 40 % completion rate. However, the fall 2021 numbers were not counted in this total due to the class being combined students from various campuses and remediation. The NEP will continue to review data and look at retention strategies that may enhance student’s success and decrease attrition.

**Job Placement 2019**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Spring 2019** | **Cohort** | **# Graduates** | **# Employed** | **% Employed** |
|  | **Jefferson** | 22 | 22 | 100 |
|  | **Shelby** | 11 | 11 | 100 |
|  | **Pell City** | 17 | 17 | 100 |
|  | **Clanton** | 29 | 29 | 100 |
|  | **Evening** | 29 | 29 | 100 |
|  | **Total** | **108** | **108** | **100** |
| **Summer 2019** | **Jefferson** | 17 | 17 | 100 |
|  | **Shelby** | 26 | 26 | 100 |
|  | **Total** | **43** | **43** | **100** |
| **Fall 2019** | **Jefferson** | 24 | 24 | 100 |
|  | **Shelby** | 19 | 19 | 100 |
|  | **Total** | **43** | **43** | **100** |
|  | **Annual total** | **194** | **194** | **100** |

**Job Placement 2020**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Spring 2020** | **Cohort** | **# Graduates** | **Employed** | **% Employed** |
|  | **Jefferson** | 24 | 24 | 100 |
|  | **Shelby** | 36 | 36 | 100 |
|  | **Pell City** | 20 | 20 | 100 |
|  | **Clanton** | 27 | 27 | 100 |
|  | **Evening** | 37 | 37 | 100 |
|  | **Total** | **144** | **144** | **100** |
| **Summer 2020** | **Jefferson** | 20 | 20 | 100 |
|  | **Shelby** | 39 | 39 | 100 |
|  | **Total** | **59** | **59** | **100** |
| **Fall 2020** | **Jefferson** | 20 | 20 | 100 |
|  | **Shelby** | 21 | 21 | 100 |
|  | **Total** | **41** | **41** | **100** |
|  | **Annual total** | **244** | **244** | **100** |

**Job Placement 2021**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Spring 2021** | **Cohort** | **# Graduated** | **# Employed** | | **% Employed** |
|  | **Jefferson** | 21 | 21 | | 100 |
|  | **Shelby** | 20 | 20 | | 100 |
|  | **Pell City** | 19 | 19 | | 100 |
|  | **Clanton** | 31 | 31 | | 100 |
|  | **Evening** | 20 | 20 | | 100 |
|  | **Total** | **111** | **111** | | **100** |
| **Summer 2021** | **Jefferson** | 19 | 19 | | 100 |
|  | **Shelby** | 26 | 26 | | 100 |
|  | **Total** | **45** | **45** | | **100** |
| **Fall 2021** | **Jefferson** | Combined Class  19 | | 19 | 100 |
|  | **Shelby** |
|  | **Total** | **19** | **19** | | **100** |
|  | **Annual Total** | **175** | **175** | | **100** |
| **Total – 3 Years (2019, 2020 2021)** | |  |  | |  |

The annual job placement rates exceed the 90% benchmark. The three years job placement rate is 613/613 graduates with a 100%which exceeds the 90% benchmark. With the shortage of nurses across Alabama and the nation, graduates are being hired at a much higher rate. Most students are employed before graduation or pinning.

**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:**

Concept-based curriculum was implemented with 66 credit hours (General Courses - 27 hrs. and Nursing courses 39 hrs.).

**CONCEPT CURRICULUM**

|  |
| --- |
| NUR 112 – Fundamental Concepts of Nursing-7 credits |
| NUR 113 – Nursing Concepts I-8 credits |
| NUR 114 – Nursing Concepts II- 8 credits |
| NUR 115 – Evidence-Based Clinical Reasoning-2 credits |
| NUR 211 – Advanced Nursing Concepts-7 credits |
| NUR 221 – Advanced Evidence-Based Clinical Reasoning-7 credits |

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  Hospital or LTC | 135 hours  Med-Surg  With simulation, OR IV hours included | 135 hours  119 Med-Surg  16 hours MH  With Simulation | 45 hours  Med-Surg  LTC  Community Health  Simulation | 135 hours  119 ICU  16 OB  Simulation | 180 hours  120 Preceptorship Hours  24 hours CDP  8 Hours Think Cultural Health Assignment  16 Hours Pediatrics  12 Hours ICU, Med-Surg, or Simulation |

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 two groups of students vying for clinical rotations at the same facility. The specific example was with Children’s where we have **extremely limited** availability of days.
2. Students will be more likely to benefit from having to focus on only two clinical areas instead of four 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 wanted second year more experienced students in clinical rotations.

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

**Faculty/staff participation:**

* Preparing for Self-Study Fall 2024:

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Standard 1 | Standard 2 | Standard 3 | Standard 4 | Standard 5 |
| Team Chair  Melisa Walker/Critsty Daffron | Team Chair  Anita Naramore | Team Chair  Jennifer Satterfield | Team Chair  Venius Turner-Gwin  Chris Forbes | Team Chair  Anita Naramore  Venius Turner-Gwin |
| Kim Craven | Jajauan Smith | Becky Willis | Trish Haywood | Donna Lee |
|  | Gena Richardson | Deda Ferguson | Amber Parker | Julie Jones |
|  | Amanda Cabaniss | Sara Nasworthy | Veronica Smith | Cynthia Hill |
|  | Tina Rowe |  | Jeremy Keene | Shawn Wilson |
|  | Stacy Hicks |  | Amanda Bonds |  |
|  | Terri Clifton |  |  |  |

**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, ACEN, and standards meetings throughout 2022 – 2024 to prepare for the Self Study Visit – Fall 2024. Team leaders for each nursing course were identified and faculty volunteered for a standard. The Associate Dean of Nursing met with Campus Chairs and course leaders throughout 2022 -2024 to review work on syllabi, policies/procedures, course development, collecting data, evidence needed for self-study and resources.

Curriculum, ACEN Standards, Outcomes, and P & C meetings related to Self -Study Visit – (1/21/2022, 2/4/2022,3/4/22,4/22/22, 6/3/22, 6/17/22, 7/29/22, 8/4/2022, 8/18/22, 8/26/22, 10/14/2022,10/28,22,11/18/22, 1/4/23, 1/6/23, 1/27/23, 2/10/23, 3/3/233/17/23, 4/7/23, 4/21/23, 6/2/23, 6/9/23, 6/23/23, 7/14/23, 7/28/23, 8/25/23, 9/8/23, 9/22/23 10/20/23, 11/17/23, 12/1/23, 12/8/23 )

Committee assignments see above.

**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 2019**:

There were twenty-eight participants at the 2019 Spring Advisory Meeting. As a result of that meeting, clinical contacts were identified for the facilities and the school. Many clinical facilities were expanding their services. COA was requesting psychiatric and surgical services preceptor students.

There were 24 participants at the 2019 Fall Advisory Meeting. As a result of that meeting, clinical contacts were identified for the facilities and the school. UAB West talked about their new facility with 270 beds. They are planning a residency program for nurses and plan to offer tuition reimbursement. UAB continues to hire AND graduates with the stipulation they get their BSN with 18 months.

**Advisory Meeting 2020**:

The spring 2020 Advisory Meeting was cancelled due to the pandemic and the fall 2020 meeting was held via Zoom with thirty-five attendees. As a result of that meeting, clinical contacts were identified for the facilities and the school. The impact of Covid-19 was discussed with regards to patient care and student clinicals.

**Advisory Committee Meeting 2021:**

The spring meeting was held via Zoom with forty-one attendees. Feedback was given on graduates hired during the Covid-19 pandemic. Everyone agreed there is a disconnect with the students and a lack of communication skills. The clinical facilities stated that a student does not have to precept in a certain area to be hired.

The fall meeting was held via Zoom with thirty-five attendees. As a result of that meeting, clinical contacts were identified for the facilities and the school. Discussions were made regarding the Covid19 patients and how sick they were, the stress and burnout of the nurses, and the stress of new nurses related to ethical dilemmas they may not be prepared for as a new graduate.

