**2011-2012 Instructional Program Review
Vocational Nursing**

LVN PROGRAM REVIEW KEY

* SELF-STUDY QUESTION/S = RED FONT
* SELF-STUDY RESPONSES=BLACK FONT AND HYPERLINKS
* EXTERNAL REVIEW COMMITTEE QUESTION/S AND EVALUATION OPTIONS = GREEN FONT
	+ Overall Evaluation:
	 Evaluate as “Acceptable” or “Unacceptable” – Only give “Unacceptable” if also give a “Recommendation.”
	+ Breakdown Evaluation:
		- “Commendation” – Recognition for outstanding self-study response.
		- “Comments” – Self-study response is adequate, but there is possibly room for improvement. This section was previously titled “Concern” and is evaluated as “Concern” in this document, but “Concern” actually just means that the committee had comments to offer that may benefit the LVN program in future reviews.
		- “N/A” – Self-study response is adequate (not outstanding, but not lacking) or the question requires comments from the external review committee.
		- “Recommendation” – The self-study answer is not adequate or an answer to the self-study question/s was not provided.
* EXTERNAL COMMITTEE COMMENTS AND QUESTIONS = RED FONT

MEMBERS OF LVN EXTERNAL REVIEW COMMITTEE

* Bruce Moseley
* Matt Craig
* Donna Pergrem
* John Gladstein

2011-2012 Review Findings

**Overall Summative Findings** **– Director of Institutional Effectiveness (Attended Committee Meetings and Compiled Findings)**

Overall, the LVN External Review Committee stated that the LVN program provided a through, well thought out plan that provided requested data, identified areas for improvement, and documented success. The committee awarded one commendation which is a meaningful recognition for an outstanding response and all other responses were deemed good or acceptable. Initially, the committee had made one recommendation, but LaVon Barrett addressed the committee’s primary concern and the Director of Institutional Effectiveness changed the evaluation to a “Comments” coding and edited the committee’s original feedback to reflect the new submission information. Well done.

**Breakdown Findings – Committee Evaluation**

* Commendation (Outstanding Response)

Section II – Part A

* N/A (Good/Adequate Response with No Obvious Areas for Improvement )

Section I – Parts A, D, E
Section II – Parts B, C, D, F

Section III – Parts D, E

Section IV – Parts A, B

Section V – Parts B, C, E, F

Section VI – Parts A, C, D

* Comments (Acceptable Evaluation, but May Possibly Benefit from More/Clarified Information) – Noted as Concern in Document

Section I – Parts B (Pg. 6) and C (Pg. 9)

Section II – Part A (Pg. 46) Part E (Pg. 19)

Section III – Parts B (Pg. 47) and C (Pg. 55)

Section V – Parts A (Pg. 63) and D (Pg. 65)

 Section VI – Part B (Pg. 67)

**QUICK LINK TO SELF-STUDY SECTIONS**

[SECTION I – Program’s Purpose](#I)

* [PART A – Purpose of Program](#I_Part_a)
* [PART B – Purpose Statement Revision Date](#response_IB)
* [PART C – Accreditation Information](#I_Part_C)
* [PART D – Accreditation Benefit](#I_Part_D)
* [PART E – Admissions Policies](#I_Part_e)

[SECTION II – Program’s Improvements](#II)

* [Part A – PET Form Improvements](#II_Part_A)
* [Part B – Program Review Improvements](#II_part_B)
* [Part C – Strategic Plan Improvements](#II_Part_C)
* [Part D – Future Strategic Initiatives](#Response_D)
* [Part E – Assessment Team](#II_Part_E)
* [Part F – Demand for Primary Services](#II_Part_F)

[SECTION III – Curricula and Faculty](#III)

* [Part A – Curricula Changes](#III_Part_A)
* [Part B – Faculty Involvement in Curricula Review](#III_Part_B)
* [Part C – Course Objectives and Outcomes](#III_Part_C)
* [Part D – THECB GIPWE Requirements](#III_Part_D)
* [Part E – Updated Curriculum Vita CN and Transcripts](#III_Part_E)

