

Carteret Community College
Program Review
For the
Associate Degree Nursing Program

Document Prepared by:

Cindy Yount, Associate Degree Nursing Program Director
Annette Davis, Library Technical Assistant
Brenda Moore, Practical Nursing Education Program Director
Jean Smolkowicz, Associate Degree Nursing Faculty
Marilyn Springle, Lead Instructor, Associate Degree Nursing & Curriculum Committee
Margie Ward, Admissions Officer

2007-2008

Section I- Program Profile

I. The Program Profile

A. The Mission/Purpose

1. *The Mission and Purpose:* Consistent with the mission of Carteret Community College, the Associate Degree Nursing Program is dedicated to providing quality education and promoting the development of qualified students in the preparation for the professional role of the registered nurse. The nursing curriculum blends concepts from the natural and behavioral sciences, liberal arts, and technology into a body of nursing knowledge and applied in practice. Graduates of the program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). By providing this avenue of education, Carteret Community College will increase the number of locally educated registered nurses to meet the workforce demands and healthcare needs of the citizens.

2. Program Goals

To fulfill its mission, the Associate Degree Nursing Program will prepare the student so that upon graduation and licensure as a RN, 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 are 4 full-time and one part-time faculty members employed in the Associate Degree Nursing Program. Each level of 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. Two faculty members are actively enrolled in graduate courses at East Carolina University to earn a Master's degree in Nursing with a concentration in Education and within three years of employment hire date, will have nine semester hours of education course work completed. One faculty member, hired in July 2006, holds a Master's degree in Nursing with a concentration as a Nurse Practitioner. This individual has completed additional graduate level courses in adult learning principles. One full time faculty member plans to be enrolled in a graduate program by Spring 2008 and has a professional development plan in place in order to meet the requirements identified in the *North Carolina Board of Nursing Practice and Education Standards Rule .0318 (3) (e)*.

Full time

Cynthia Yount: Program Director

Undergraduate Degree

- AAS Nursing- Western Piedmont Community College
- BS Nursing; Health Services Management- Western Carolina University

Graduate Degree:

- MSN University of NC at Greensboro

Accomplishments:

- NCCCS & NC Board of Nursing Approval -Program and Curriculum development (New) AD Nursing Program
- NCADN Council "Educator of the Year"(1999)
- Recipient of the "NC Great 100 Nurses" Award (2000)
- Participant NCCCS Nursing Curriculum Improvement Project (2006-08)
- Presenter NCCCS Instructor's Conference (2000)
- Graduate NCCCS Leadership Program (1997)
- Member- Sigma Theta Tau Honor Society for Nurses

Professional Development

- CPR recertification
- Legal Scope of Practice – NC Board of Nursing
- Concept Based Curriculum- NCCCS & N-CIP
- Legal & Practice Issues in Nursing Education- Dr. Frances Eason- ECU SON

- Evidence-Based Practice in Nursing Education- NCCCS- N-CIP
- Assessment & Learning Outcomes- Dr. Manning-CCC Title III
- Evidence-Based Practice in Nursing- NC Board of Nursing
- NCLEX Invitational- National Council State Boards of Nursing
- Strategies to Enhance Student Success- NCADN Council
- The Clinical Evaluation Process for the Deficient Student- NCADN Council
- Basic Blackboard Training- CCC
- Advanced Blackboard Training Modules I & II- CCC

Mary Briley-Lead Instructor, level I

Undergraduate Degree:

- East Carolina University, BSN

Graduate Degree:

- Masters in Nursing – Nursing Education concentration. Projected date of completion, May 2008 (ECU)

Accomplishments:

- NISOD Excellence Award Winner 2004, 2005 (Lenoir CC)
- Nominee for Faculty Teaching Award in 2007
- Nominee for Associate Degree Nursing Educator of the Year Award 2007
- Mini Grant writer for CCC in 2006

Professional Development:

- Basic Life Support (BLS)
- NUR 6909 – Evaluation in Nursing (Master’s Course)
- NUR 6904 – Concepts (Master’s Course)
- NUR 6208 – Health Promotions(Master’s Course)
- NUR 6035 - Rural Health(Master’s Course)
- Nuts and Bolts of Teaching
- Legal and Practice Issues in Nursing Education
- CGH Meditech Training & Clinical Orientation
- Onslow Memorial Hospital Clinical Orientation
- Antenatal Testing - EAHEC
- CCC Basic Black board Training
- Carteret Community CollegeBlackboard Training Modules I & II
- Associate Degree Nursing Business Conference and Workshops:
- Strategies to Enhance Student Success
- Clinical evaluation process for Deficient Students
- N-CIP workshop
- Institutional Effectiveness – Outcomes workshop
- CGH Instructor Competencies

Elizabeth Bell- Instructor

Undergraduate Degree:

- Graduate of the Medical College of Virginia, BSN

Graduate Degree:

Accomplishments:

- Honors graduate- MCV
- Member NCADN Council
- ACLS, PALS, & CPR certified,
- Maintain and update all CCGH competences and education requirements

Professional Development:

- Certified participation and completion in the Wilson Tech College Evidence Base Practice in Nursing Education Certified participation
- Clinical evaluation process for the deficient student- NCADN Council
- CGH Competencies for instructors
- CCC Blackboard training Module I

Jean Smolkowicz- Instructor

Undergraduate Degree:

- Slippery Rock University, BSN
- Jameson Memorial Hospital School of Nursing, Diploma, RN
- Greensburg Salem Practical Nursing Program, Diploma, LPN

Graduate Degree:

- East Carolina University, MSN Candidate

Accomplishments:

- Member- Sigma Theta Tau Honor Society for Nurses
- Advanced Cardiac Life Support (ACLS)
- Basic Life-support Instructor (BLS)
- Pediatric Advanced Life Support (PALS)
- American Cancer Society Reach to Recovery Counselor
- Friends of Hospice of Carteret County Annual Festival of Trees- participant
- American Cancer Society Relay for Life participant
- Member-North Carolina Associate Degree Nursing Council
- Member-American Society for Post Anesthesia Nurses
- North Carolina Anesthesia Nurses
- Carteret Community College Mini Grant

Professional Development:

- Instructor led CPR for Carteret Community College Nursing Faculty
- CGH Competencies for Instructors
- CGH Meditech Training & Clinical Orientation
- Community College Improvement
- CCC Level Learning Outcomes Workshop
- Onslow Memorial Hospital Clinical Orientation
- Eastern AHEC -Test Construction
- North Carolina Community College System Conference, Showcasing Our Success
- Advanced Cardiac Life-Support Recertification

- Basic Life-Support Instructor Up-date
- Nuts and Bolts of Teaching
- Strategies to Enhance Student Success
- NUR 6903 Curriculum Development (Master's Course)
- NUR 6904 Education Concepts, Theories and Strategies (Master's Course)
- NUR 6001 Nursing Theory (Master's Course)
- NUR 6002 Advanced Nursing Practice in Complex Health (Master's Course)

Marilyn Springle- Lead Instructor, level II

Undergraduate Degree:

- University of NC at Greensboro, BSN

Graduate Degree:

- Old Dominion University, MSN, FNP
- Nursing Education Educator Development-East Carolina University

Accomplishments:

- Certification by the American Nurses Credentialing Center (ANCC) as a
- Family Nurse Practitioner since 1988
- Member of Sigma Theta Tau International Honor Society of Nursing
- Curriculum Committee for Carteret Community College
- North Carolina Associate Degree Nursing Council Member

Professional Development:

- Clinical Evaluation Process for the Deficient Student
- Evidence-based Practice in Nursing Education
- Research Review for Nursing Educators
- Clinical Teaching-Principles and Practices
- Diabetes Management in Children & Adolescents
- Certified Blackboard Instructor-CCC

Part time

Traci Espenship-Clinical Instructor

Undergraduate Degree:

- East Carolina University, BSN

Accomplishments:

- Co-Author- grant to the Kate B. Reynolds Foundation for Personnel and software application to support Diabetes Learning Center 9/2007

Professional Development:

- Hospital Quality 2/07
- QI Institute 3/07 & 8/07
- Advanced Cardiac Life Support (ACLS)
- Basic Life-support Instructor (BLS)
- Pediatric Advanced Life Support (PALS)
- Clinical Teaching Associate EAHEC (30CEU) 8/07

C. The Students

In order for the program to be in compliance with *21 NCAC 36.0320*, students enrolled in the Associate Degree Nursing Program shall meet requirements 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 Associate Degree Nursing (ADN) Program meet requirements established by Carteret Community College and by the Nursing Program. The ADN 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 Director 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 Director 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 Associate Degree Nursing courses does not exceed the NC Board of Nursing approved number of 50. Applicant interest in the program has grown since the first class was admitted and 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
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2005	55	33	25	20
2006	116	33	33	21
2007	145	45	37	25

The Associate Degree 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 and were obtained from the Program Director from enrolled ADN students who self-report this information.

Table 1.2 Gender and Race of AD Nursing Students

Gender	2005/06	2006/07	2007/08
Male	6	1	2
Female	14	20	23
Race	2005/06	2006/07	2007/08
White	18	19	20
Black	1	2	3
Asian	0	0	0
Hispanic	0	0	1
Native Amer	0	0	0
Other/Multi	1	0	1

Table 1.3 below reflects the program student age and course load data. While there is representation in every age group, the majority of Associate Degree 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 the Program Director as part of the *Annual Report* submitted to the NC Board of Nursing.

Table 1.3 Student Age and Course Load

Age	2005/06	2006/07	2007/08
<25	5	3	10
26-34	4	4	8
35-44	7	9	5
45-54	3	4	2
55+	1	1	0
Course Load	2005/06	2006/07	2007/08
Full-time	10	7	4
Part-time	10	14	21

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

Associate Degree Nursing programs are offered by neighboring community colleges as well, but 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.

Table 1.5 County of Residence

County of Res	2005/06	2006/07	2007/08
Carteret	13	13	12
Craven	1	4	5
Onslow	5	4	7
Other	1	0	1

Table 1.6 below reflects both headcount and FTE generated for the first two years of the program. There is a remarkable drop in enrollment by the summer term of each academic year. Data collected from Program Director from students enrolled in the program up to the beginning of the fall semester 2007.

Table 1.6 FTE Enrollment

Program FTE (Source: IE Office/Data Warehouse; Associate Degree Nursing Program)

Headcount	2005/06	2006/07	2007/08
Fall	20	21/ *13	25/ *14
Spring	18	18/ *11	N/A
Summer	13	14	N/A
*Returning for 2nd year of study			

Table 1.7 Curriculum Student Retention and Graduation

(Source: IE Office/Systems Records)

Year	Enrollment	Grads	Return	Non Completers	Retention Rate	New Program
2005/06	20	0	14	5	70%	1

Table 1.8 Passing Rates on Licensure Exam (NCLEX-RN) for First-Time Takers

Year	# Tested	% Passed
2005-07	10	90%

Table 1.9 Financial Aid Recipients

(Source: Financial Aid Office)

Year	# Recipients	% Headcount
2005	10	50
2006	19	53
2007	29	74

Table 1.9 above reflects the number of fall-term Associate Degree Nursing students who receive some form of financial assistance each year. The information reflects duplicated headcount as many of the students continue to receive aid each year of enrollment. Forms of assistance include PELL grants, merit- and need-based scholarships, and loans.

Analysis of the Associate Degree Nursing program status was derived from review data.

Trends:

1. Job opportunities and employment in Carteret and neighboring counties continue to be available to our graduates.
2. The number of applicants for the program has increased each year making the application process more competitive. Eligible students that have been offered slots in the program and enrolled for NUR courses have been changing their mind regarding starting the program by 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.
3. Clinical sites have diminished in child health nursing.
4. Nursing scholarships/loans are available from the local hospital, Carteret Community College Foundation, and the state.

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 Associate Degree Nursing (ADN) Program has four full-time nursing instructors in addition to the full-time director. For additional information regarding these faculty refer to section “I-B” of this report. The program is supported by a secretary that serves all Allied Health Programs. The secretary’s responsibilities for the ADN 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 ADN 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 work stations, 3 round study tables, restrooms and storage facilities. Nursing (NUR) class and lab times between first year and second year ADN, and the Practical Nursing Education Program (PNE) have caused an overlap for the occupancy of the areas despite rescheduling attempts. Second year NUR students and faculty hold class in other rooms located in the Wayne West Building when there is an overlap of the designated AD nursing classroom. With revision of the schedules and coordination with the PNE 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 director. 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

Library Resources and Services include the following services:

Databases

The library has the following databases:

SIRS

NC Live—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

New England Journal of Medicine

The New England Journal of Medicine is only available in the library and the full text articles are only available on five public use computers. 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
- 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

Bibliography Services

The library provides bibliography services upon request for any faculty needing a list of library books, videos, periodicals, etc. in their subject area. Please contact Tara Guthrie if you need such a list for program re-accreditation, program review, library collection evaluation, or personal use.

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 Tara Guthrie. Please prioritize multiple purchase requests. A **Library Materials Request Form** (Exhibit Section 1-D-3-3) 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-3-4) should be completed and turned in to Tara Guthrie. Requests for new materials to strengthen any weak areas in the collection can be made at this time. Old materials may also be pulled to 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 bibliography services. Contact Tara Guthrie for more information.

Distance Learning Services

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

- Access to computers for login to class desktop
- 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 Annette Davis 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-3-5) must be completed prior to requesting materials for the first time, and an **ILL Request Form** (book form-Exhibit Section 1-D-3-6 and periodical form-Exhibit Section 1-D-3-7) is completed for each item being requested. These should be submitted to Annette Davis.

Library Skills Classes

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 Tara Guthrie. 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 exercise is desired. The library skills exercise 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-3-8) must be completed at the circulation desk for each item, and the item and form submitted to either Susan Hopkins or Annette Davis. Please allow 48 hours for processing reserves.

Technical Resources, equipment and supplies: Carteret Community College is committed to providing the technological resources and support to the Associate Degree 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 ADN 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 Associate Degree 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 first two years (2004, 2005) of the Associate Degree Nursing program were financially supported through grant monies. The basic support for the nursing program since 2006 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 AD Nursing program excluding faculty salary and benefit package for 2007-08 is \$16,500. 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 2006 include:

Year	Amount	Source
2006; 2007	\$66,000 per year	Carteret General Hospital
2006	\$45,000	Kate B. Reynolds Charitable Trust
2007	\$830	Disadvantaged Nursing Student Grant

The Associate Degree 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 ADN program was required to cut \$28,000 from its original request. In 2007, the program was required to cut \$15,000 from its request. The cuts directly impacted the program's 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 Associate Degree Nursing Program had its first group of program completers in May 2007. The business that was most impacted by the program was Carteret General

Hospital, who hired 7 of the 10 graduates into RN staff nurse positions. Other specific industries or businesses served by the program include Craven Regional Medical Center who hired one of our graduates. 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 Registered Nurse, therefore additional businesses will likely benefit from the program.

Students completing the Program are awarded an Associate in Applied Science in Nursing. Graduates are eligible to apply to take the licensure exam in order to practice as a registered nurse. Once licensed, the graduate can choose to continue their nursing education and seek an advanced degree and 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 are the closest 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, no graduates have obtained a Bachelor's Degree in Nursing.

Developments in the program since the Self Study and Program Review held February, 2007 include the following:

- Gained *Full Approval* Status from the North Carolina Board of Nursing (NCBN)
- All core NUR courses are web-supported and utilize Blackboard
- Curriculum revisions include Institute of Medicine's 5 recommendations and NCBN required elements
- Virtual clinical computer software (single user) available to assist student learning and application of knowledge
- Development of a clinical contract with Onslow Memorial Hospital for Maternal-newborn rotation

Section II
Program Content

A. Definition of the Program:

The Associate Degree 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 Associate Degree 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-RN) which is required for practice as a Registered Nurse.

Criteria for admission into the Associate Degree Nursing Program includes the following:

ASSOCIATE DEGREE 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.
- Complete one year or one high school unit of algebra, biology, and chemistry with a minimal grade of "C" in each. Post-secondary algebra, Biology, (BIO 110 or 111) and chemistry (CHM 131 or 151) taken at CCC or other colleges will be evaluated for transfer credit. A student is responsible for requesting transcript evaluation for transfer credit by the transfer counselor.
- A cumulative grade point average (GPA) of 2.5 or greater in related course work leading to the associate in applied science degree in nursing
- Have current certification in adult and child CPR from the American Heart Association (Healthcare Provider Course)
- 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. A current unrestricted license as a practical nurse waives the nursing assistant requirement. 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 including 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 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 Associate Degree 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 physical and emotional health which is 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. Students entering the second year of the program will be required to have updated TB screening test and physical examination. 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 grade of “U” 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 Associate Degree Nursing Program.

B. Curriculum

The following degree can be awarded from this program upon completion of degree requirements: *Associate in Applied Science 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 Associate Degree Nursing Program can be taken as a traditional class or through distance education via internet when offered. The Master Curriculum Plan as approved by the NCCCS is as follows:

**Carteret Community College
Associate Degree Nursing Program
Master Curriculum Plan (A45100)**

<u>FALL SEMESTER</u>			Class	Lab	Clinic/Exp	Cred
NUR	110	Nursing I	5	3	6	8
ENG	111	Expository Writing	3	0	0	3
BIO	168	Anatomy & Physiology I	3	3	0	4
PSY	150	General Psychology	3	0	0	3
TOTAL			11	6	6	17
<u>SPRING SEMESTER</u>						
NUR	120	Nursing II	5	3	6	8
NUR	133	Nursing Assessment	2	3	0	3
BIO	169	Anatomy & Physiology II	3	3	0	4
PSY	241	Developmental Psychology	3	0	0	3
TOTAL			13	9	6	18
<u>SUMMER SEMESTER</u>						
NUR	130	Nursing III	4	3	6	7
TOTAL			4	5	6	7

FALL SEMESTER (Second Year)

NUR 210	Nursing IV	5	3	12	1
ENG 114	Professional Research & Reporting	3	0	0	3
TOTAL		<u>8</u>	<u>3</u>	<u>12</u>	<u>1</u>

SPRING SEMESTER

NUR 220	Nursing V	4	3	15	1
Humanities Elective		3	0	0	3
TOTAL		<u>7</u>	<u>3</u>	<u>15</u>	<u>1</u>

TOTAL - 69

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 Associate Degree 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 registered nurses. The conceptual framework of the program encompasses the three major roles of the registered nurse in mind: provider of care, manager of care, and member within the discipline of nursing. Within the three roles core, additional competencies serve as cornerstones for the student's development, understanding and appreciation of nursing. The three major roles of the registered nurse serve as concepts and are noted throughout the curriculum plan and most clearly evident in 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, 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 student with the skills and knowledge to provide holistic care for individuals and groups of patients across the lifespan to 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 means in written, verbal and electronic means, 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 develop and revise the curriculum with input from recommendations and ideas from the American Nurses Association Practice Standards, the National League for Nursing Associate Degree 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 in health care trends in delivery systems and 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 obtains 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 110, 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, 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 courses are placed in the curriculum in the following sequence: BIO 168 Anatomy & Physiology I and BIO 169 Anatomy and Physiology II. These courses use a systems approach to provide a foundation of basic anatomical and physiological principles to support the understanding of the content covered in NUR 110, NUR 120, NUR 130, NUR 210, and NUR 220. The BIO 168 and BIO 169 courses are part of the first two semesters of the curriculum plan and help provide 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 of the first year 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 130 (Maternal-newborn and women’s health nursing) taught in the third semester and NUR 220 which covers the nursing care of patient with mental health needs.

C. External Accreditation:

The Associate Degree 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

In 2006, the North Carolina Community College System awarded a 2-year grant to fund a Nursing Curriculum Improvement Process. The goals of this effort are to identify the strengths and weaknesses in ADN Curriculum, assure content is current to practice and requirements mandated by the NCBN, and aid the student in completing the program through easier transfer among AD Nursing Programs. The Associate Degree Nursing program is the only curriculum in the state system that offers two methods of acquiring the degree. The curriculum will be redesigned and follow one method of delivery across the state. Projected implementation of the new curriculum plan is August 2009.

In addition to the NC Community College initiative, the North Carolina Board of Nursing is requiring that all nursing programs in the state hold National Accreditation by 2015. At this time only half of the Associate Degree Nursing Programs hold this *voluntary* recognition. There are no Practical Nursing Education Programs in N.C. that hold accreditation. All Bachelors (in Nursing) Programs in N.C. hold National Accreditation.

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

Testing and remedial course work

Placement testing is required of students planning to submit a 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)	Writing Sample (3+)
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.

NOTE: The Writing Sample is no longer a part of the placement test.

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-RN licensure examination. Each semester the language of the questions become 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, can be from test banks supporting the required textbook, or taken from NCLEX-RN test banks. Selection of test questions correspond with the unit objectives. Tests are pencil-paper version utilizing the scantron machine for grading and analysis.

Standardized testing is done semesters 2-5 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 basic math test is administered during the first semester of the program as part of the assessment of readiness to administer medications. If a student is determined to have weaknesses in basic math skills (adding, subtracting, division and multiplication) 6 hours 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. If the student earns less than a 90; he or she is dropped from the program. The basic mathematical 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. Drug calculation tests are administered semesters 2-5. Students are required to earn a grade of 90 or better on the 20 item test. The drug calculations represent “real” drug orders and scenarios that a student would likely encounter in the clinical or practice setting. As with the basic math test, six hours of remediation is required should the student not earn a minimal grade of 90. Retesting is within 1 week and if the student is unsuccessful, he or she is dropped from the program.

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 recognize 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. Several skills have been videotaped by faculty and made available as web-enhanced activities. Specific equipment that is used in health care settings and practice are 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 assess 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 are also evaluated by students and include opportunities to provide feedback on the methodologies used by the program. Results from student surveys and program completion survey 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

As indicated in Section II-D; the NCCCS is financially supporting a Nursing Curriculum Improvement Project and pays the expenses of the college’s representative to attend meetings, lodging and travel. It does not cover the funding to release a faculty member to re-develop the entire nursing curriculum in order to be able to implement the required changes in August 2009. 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 Associate Degree Nursing Program. This will be discussed in Section V of this report.

Section III

Outcomes

A. Identifying outcomes

Carteret Community College received its initial approval from the North Carolina Board of Nursing to offer an Associate Degree Nursing (ADN) Program upon completion of the application process and site survey in June 2005. In accordance with the *North Carolina Administrative Code, (NCAC) 21 36 .0302*, the program director developed the over all program purpose, objectives, and program 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, National League for Nursing, and the American Nurses Association.

NCAC 21 36 .0317 (d) requires the ADN 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 new National League of Nursing Accrediting Commission, and Institute of Medicine recommendations. The Program Advisory Board, which is primarily made-up by Registered Nurses and employers, contributes in the outcome develop process by making suggestions and recommendations to faculty. The ADN program must stay abreast to 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"*

With this in mind, assuring compliance that the faculty currently employed by the college meet this Rule became a priority administrative outcome. The other outcomes help determine if the program is achieving its mission.

- Full time faculty members not meeting the North Carolina Board of Nursing *Practice and Education Standards*, will show evidence of active progress in meeting requirements by May 2008.

Results: Deadline to assess outcome is May 2008. However, at the time of this program review, 4 of the 5 fulltime nursing faculty have met requirements or have evidence of active progress in meeting the requirements.

- 85% of the graduates will successfully pass the NCLEX-RN for licensure on the first attempt.

Results: 90% of the graduates successfully passed the NCLEX-RN for licensure on the first attempt.

- 90% of the responding employers through survey will indicate that graduates demonstrate competent, safe and effective nursing care as beginning practitioners.

Results: 100% of the responding employers indicate that graduates demonstrate competent, safe, and effective nursing care as beginning practitioners.

- 90% of the responding employers will indicate overall satisfaction with graduates of the Carteret Community College Associate Degree Nursing Program.

Results: 100% of the responding employers indicate overall satisfaction with graduates of the Carteret Community College Associate Degree Nursing Program.

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.

- *80% of the students entering the second year of the program will complete the requirements for graduation based on academic criteria.*

Results: At the time of this review, only one class cohort has completed the program and of those, 75% of the students entering the second year in 2006 of the program completed requirements for graduation based on academic performance.

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

Results: 100 % of the graduates who sought out a nursing position as a Registered 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.

- *85% of the graduates will successfully pass the NCLEX-RN for licensure on the first attempt.*

Results: 90% of the graduates successfully passed the NCLEX-RN on their first attempt.

The Associate Degree 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 at the university level. Bachelor of Science Degree Nursing Program Coordinators from University of NC at Wilmington and East Carolina University are invited to speak to the graduating students about their programs designed for the RN-to-BSN track. At the time of this program review, two graduates are taking classes to further their nursing education, one of which is outside the NC University System.

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 first year of the ADN program will utilize information technology to acquire supportive content knowledge and communicate with faculty members.

Results: 100% of the students enrolled in the first year of the ADN 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 first level nursing courses are web-supported courses and utilize Blackboard for a number of instructional activities and communication with faculty members.

- 100% of the students enrolled in the second year of the ADN program will utilize information technology to acquire, interpret, evaluate process and synthesize information knowledge to make decisions and solve problems.

Results: 88% of the students enrolled in the second year of the ADN program utilized technology to acquire, interpret, evaluate process and synthesize information knowledge to make decisions and solve problems as evidenced by homework assignments, formal literature reviews, use of the electronic medical record in the clinical setting to prioritize nursing care, problem solve and make decisions.

- 95% of the students enrolled in the final nursing course will demonstrate competency of drug calculation by earning a grade of 90 or better on the drug calculation test.

Results: 100% of the students enrolled in the final nursing course Spring 2008, demonstrate competency of drug calculation by earning a grade of 90 or better on the drug calculation test.

- 80% of the students enrolled in the program will reach level 2 score ranking in ATI proctored knowledge assessment tests.

Results: The program implements proctored standardized assessment tests the 2nd through 5th semester of the program. Level scoring and ranking by the ATI testing company became active in the fall of 2006. At the time of this program review, the fifth semester proctored testing has not been completed. Of the first cohort of students receiving level score ranking on these tests, the results of the outcome are as follows:

- a. 86% of the students enrolled in the program reached a level 2 score ranking in the ATI proctored fundamentals of nursing assessment test.
- b. 92% of the students enrolled in the program reached a level 2 score ranking in the ATI proctored maternal-newborn knowledge assessment test
- c. 44% of the students enrolled in the program reached a level 2 score ranking in the ATI proctored Leadership knowledge assessment test
- d. 66% of the students enrolled in the program reached a level 2 score ranking in the ATI proctored nursing care of children knowledge assessment test

- 80% of the students will communicate on a professional level with other members of the healthcare team and when in a professional environment.

Results: 94% of the students enrolled in the ADN 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 the first cohort of students enrolled in the Associate Degree Nursing Program, the program director had the graduating students participate in a Program Completer Survey, one week 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 AD Nursing Program and support services.

Of the responding students,

- 100% agreed they accomplished their goal for attending Carteret Community College
- 100% agreed the following services were satisfactory when used by the student:
 - a. Student Enrollment Resources
 - b. Campus Security
 - c. Financial aid office
 - d. Academic Support Services and TRIO
 - e. Learning Resources Center

- 90% agreed the Computer Assistance Lab was satisfactory
- 55% agreed that the classroom was adequate to support learning; comments from survey participants identified that “more classroom space was needed; they were bumped from the nursing area and nursing resources in order to have class in other areas of the building”,
- 100% agreed that the nursing skills lab was adequate to support learning; Three comments were made noting that the skills lab would likely not be adequate to support learning in the future as the program grows in enrolled students
- 90% agreed that traditional lecture was the best strategy used by faculty to help with understanding the course content
- 70% agreed that powerpoints and computer assisted instruction software were other strategies that promoted learning
- The majority of program completers felt the final 2 NUR courses best prepared them for entry level practice.

Graduate Surveys were completed 6 months after program completion to these same individuals, and 100% of the respondents reported that while in school they found the nursing faculty available and helpful and 100% of the respondents reported outside class communication with the faculty member while enrolled in the program.

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

Further follow-up from the nursing faculty with the members of the first graduating cohort have identified that all graduates have now received a license to practice as a Registered Nurse and have secured employment in that field. Two graduates work outside the state of NC while the remaining 8 are employed at Carteret General Hospital thus aiding in accomplishing the overall goal of the Program and Carteret Community College’s mission.

The response and plan of action to address the outcomes will be discussed in Section IV.

Section IV
Strengths, weaknesses, and recommendations

Need for change

The Associate Degree Nursing Program admitted its first cohort in August 2005. Upon conclusion of the program, the students were asked to complete a “*Program Completer Survey*” developed and distributed by the Program Director. In addition, these individuals were 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 help guide the need for changes and revisions, future needs, and ongoing strategies and interventions that the program and faculty implements. The following discussions are a result of comments and implementations from August 2005 to current date.

A. Strengths identified by students and external sources

In February, 2007, The North Carolina Board of Nursing (NCBON) Education Consultants identified in their site survey that strengths of the program included:

1. Experienced faculty in Associate Degree Nursing education
2. Strong curriculum design
3. Supportive clinical learning sites
4. Community and campus support
5. Supportive and active Program Advisory Board
6. Well written self-study report (Program Descriptive Report)
7. Happy students

In the Program Completer Survey, April 2007, respondents identified the following strengths:

1. Curriculum
2. Great instructors
3. Up-to-date equipment
4. No entrance test for admission
5. Faculty available outside of class time to help

In December, 2007, the Graduate Survey respondents reported the following strengths:

1. Strong program; graduates are perceived by employer as being advanced, like experienced nurses when compared to other new graduate hires
2. Continue instructional design that includes opportunities for hands-on-skills
3. Feelings of confidence, proficiency in skills and care due to curriculum requirements and opportunities

In December 2007, an Employer Survey was distributed in order to ascertain information about the level of quality of the graduates. From this formal survey, there was a poor return rate (30%). Overall, 100% of the responding employers of the graduates indicated satisfaction with the Associate Degree Nursing graduate.

Informal survey discussions with graduate employers also indicated satisfaction with graduate and remarked on the high skill level of the program graduate from Carteret Community College when compared to other new graduate hires.

B. Weaknesses identified by students and external sources

In the site survey by the NCBON in February 2007, no weaknesses were identified.

In the 2007 Program Completer survey, weaknesses identified included:

1. need for preceptorship clinical experience
2. some required books not useful
3. not enough classroom space for nursing students
4. restricted clinical sites
5. assuring each clinical group has the same requirements and standards

The Graduate Survey of December 2007, identified the following weaknesses:

1. need to increase content on nutrition

No weaknesses were identified on the Employer Survey.

C. Recommendations by program staff

After the first group of AD Nursing students entered the program it was apparent that their Nursing Assistant (NAI) skills and abilities varied greatly, regardless of the requirement of being certified as a NAI as part of the admission requirements. With deficiencies in skills students had been certified on by the State of NC, further investigation by the faculty on each of the student's exposure with real patients became a focus. Through direct discussion with students the faculty found that less than half of the cohort had real clinical experience with patients as a certified NAI. Further investigation with the NC Division of Facility Services, who lists certified NAI on a State registry, the faculty discovered that individuals can become listed and certified without ever having real patient clinical contact. With this knowledge, and student's performance, the faculty **recommended** that a minimum of 50 clinical contact hours as part of the certified NAI training be required. This was implemented fall 2006. The faculty noticed that the new students enrolled in the fall 2006 and fall 2007 classes have demonstrated stronger psychomotor skills and comfort level when working with real patients.

The Master Curriculum Plan for the Associate Degree Nursing Program (A-45100) required CIS 113 (Basic Computers) during the summer semester. The rationale behind including a basic computer class was to help prepare the nursing student for learning activities that used computer software, assignments and for the licensure examination (NCLEX-RN) which is a computer adaptive test. The faculty discovered that the students enrolled in the nursing program had computer skills beyond the competencies of CIS 113. Textbooks for the first semester of the program came with computer instructional supplemental discs and assignments that supported the nursing course, thus requiring students to have basic computer skills. The North Carolina Board of Nursing (NCBON), recommended to the faculty to delete CIS 113, or to add it earlier to the curriculum plan. Furthermore, it was identified that the CIS 113 course would not transfer to a university should the graduate of the program decide to further his or her education. The faculty **recommended** deleting CIS113 from the total curriculum plan. This was implemented for fall 2006 and filed with the North Carolina Community College System (NCCCS) Office. In order to be assured that students enrolling in the program had the necessary competencies with computer skills, the basic computer and keyboarding placement test

was added to the minimum requirements. This was implemented in fall 2007. Faculty have found that students entering fall 2007 have adequate computer skills in order to complete assignments and supportive computer assistive instruction programs. In an effort to support the College's initiatives of providing quality learning and use of technology, the full-time faculty have completed blackboard training and have embedded blackboard activities into each of the core nursing (NUR) courses.

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 NCBON Educational Standards and Rules, the process for developing clinical contracts was carried out properly when the program was first developed in 2004. Clinical learning sites are limited for our program and require careful planning, flexibility, and communication with all parties. As part of the Total Program Evaluation Plan, the students and faculty evaluate clinical learning sites each semester using a survey/evaluation tool. Faculty take 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:

1. Century Care of the Crystal Coast (last used fall 2005)
2. Carteret Clinic for Adolescents and Children (last used summer 2006)

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.

1. Taylor Extended Care (implemented fall 2006)
2. Carteret OB-GYN Associates (implemented summer 2006)
3. Onslow Memorial Hospital implemented summer 2007)
4. Craven Regional Medical Center (in-process)

At the time of this program review, the program director has held conversations with the Hospital-Nursing Programs Liaisons from Onslow Memorial, Carteret General, and Craven Regional Medical Center, regarding the development of preceptorships for our senior students in their final NUR course. Preceptorship objectives and guidelines are being developed at the time of this report.

In order to be aligned with the National League for Nursing Accrediting Commission (NLNAC) competencies, and to be compliant with Standards of Nursing Practice, and the NCBON Educational Standards and Rules, the nursing faculty **recommended** and made the required revisions to the nursing curriculum content addressing specifically:

1. Associate Degree Nursing Program's Educational Outcomes (revised 2007)
2. Curriculum revisions- Quality Improvement in nursing care (revised 2007)
3. Curriculum revisions- Evidence Based practice (revised 2007)
4. Curriculum revisions- 120 hours of focused client care (developed 2007; implemented Spring semester 2008)

In addition to the 4 items above, the faculty **recommended** utilization of simulations with both real patients (volunteers) and low and mid-level fidelity manikins to promote

student's critical thinking skills, skills competencies, collaboration and experiences in pediatric specific scenarios. This was first implemented in fall 2006 as a collaborative venture with the EMS, Respiratory and Radiology programs in the division. This has grown over the past year and now includes simulations each semester with both manikin simulators and real patient volunteers. The program has purchased one pediatric mid-level simulator and one adult mid-level simulator to support its learning outcomes.

In the *Program Completer survey* from the 2005 cohort, several students made note that they would like to see the nursing faculty all in one building, versus holding office in buildings at the other end of campus. The Program Advisory Board had also made this recommendation in fall 2005. Discussion where held by the Program Director, Allied Health Sciences Director and Vice President regarding this **recommendation** and suggestion. In the Fall Semester 2007, all full-time Associate Degree Nursing faculty have office space in the Wayne West Building which also houses the nursing classroom and skills lab.

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 students' 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 2006 cohort. In summer 2007 the faculty made **recommendations** in setting benchmark scores to assess performance levels and identify high risk students before their performance was unable to be improved and there was the risk of failure.

On average, the retention rate of students in the NCCCS Associate Degree Nursing Programs is 54%. Retention of students, and thus program completers, is a high priority for the program faculty at Carteret Community College. Of the first cohort that entered 2005, (graduated 2007) there was a 50% retention rate. Of the entering cohort 2006, to date the retention rate is 38%. Although the program must count all students who are no longer in the program, the faculty began to track the reasons students were no longer in the program and noted that not all attrition is academic related as noted in the following table.

Table IV.a Attrition

Cohort	Personal reasons	Academic reasons/failure
2005	2	8
2006 (to date)	8	5
2007 (to date)	3	4

Personal reasons (as reported by students) included: 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 academically retain and assist students as well as better preparing perspective 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.

Of the 55 Associate Degree Nursing Programs in the NCCCS, approximately half of the programs have a competitive and selective admission process. There is no data to support that nursing programs using this admission procedure have higher retention and/or higher NCLEX-RN licensure results. At Carteret Community College, the program was designed to be “first-come, first-served” based on meeting general admission requirements for the program. No specific admission test was required. In the early spring 2007, the Chief Academic Officer **recommended** that the program move to competitive admission. In the fall 2007 the new procedure was developed by the Nursing faculty, and was presented to and approved by the Curriculum Review Committee. Implementation of the new admission process will begin for the fall 2009 cohort.

Other changes based on faculty and study feedback included deleting several textbooks from the required textbook list. Two senior students and two freshman students were asked to participate in evaluating a resource text for consideration by faculty for adoption. The students who participated **recommended** the decision to adopt the new text noting it would assist them in the academic studies. Faculty concurred and the new book was adopted fall 2007. Two students participated in reviewing computer assisted instruction software. Based on their **recommendations**, one of the programs was purchased and has been an addition to the pediatric content.

Nutrition is integrated within the curriculum and supported with a basic textbook. The faculty **recommended** a new textbook that is more in-depth and has a focus on evidence-based practice. This text was adopted in fall 2007. In addition, nutrition content was revised and focuses on the Institute of Medicine’s recommendations.

D. Strategies for change

In order to be assured that all clinical (and lab) instructors are expecting the same requirements and standards of performance, all nursing courses hold a team meeting. Minutes of these meetings are stored in the Director’s office. In the fall 2007, the senior course faculty begin meeting every month (and more often as necessary) to discuss clinical issues, clinical assignments, paperwork and performance evaluation. Minutes of these meetings are kept by the lead instructor. The program Director recommended to the Lead Instructor for the freshman courses to consider this strategy as well to be assured that all faculty teaching in the lab and clinical sections are holding students to the same expectations.

Implementing more learning simulations into the curriculum requires a tremendous amount of planning, coordination and organization from the faculty. To date, three scenarios with adult manikins have been carried out and one simulation activity with real

patients. One of the Program Advisory Board members donated a video camera to the program, and this has been used in the simulations to help with student debriefing and faculty evaluation of the event. A template was developed for faculty to use when planning a scenario that will become a mandatory requirement for use in fall 2008. Using this tool will allow a clear view of the learning objectives, supplies needed, and correlation to program outcomes. Faculty development opportunities to learn about using simulations in the nursing curriculum have been supported by the college.

Due to the special and unique needs of enrolled nursing students and the attrition rates of the program, requests for outside funding to support tutors for the nursing students is a strategy that the program implements. The program received \$500 from the Disadvantaged Nursing Student funds in Spring 2006 that supported the salary for an RN tutor. In the fall 2006, a mini grant was submitted to the CCC Foundation to request support for ongoing tutoring of enrolled Associate Degree Nursing Students. That grant request was denied. The program director called upon graduates of the program to volunteer by assisting with tutoring. Two graduates accepted the call and provided outside class and clinical tutoring during the fall 2007 semester. One of the Program's Advisory Board members answered the call and provided a free "stress management for nursing students" program. In fall 2007, the program wrote a grant request to the CCC Foundation to provide a one-day workshop to enrolled nursing students on "test taking and study skills while in nursing school". This request was funded and 29 students participated. A formal evaluation of the workshop, completed by the students, noted overwhelmingly this workshop should be offered prior to their first semester of NUR courses. Based on that, the program is working with the CCC Corporate and Community Education Division to offer this workshop to incoming students each fall. Recognizing that students find themselves in financial strain while in the program, the program director arranged for the Financial Aid Officer to speak to each incoming cohort about financial support the college offers. This began with the second cohort (2006) In addition, in 2006, the director has provided a link to Carteret General Hospital's Nursing Scholarship, on its webpage. Another strategy implemented by the program to assist the unique needs of the community college student population, was to change the require attendance policy so that it aligns with the majority of other CCC attendance policies. To enhance student retention, the attendance policy moved from 90% of all class, lab and clinical hours to 80%. The effort has allowed the program to retain three students that would have otherwise, been required to drop. These students have now moved into the second semester of the program. The program will continue to develop strategies and look for ways to provide the support both academically and psychologically that the enrolled nursing student needs in order to increase their likelihood of success.

Development of preceptorship is a goal of the program, yet is not an easy accomplishment. The program director is currently working on developing this as a compliment to the regular clinical learning opportunities for senior students. Target date for implementation is spring 2009.

Other strategies for change include further use of all ATI resources provided by the company. An individualized session with the company representative is scheduled for spring semester 2008 for both students and faculty. Use of these resources may directly support student attrition.

In preparation for anticipated System Office AD Nursing Curriculum change, the college is supporting the faculty to attend workshops and professional development activities to learn how to teach nursing care in a conceptual model.

Section V
Future Issues

In the summer of 2006, the North Carolina Community College System (NCCCS) approved a request to financially support a two-year Nursing Curriculum Improvement Project (N-CIP). Each President of a Community College that offers an Associate Degree Nursing Program was informed of the project in September, 2006. The project is in its final 9 months at the time of this program review. The project is a collaborative restructuring and revision of the Associate Degree Nursing Education curricula (A-45100 and A-45120). The proposed outcomes of the N-CIP include:

- a. A multi-institutional effort that leads to the adaptation and implementation of one Associate Degree Nursing Curriculum Standard which meets all the accrediting agencies and reflects the advances in nursing and healthcare practices,
- b. One curriculum Standard which will ensure a seamless articulation for students moving among institutions of the community college system,
- c. Faculty development as needed to support curricular development and adaptation,
- d. Increase in nursing student retention throughout the multi-institutional campuses due to improved articulation, and
- e. Increase in number of nursing graduates and better prepare graduates for current workforce demands and expectations.

The changes will:

- a. include the regulatory changes set forth by the NC Board of Nursing,
- b. reflect the recommendations identified in the reports of the Institute of Medicine Health Professions Education: A bridge to quality,
- c. Include recommendations cited in the 2004 report from the NC Institute of Medicine's Task force on the North Carolina Nursing Workforce,
- d. Include recommendations from the state wide advisory committee formed from those appointed by each community college president with an Associate Degree Nursing Curriculum.

A. Future Curricular Changes

With the work of the Nursing Curriculum Improvement Project (N-CIP), and final approval by the College Presidents and NCCCS Board of Trustees, the current Associate Degree Nursing curriculum will require an entire restructuring. This will require the faculty to develop the new curriculum (as well as develop new learning strategies) during the academic year 2008, receive approval from the local level, educate the public and prospective students, and be prepared to begin implementation fall 2009 with the fall semester entering students. The current curriculum (A45100) will continue to be offered to the senior students during their final year of study. Once that cohort of senior students complete the program (May 2010), the current curriculum will no longer be offered.

B. Market Trends

Current statistics indicate that 65% of the Registered Nurse workforce in the United States is practiced by individuals who hold an Associate Degree in Nursing. This is an

increase in 5% from 2004. The North Carolina Center for Nursing reports that by 2020 the state is expected to need approximately 108,000 RNs while the supply is expected to be only about 76,000-approximately 70% of the expected demand. According to a Regional Scan and Program Demand report completed by *Economic Modeling Specialist (2007)* Registered nurses represent one of the top ten high-growth occupations and an anticipated 27 new job openings from 2007-2013. 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 Registered 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 only one LCD projector and laptop and often the need for use overlaps between nursing faculty. At the present time the classroom designated for the Associate Degree Nursing (ADN) 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 ADN program as well as the Practical Nursing Education 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 NCCCS. This includes the need for effective planning and prep time for all ADN 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 yet faculty 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, competitive admission process beginning 2009, 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 2008, 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, 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 only 2 of the 5 full time faculty hold the required degree. 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.