**JEFFERSON STATE COMMUNITY COLLEGE**

**NURSING EDUCATION PROGRAM**

**COMMITTEE ASSIGNMENTS 2022-2023**

|  |  |  |  |
| --- | --- | --- | --- |
| **Committee** | **Chair** | **Co-Chair** | **Membership** |
| Planning & Coordinating Committee | Anita Naramore | Melisa Walker | Anita Naramore, Melisa Walker, Cristy Daffron, Chris Forbes, Jennifer Satterfield, Venius Turner-Gwin |
| Curriculum Committee | Chris Forbes | Jennifer Satterfield | Committee of the Whole Faculty  Class Representatives from each nursing class |
| Progression Committee | Cristy Daffron | Shawn Wilson | Anita Naramore, Cristy Daffron, Melisa Walker, Chris Forbes, Shawn Wilson, Jennifer Satterfield, Venius Turner-Gwin  **Alternates:** Jajuana Smith, Amanda Bonds, Tina Rowe, LaDeitris Ferguson |
| Resources and Development Committee | Rebecca Willis | Tina Rowe | Rebecca Willis, Tina Rowe, Sara Nasworthy, Amanda Cabaniss -CEC  (Cont. Ed. Coordinator - CEC) |
| Student Affairs Committee | Cynthia Hill | Terri Clifton | Cynthia Hill, Amanda Cabaniss, Terry Clifton, Cristy Daffron, Julie Jones, Natasha Grimes  **Student Members**:  ASNA Representatives,  Class Representatives from each nursing class |
| Follow-up Committee | Shawn Wilson | Amber Parker | Amber Parker, Shawn Wilson |
| Recruitment and Retention Committee | LaDetris Ferguson | Veronica Smith | Cynthia Hill, Veronica Smith, Kim Craven Pre-program Advisor: Kathleen Johnson and Kim Rigg |

|  |  |  |  |
| --- | --- | --- | --- |
| **Ad – Hoc Committee** | **Chair** | **Purpose** | **Membership** |
| **Simulation Committee** | Natasha Grimes | Develop policy and training | Amanda Bonds, Natasha Grimes, Jeremy Keene, Anita Naramore, Gena Richardson, Jennifer Cuevas, LaDetris Ferguson |
| **Textbook Committee** | Richard Cresswell | Annual review of textbooks using QSEN standards in the evaluation | Richard Cresswell, Sara Nasworthy, Tina Rowe, Stacy Hicks, Amanda Bonds |
| **Navigator Scholarship** | Cristy Daffron | Assess needs of students according to criteria and disburse funds. | Cynthia Hill, Julie Jones, Jajuana Smith, Jennifer Satterfield, Terri Clifton |
| **Course Team Captains** |  |  | Team Captains:  NUR 112 – Amanda Cabaniss  NUR 113 – Trish Haywood  NUR 114 – Stacy Hicks  NUR 115 – Julie Jones  NUR 211 – Jeremy Keene  NUR 221 – Sara Nasworthy |
| **NCLEX Test Plan/NextGen /Blueprint/Committee** | Amanda Bonds/Chris Forbes | Research and present information to prepare faculty for NCLEX Next Gen test plan for 2023 | Julie Jones  Anita Naramore  Ladeitris Ferguson  Stacy Hicks  Jennifer Satterfield  Becki Willis  Donna Lee  Venius Turner  Cristy Daffron |
| **ExamSoft** | Chris Forbes | Assess needs of faculty and troubleshoot issues with IT and Examsoft | Stacy Hicks- Shelby  Amanda Bonds-Pell City  Jennifer Cuevas-Jefferson  Chris Forbes- Clanton  Evening-Jennifer Satterfield |
| **Resources** | **Coordinators** |  |  |
| Handbook Revision | Trish Haywood | Review and update student handbook (need to reflect QSEN and NLN competencies) |  |
| Kaplan | Venius Turner | Collect and review performance data to evaluate EPSLOs |  |
| Shadow Health | Venius Turner | Collect and review performance data to evaluate student learning outcomes |  |
| Website Updates | Jennifer Satterfield | Annual review and updates to program revisions and NEP statistics. |  |
| Nurse Tim | Becky Willis | Amber Parker | Amber Parker  Tina Rowe  Terri Clifton  Amanda Bonds |

**2023**

**Advisory Committee Names and Addresses**

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Nursing Education & Clinical Placement

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