[SECTION IV – Budget](#IV)

* [Part A and B – Budget Requests and Cost Savings](#IV_Part_a)

[SECTION V – Resources](#V)

* [Part A – Technology Access and Training](#V_Part_a)
* [Part B – Record and Information Security](#V_Part_b)
* [Part C – Quality of Environment](#V_Part_C)
* [Part D – Physical Facilities](#V_Part_D)
* [Part E – Changes Needed to Serve Clients](#V_Part_E)
* [Part F – Collaboration with AC Programs](#V_Part_F)

[SECTION VI - Publications](#VI)

* [Part A – AC Web pages](#VI_Part_A)
* [Part B – Printed Documents](#VI_Part_B)
* [Part C – SACSCOC Accreditation References](#VI_Part_C)
* [Part D – Lack of SACSCOC Accreditation References](#VI_Part_D)

**Section I: Program’s /Department’s Purpose**

1. State the purpose of the program/department and how it supports the mission of Amarillo College.

The vocational nursing program at Amarillo College exists to educate vocational nurses to meet the needs of the healthcare community, as identified on the 2011-2012 Planning and Evaluation Tracking (PET) form ([see attached document](#PET)). The VN purpose statement supports the mission of Amarillo College - enriching the lives of our students and our community) as students successfully meet the needs of the healthcare community they enrich the lives of themselves and the community as a whole.

Part 1 of the program’s goal statement directly relates to Goal 1 of the AC strategic plan, specifically strategy 1.1- Adjust instruction and services based on assessment data. Program data obtained on the NCLEX-PN examination is analyzed as a means to track trend lines for instruction, further promote student success and expand and evaluate instruction.

Goal 2 of the VN program also directly relates to strategy 1.1 as it states, prepare students to meet ATI (Assessment Technology Institute) comprehensive benchmark. Data is gathered and tracked based on the program benchmark. Data is used as a means to provide assessment and remediation of student strengths and weakness and program instruction is augmented by watching for those gaps and weaknesses in student performance.

The VN program began in 1951 and continues its strong testament to the need for vocational nurses in our community. The program is 44 credit hours and is approved by the Board of Nursing for the state of Texas. Students who complete the program are eligible to sit for licensure as a vocational nurse in the state of Texas. The program continues to evolve and change as the needs of students change. The program continues to be a traditional program augmented with online components. Technology has added a new dimension with the inclusion of simulation as a clinical tool. Students are introduced to the many opportunities that await them upon employment through our varied clinical opportunities. Our goal is student success as we work to provide a quality education through community collaboration and responsible stewardship of the resources provided to us by the college.

***EXTERNAL REVIEW COMMITTEE:*** *After reviewing the purpose statement, determine whether the answer indicates how this program/department supports the mission of Amarillo College. How does the purpose statement include all the components of the program/department (e.g. delivery approaches, credit and continuing education options, community service offerings, etc.)?*

***EVALUATION:***

Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

SECTION I – Part A
SUPPLEMENTARY MATERIALS [(Return to Response)](#I)

**Planning and Evaluation Tracking**

**College Year: 2011-2012**

**Division of: Nursing Person Responsible: Sheryl Mueller**

**Department of: Vocational Nursing Person Responsible: LaVon Barrett**

**Purpose Statement: To educate Vocational Nurses to meet the needs of the healthcare community. *(Revised April 20, 2011)***

# Goal Statement #1: Prepare students to meet ATI (Assessment Technology Institute – assessment and remediation program) comprehensive benchmark.

## Objectives/Outcomes (including assessment tools and standards): prior to graduation, all students will achieve a 60% score on the ATI comprehensive exam as measured by ATI tracking report. (4/11)

## Results: 31 out of 34 students who took the comprehensive in November 2010 scored at or above the 60% program benchmark on the ATI exam as measured by the ATI tracking report. 43 out of 48 students who took the comprehensive in April 2011 scored at or above the 60% program benchmark on the ATI comprehensive exam as measured by the ATI tracking report.

## Use of Results (including improvements and revisions):

 **Previous Year’s Analysis: 91% of the November 2010 class and 89.5% of the April 2011 class fell within the program benchmark compared to 89.5% for April 2010 and 87% for November 2009. The current two classes scored higher on the comprehensive than the previous two classes. This is also in light of a new more difficult test plan that affects the April 2011 class. Students who fell below the program benchmark were required to remediate prior to completing the program.**

 **Next Year’s Plan of Action: We will continue to use the comprehensive exam as a means of preparing students to pass the State Board exam. The results of the comprehensive exam were given to each instructor so they can see the content areas were students were weak. No major curriculum changes will be made but each instructor can make changes in content based on weak areas.**

**Goal Statement #2: Prepare students to enter the workforce.**

## Objectives/Outcomes (including assessment tools and standards): At the completion of the program, Vocational Nursing students will meet the state benchmark for employment as measured by THECB (Texas Higher Education Coordinating Board).

## Results: The Vocational Nurse benchmark for employment was 94% exceeding the statewide benchmark for employment of 90%. (4/11).

## Use of Results (including improvements and revisions):

 **Previous Year’s Analysis: Previous year’s employment rate was 96.65% compared to this year’s rate of 94%. The down turn in the economy has affected all job markets. Jobs for Vocational Nurses has held steady.**

 **Next Year’s Plan of Action: Continue to educate students to seek licensure as vocational nurses. We will base enrollment on eligible applicants.**

**Goal** **Statement #3: Prepare students to take the national licensure examination for Vocational Nurses.**

## Objectives/Outcomes (including assessment tools and standards): At the completion of the program, 85% of graduating Vocational Nursing students will pass the licensure exam on the first attempt. (This is higher than the 80% pass rate required by the state board of nursing).

## Results: Reporting year 2010 – 71 out of 76 graduates took and passed the licensure exam on the first attempt. This is a 93.42% pass rate.

## Use of Results (including improvements and revisions):

 **Previous Year’s Analysis: The pass rate of 93.42% for 2010 is a little lower than the pass rate for 2009 at 95.83%. The pass rate continues to exceed the 85% program benchmark.**

 **Next Year’s Plan of Action: The Board of Nursing has updated the Differentiated Essential Competencies for Vocational Nursing. We have worked hard to update our curriculum to reflect the new competencies. We will have a Board visit in October of 2011. We will continue to strive for the high standards that have been the hallmark of our program.**

1. When was the last time the program’s/department’s purpose statement was reviewed/revised by employees in the program/department?

The purpose statement (To educate Vocational Nurses to meet the needs of the healthcare community) and program philosophy (see Philosophy and Organizing Framework included as artifact) was reviewed by the VN faculty on 4/20/2011 in faculty meeting. ([See attached meeting minutes](#MEETING)), as part of transitioning from the Board of Nursing’s DELCS (Differentiated Entry Level Competencies) to the DECS (Differentiated Essential Competencies). The purpose statement and program philosophy remains consistent with the purpose stated on the PET form.



***EXTERNAL REVIEW COMMITTEE:*** *Does the answer indicate the last time the program’s/department’s purpose statement was reviewed/revised by faculty or staff in the program/department? Is the information consistent with the revision date of the purpose statement on the Planning and Evaluation Tracking (PET) form?*

***EVALUATION:***

Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

Appears to be more information than required – purpose of graphic?

SECTION I – Part B
SUPPLEMENTARY MATERIALS

**VN FACULTY MEETING –** [**(Return to Response)**](#response_IB)

 April 20, 2011 1:00 p.m.

 Faculty : LaVon Barrett, Ginny Coppock, Tamara Rhodes, Teresa Smoot and Tammie Tabor

 Staff: Connie Lax

| Topic | Discussion | Action/Responsibility Assigned |
| --- | --- | --- |
| Welcome | LaVon Barrett, Coordinator, welcomed all.  |  |
| New Business | **Pinning**Pinning will take place at Amarillo High on Tuesday, May 10th at 6:00 p.m. There are 45 potential students graduating. LaVon Barrett and Teresa Smoot will pin. Ginny Coppock will read names and Tamara Rhodes will read the thank you’s. Tammie Tabor will officiate over the pinning ceremony. Level I will be in charge of the decorations and Level II will be responsible for refreshments. Lee Moore will give the opening prayer.Jason Sutherland will recite the nurse’s poem at the closing of the ceremony. Award recipients were chosen.Honor Graduate (waiting on grades)Charlene Anglin – Natasha SaucedaEchols/Miller – Jason Sutherland and possibly Jennifer LesterOutstanding Clinical – Lucy Kamua  Jody Davis  |   |
| OldBusiness | **DECS –**Faculty are working on revising the DECS for Fall implementation. **CPEC –** The new CPEC will reflect the new DECS and will be implemented in the Fall. It will be accepted as a “pilot” for this semester as the “kinks” are worked out. We will evaluate the new form as the semester unfolds.Program Outcomes and Level I and Level II Student Outcomes were revised and completed. Faculty all approved new outcomes.**Curriculum Analysis –** Faculty have completed the analysis.**Philosophy Revision –** The VN Philosophy was revised to meet the new DECS. Faculty voted to accept the new revisions to the Philosophy and Framework.**Clinical Portfolio –** A new “Portfolio” will be piloted this Fall containing the new CPEC with additional clinical worksheets.**Systematic Plan of Evaluation –** faculty continue to work on implementing the new DECS and changes will be reflected in the SPE. |  All FacultyLaVon Barrett |
| Committee Reports  |  **Curriculum** – updating the course objectives and outcomes to meet the new DECS.**Testing** – update exams to meet course objectives.**Advising – no report****Admission and Progression – no report****Student Activities – no report****West Campus Council – no report** |  |
| Calendar |   |  |
| Concerns and Issues |  |   |

1. Is the program/department accredited or required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board or SACSCOC) in order to provide services? I**f YES**, list all accreditations/approvals and: 1) identify the current status (accredited, in process of renewal, in process of candidacy, or other); 2) explain why this external approval is required or valuable; and 3) outline the schedule required by the external approver(s). Provide documentation to prove/support the answers.

The program is approved by the Texas Board of Nursing. Currently the program enjoys full approval from the BON that is granted annually based on NCLEX-PN first time pass rates. The following link provides data to support this approval.

[http://www.bon.texas.gov/nursingeducation/edudocs/vnschools.pdf](http://www.bon.texas.gov/nursingeducation/edudocs/vnschools.pdf%20%20%20%20)  . The last Board visit was November 2005. Generally visits are scheduled every 6 years or at the discretion of the Board.

***EXTERNAL REVIEW COMMITTEE:******IF*** *the program/department is required to receive approval from a program accreditor, external agency, or organization (other than the Texas Higher Education Coordinating Board or SACSCOC), was/were the external approver(s) for the program/department identified? Was the approval schedule required by the external approver(s) identified? When did the program/department last receive approval? Is the reason why this program/department is required to receive this accreditation/approval clear?*

***EVALUATION:***

Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

Needs to address item #2 (one sentence explanation)

1. Would the program/department benefit from a specific accreditation or approval? **If YES**, please list all desired accreditations/approvals and identify the benefits and process.

The program would benefit from accreditation of the NLNAC. <http://www.nlnac.org/manuals/SC2008_PRACTICAL.pdf>

Only three VN programs in the state of Texas hold NLN accreditation. We would like to explore the possibility of working toward this accreditation. It is a mark of distinction and promotes quality in a nursing program. Achievement of accreditation strengthens the educational quality of a program.

***EXTERNAL REVIEW COMMITTEE:******IF*** *the program/department identified a desired accreditation or approval, will the External Review Committee recommend this initiative or does the committee have other recommendations?*

***EVALUATION:***

Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

External Review Committee yields to the LVN Advisory Committee’s expertise.

1. If the program has admissions policies, where are the policies published? Explain how these policies are consistent with the mission of Amarillo College?

The program’s admission policies are online at the AC website under Vocational Nursing. They are also distributed at all VN advising sessions and they are published in the Student Handbook. The program admission policies support the values of AC as they demonstrate quality education in a rigorous course of study, opportunity for all as indicated by use of a fair and equal point system for admission, collaboration as indicated by varied classroom and clinical experiences throughout community facilities in the area, and responsible stewardship as indicated by cost containment in careful selection of textbooks and program requirements. Just like the AC vision we also aspire for every student to have a success story!

<http://www.actx.edu/nursing/>

***EXTERNAL REVIEW COMMITTEE:******IF*** *the program/department has admissions policies, are these policies published in the appropriate places for any potential student to be aware of them? Explain whether the policies are consistent with AC’s mission and its context of the mission (e.g. values, vision, core purpose and goals)?*

***EVALUATION:***

Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

**Section II: Program’s /Department’s Improvements Based on Planning, Evaluation and Assessment**

1. **Based on your recent PET forms, highlight one or two outcomes that caused your program to make improvements/revisions. Provide evidence (data) from your PET forms that resulted in the changes. Were the changes successful? Was the PET forms process valuable to the program? For client/student outcome assessments, copy and paste in this answer’s text box the five-year graph(s) of either quantitative (data) results with a narrative overview and/or a brief narrative summary of qualitative results. Identify the source of all data and provide a hyperlink ot the webpage where the source is located.**

Based on the 2011-2012 PET form data, one program outcome states that at the completion of the program, 85% of graduating Vocational Nursing students will pass the licensure exam on the first attempt. The pass rate for the VN program in 2009 was 96%, 2010 was 93%. The ATI testing system was utilized to prepare students to pass the NCLEX exam on the first attempt. Use of this system augments teaching and testing in the program. Students are required to remediate when they do not meet program set benchmarks. The second goal statement on the PET form states that students will achieve a 60% score on the ATI comprehensive exam as measured by ATI tracking reports. The PET form allows tracking of these student outcomes. When a student does not meet the standard, remediation is required and follow up is done by the faculty to make sure the students retest until the benchmark is met.

|  |  |  |
| --- | --- | --- |
| Year | ATI Comprehensive Predictor | State Board Pass Rate |
| 2006 | Spring – no dataFall – 34/35 – 97% | 86.76 |
| 2007 | Spring – 39/39 – 100%Fall – 27/30 – 90% | 95.95 |
| 2008 | Spring – 36/44 – 81%Fall – 30/36 – 83% | 98.59 |
| 2009 | Spring – 42/48 – 87%Fall – 37/39 – 94% | 95.83 |
| 2010 | Spring – 37/40 – 92%Fall – 31/34 – 91% | 93.42 |

\*Information gathered by program for BON annual report.

The ATI comprehensive predictor is has been a useful tool of predicting student success on board examination. The ATI comprehensive exam allows students to examine their probability of passing the National Licensure exam on the first attempt. Their results provide a guide for remediation prior to taking the National exam. Students who perform well on the predictor typically pass boards on the first attempt. There are always small variables as well as other extraneous factors to be considered, as no tool is perfect.

Students who fell below program benchmark of 80% on the ATI comprehensive predictor were required to do extensive remediation. Remediation includes written review of questions that were missed on the exam, as well as retesting until benchmark was met. Students worked with faculty throughout remediation process.

|  |  |  |
| --- | --- | --- |
| **Year** | **Number of Students below Predictor Benchmark – 60%** | **Number of those students who passed Boards on first attempt – following remediation.** |
| 2006 | Spring – no dataFall - 1 | 1/1 |
| 2007 | Spring – 0Fall – 3 | 0/03/3 |
| 2008 | Spring – 8Fall – 6 | 5/85/6 |
| 2009 | Spring – 6Fall - 2 | 5/60/2 one student has never tested |
| 2010 | