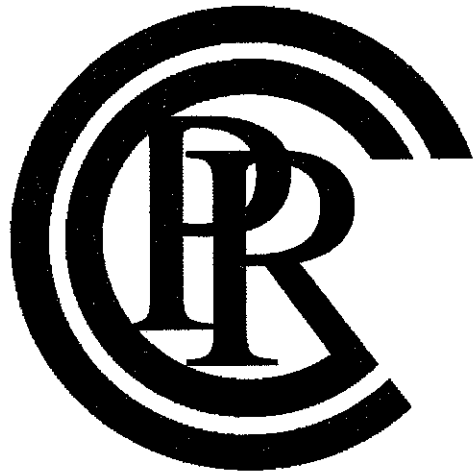


PEARL RIVER COMMUNITY COLLEGE

PROGRAM REVIEW



ASSOCIATE DEGREE NURSING

2007 - 2008

PEARL RIVER COMMUNITY COLLEGE

PROGRAM REVIEW

MISSION STATEMENT

Pearl River Community College is a public institution committed to providing quality educational and service opportunities for all who seek them.

STRATEGIC GOALS

- 1. To prepare students to transfer and be successful in their studies at baccalaureate institutions and/or to be successful in careers for which they have been prepared.**
- 2. To provide quality student services.**
- 3. To provide access to college courses and programs using various instructional methods, including distance education.**
- 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development.**
- 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, augment community services, and make college services available via the Internet.**
- 6. To improve communication among campus personnel and community members regarding the College goals, objectives, and activities.**
- 7. To recruit and retain students from a diverse population.**
- 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training.**

To fulfill this mission, the College has developed a variety of quality educational programs and services. It is vital that quality be maintained through the regular evaluation of programs. Program review is a formal process designed to assist in that evaluation. The importance of program review is not the production of a report but rather the self insight for program improvement and growth.

While college educational programs and services must satisfy our own criteria for program excellence, they must also satisfy the requirements of the Commission on Colleges of the Southern Association of Colleges and Schools and licensing and certifying organizations for some programs. The process of program review allows the College to evaluate how well its programs satisfy the criteria and requirements associated with all of these sources.

The primary goal of program review is the improvement of instruction and learning. To achieve this goal, the process must be comprehensive. The College's review process will include some assessment of the program's achievement of its stated purpose, quality of instruction, curriculum design, student outcomes, and contribution to overall mission of the College. When completed, a program review will identify and communicate program needs and potential for improvement.

A second important goal of program review is to provide information for planning and decision-making. To be meaningful, program review and planning should be interdependent processes. Planning should be based on a review process that evaluates past performances and identifies possible future activities which will lead to improvement and growth. Program review relies on data developed in support of planning and generates suggestions and recommendations for improvement which are reflected in planning goals.

In addition to general program improvement and planning, program review is intended to achieve the following:

- Acknowledge achievements/attainments.**
- Identify strengths and weaknesses and develop recommendations and/or suggestions for change.**
- Provide a systematic evaluation and improvement process for instructional programs.**
- Develop a sense of cohesiveness, shared responsibility, and growth among faculty and staff.**
- Assess compliance with accreditation criteria.**
- Assist in resource development.**
- Provide data to assist with resource allocation and other management decisions.**
- Suggest new opportunities for program development.**

Throughout the program review process a variety of perspectives must be considered and reflected. Perspectives of the program faculty, department chairpersons, Vice President, and President are critical to ensuring a comprehensive and complete program review. The program review should also anticipate and address the expectations of the Board of Trustees, advisory committee members when applicable, and Commission on Colleges representatives.

Program review is a self review process through which a program area is examined. It entails analyzing data, drawing conclusions, arriving at and implementing recommendations, and assessing the outcomes following implementation.

Included in this document is the Associate Degree Nursing (ADN) Program Review. ADN Faculty and staff members are to be commended for the job they did in preparing this program review. Their efforts and resulting reports can only strengthen this already fine program.

Documentation supporting this program review is on file in the office of the Director of Nursing Education. On file are course syllabi, faculty evaluations, course descriptions, etc.

Pearl River Community College offers equal education and employment opportunities. The College does not discriminate on the basis of race, religion, color, sex, age, national origin, veteran status, or disability. For inquiries regarding the non-discrimination policies or to request accommodations, special assistance, or alternate format publication please contact Tonia Moody, ADA/Civil Rights Coordinator, at P.O. Box 5118, Poplarville, MS 39470 or 601-403-1060.

ASSOCIATE DEGREE NURSING PROGRAM

2007-2008 Program Review

I. Overview

A. Purpose and Philosophy

The Associate Degree Nursing (ADN) Program supports and functions within the statement of philosophy, mission, and goals of Pearl River Community College (PRCC). The purpose of the ADN Program is to prepare graduates to pass the “National Council for Licensure Examination for Registered Nurses (NCLEX-RN) and function as registered nurses in diverse health care settings” (2000 NLN Educational Competencies, p. 5). The Program contributes to the workforce, health, and well-being of the community by providing the knowledge and skills to deliver quality care (2000 NLN Educational Competencies, p. 3). The Program contributes to the economic growth of the community and promotes health and wellness in the six-county district of the College by educating and providing health care workers.

Integral components of the ADN Program reflect the collective beliefs of the faculty about human beings, nursing practice, nursing education, illness, educating man on health issues, and the role the associate degree nurse plays in health care.

Upon successful completion of the NCLEX-RN, the Associate Degree Nursing graduate is able to promote wellness and restore health in the provision of direct care to clients with acute and chronic illnesses. Associate degree education prepares graduates to assume the roles of providers and managers of care. The Associate Degree Nursing graduate can advance in nursing through formal education, continued learning, and the practice of nursing.

B. Outcomes (Goals)

The Associate Degree Nursing Program evaluates the program outcomes/goals annually. Both employers and students are surveyed. The following are outcomes that continue to be maintained by the Associate Degree Nursing Program:

- 1. Seventy percent of students admitted to the ADN Program will graduate.**
- 2. The percentage of graduates who pass NCLEX-RN on the first attempt will be at or above the State ADN average.**
- 3. Ninety percent of the respondents to the graduate survey will reflect employment in various health care settings within a 70-mile radius of the Pearl River Community College District.**
- 4. Ninety percent of the respondents to the graduate survey will rate the nursing program as satisfactory.**
- 5. Ninety percent of the respondents to the employer survey will rate the nursing practice of a PRCC ADN graduate as satisfactory.**

Areas of strengths of the Program include the stability of the faculty, the desire of the faculty to produce a quality product, high quality of the students admitted, support of administration, a strong curriculum, and support of the community/clinical agencies. In addition to being dedicated and competent, the faculty have varied expertise and years of clinical and teaching experiences. As role models, the faculty display accountability, critical thinking skills, and a caring attitude toward the student and clinical client.

Changes in the Associate Degree Nursing curriculum are regulated by standards of the Mississippi Board of Trustees of State Institutions of Higher Learning (IHL) and the National League for Nursing Accrediting . IHL requires an annual report during each Fall Semester which must be completed and approved in order to maintain accreditation by the State of Mississippi. In order to maintain national accreditation, an annual report is prepared in the late fall and a site visit with a thorough self-study report is completed every eight years for the National League for Nursing Accrediting Commission, Inc., at 61 Broadway, New York, NY 10006, (212) 363-5555. The Associate Degree Program also maintains State and national requirements by participating in the Mississippi Deans and Directors of Nursing Council and attending national workshops and conventions.

C. Enrollment Trends

1. Headcount and Demographic Information (unduplicated headcount at 6-Week Census Date.)

Headcount and Demographic Information for Most Recent 4 Years: Fall Semesters, 2003-04 through 2007-08

Year	2003-04	2004-05	2005-06	2006-07
Undup. HC	# 205	# 213	# 221	# 213
Sex	F= # (%) 170 (83%) M= # (%) 35 (17%)	F= # (%) 183 (86%) M= # (%) 30 (14%)	F= # (%) 176 (80%) M= # (%) 45 (20%)	F= # (%) 173 (81%) M= # (%) 40 (19%)
Ave. Age	# 27	# 26	#28	# 28
Race	W= # (%) 179 (87%) B= # (%) 21 (10%) I= # (%) 1 (1%) H= # (%) 2 (1%) A= # (%) 2 (1%)	W= # (%) 182 (85) B= # (%) 26 (12%) I= # (%) 1 (0.5%) H= # (%) 3 (2%) A= # (%) 1 (0.5%)	W= # (%) 188 (85%) B= # (%) 29 (13%) I= # (%) 0 (0%) H= # (%) 2 (1%) A= # (%) 2 (1%)	W= # (%) 186 (87%) B= # (%) 22 (10%) I= # (%) 0 (0%) H= # (%) 3 (2%) A= # (%) 2 (1%)
Place of residence	100% *within PRCC's six county district.	100% *within PRCC's six county district.	100% *within PRCC's six county district.	100% *within PRCC's six county district.

Legend for Race: W = White, B = Black, I = Indian, H = Hispanic, A = Asian

Undup. HC: Unduplicated Headcount for students who have declared Associate Degree Nursing as a major.

***Ninety-seven percent of the students admitted to the Associate Degree Program declare residence within the College's six-county district. The nursing program utilizes clinical agencies in the bordering State, hence allowing a small percentage of students from that State admission into the ADN program.**

Source: Office of Nursing Admissions

D. Curriculum/Instruction

Pearl River Community College's Associate Degree Nursing (ADN) Program began in 1965 with the purpose of educating individuals to become nurses who would help to provide and meet the health care needs of our six county district. Educational opportunities continue to exist in our area for individuals who meet the requirements to become registered nurses.

Since the ADN Program adheres to Mississippi State standards, it continues to be a State-accredited program. Accreditation has been maintained since the inception of this program in 1965. In 1987 the ADN

Program received initial national accreditation from the National League for Nurses and has maintained national status since the then. The Spring of 2003, the Program was awarded it's most recent eight years of full national accreditation. The ADN Program is not scheduled for another reaffirmation visit until the Spring of 2011.

1. Curriculum Currency

The ADN Program uses a systematic plan of evaluation for components and classes of the ADN curriculum. The plan requires an annual review of the integrity of the curriculum. Changes are made in the curriculum to reflect changes in a rapidly changing world of health care. The syllabi are reviewed at the end of each semester by the level coordinators and faculty. The course outlines in the form of semester (monthly/weekly) calendars are reviewed and updated each semester. After thorough review by each level, the ADN Curriculum Committee reviews any suggested changes. These changes, according to the ADN faculty bylaws, must be agreed upon by the faculty and documented during a general nursing faculty meeting.

Curriculum changes are subject to approval according to the Curriculum Development Policy procedure. This procedure requires review and approval by the Instructional Programs Committee, the Vice President for Instruction, the Administrative Council, and the President.

2. Instruction

The effectiveness of classroom instruction is assessed through many College and Program surveys. Individual instructors who have been employed less than six years are are evaluated each year on effectiveness in the classroom by the Director or the Level Coordinator, faculty who have been with the Program more than six years are evaluated every two years. Textbooks and curriculum are evaluated annually by the students. The Program's Media, Evaluation, and Curriculum Committees review the evaluations and determine whether there is need for change. Their recommendations are then brought to the ADN faculty for discussion, suggestions, and approval.

An ADN graduate survey/evaluation is completed six months after graduation and again after eighteen months. An employer survey

of the graduates' performance is also completed six months after graduation. The ADN Evaluation Committee submits recommendations to the faculty for suggestions, changes, and approval.

The College also has an annual faculty evaluation by students coordinated by the Office of Planning and Research. Copies of the evaluations are kept in personnel files in the Office of the Director of Nursing Education and the Office of the Vice President for Instruction.

3. Retention Information (See table below.)

4. Graduation Rate (See table below.)

5. Certification/Licensure (See table below.)

Semester & Year ADMITTED	# ADMITTED	YEAR GRADUATED	# GRADUATED	Nclex -Rn Results
Fall 2003	63	Spring 2005	28	96%
Spring 2004	64	Fall 2005	37	87%
Fall 2004	62	Spring 2006	37	94%
Spring 2005	63	Fall 2006	38	89%
Fall 2005	65	Spring 2007	39	90%
Spring 2006	65	Fall 2007	37	89%

Retention rates are not accurate by tracking date of admission or semester. We allow students who are unsuccessful on initial attempts to repeat one course, depending on the availability of space; therefore, the student is still in the Program and should be counted.

6. Transfer Student Outcomes

(No data available at this time.)

D. Staffing

It is the responsibility of the Director of Nursing Education to ensure that the Program maintains the State and national standard of one instructor to every ten students in the Program. This is tracked by the annual report done for IHL.

1. Professional Development

The ADN Program maintains the State (IHL and Mississippi Board of Nursing) standard that each nursing instructor will achieve a minimum of one continuing education unit (CEU) or ten contact hours of educational workshops per year. Contact hours are achieved by attending professional workshops and conventions. This standard was developed to assure that nursing educators remain current regarding the rapid changes occurring in health care. The State's annual report requires the College to provide proof of continuing education units for each nursing instructor. These records are kept in the Program personnel files.

2. Credentials

The Director and the ADN faculty maintain licensure within the State of Mississippi as required by the Mississippi Board of Institutions of Higher Learning. Each faculty member has a master's degree and at least one year of clinical experience before being employed as an instructor. The ADN faculty re-licensures are verified by the Director upon hiring and at the end of each calendar year.

E. Resources (Physical & Financial)

1. Budget

The needs assessment is done annually in February of each year, describing the Program's request for equipment and supplies for the coming year. The needs are ranked and justified for submission and approval.

The Program Chair gets input for faculty for their needs as she compiles her list for submission. It is the Chairperson's responsibility to prepare and submit the budget needs for the program. We are fortunate that our student to faculty ratio has always been justified per semesters and experienced instructors.

2. Staffing Efficiency

	2003-2004	2004-2005	2005-2006	2006-2007
Regular Faculty, Full-Time	19	20	21	21
Regular Faculty, Part-Time (FTE)	2	3	4	4
Adjunct Faculty (FTE)	0	0	0	1
Total Faculty FTE	21	22	25	25
Students Taught, Fall + Spring	205 + 63 = 268	213 + 65 = 278	179 + 62 = 241	203 + 65 = 268
Students Taught per Faculty (FTE)	268	278	241	268

*Faculty numbers do not include a full-time campus lab coordinator (admission numbers include Fall and Spring admissions).

The ADN Program is required to maintain a ratio of one instructor to ten students in clinical instructional settings.

3. Equipment and Supplies

The ADN Program's budget is minimally adequate to fund the increasing population of students and faculty who comprise the program. With State-wide budget cuts, the ability to upgrade technology and lab supplies is minimum. Supplies are also minimally adequate to meet student and faculty needs. Adjustments are made as necessary to get priority supplies when necessary. Some help is received by grant and outside donations to obtain major equipment. Recently we obtained several vital-sim manikins to upgrade the campus laboratory.

4. Travel

Travel line items in the ADN budget has been adequate to meet clinical travel needs; however, there has been no available funds for faculty to attend state, out-of-state, or national workshops and conventions. The Colleges's Development Foundation offers some incentives to help out when it is able to assist. With the increase in gas faculty consistently complain as the our mileage per mile is still what it was ten years ago.

5. Facilities

In the Fall of 1997, the ADN faculty moved into a building designed to provide nursing faculty and staff a beneficial learning environment for teaching nursing. All ADN and Practical Nursing instructors have private offices conducive to private conferences and preparation for classes.

Although the building is fairly new in age we have had many leaks and mold problems. At present we are undergoing mold remediation and re-roofing of the entire building. Carpet is to be removed and the floor will be tiled throughout the building.

F. Support Services

The ADN Program's faculty and students use all of the College's support services and have found that the services are adequate to meet the Program's needs. One of the special services we use is the Student's Disabilities Coordinator. We find that a many students have ADHD and are on medication. The Coordinator has helped the nursing program to understand their needs greatly.

G. Responses to Previous Recommendations

The nursing program is always open to improvement. Every evaluation is looked at and discussed for possible curriculum or character change.

H. Program Summary and Recommendations

1. STRENGTHS:

- a. Qualified faculty and small turnover of faculty.**
- b. Good academic foundation of support courses (curriculum).**
- c. Location and variation of clinical facilities.**
- d. Flexibility in arranging course content.**
- e. Dedicated, enthusiastic, and motivated diverse student body.**
- f. Strong community support.**
- g. Support of the administration.**
- h. Modern classroom facilities.**

2. WEAKNESSES:

- a. Graduate participation in professional organizations.**
- b. Need for more computer assisted instruction/testing capability.**
- c. Limited technology.**
- d. Budgetary constraints (equipment and travel)**

3. Program and Student Outcomes (see Outcomes 1. B.)

Program and student outcomes are evaluated by examinations and surveys of graduates.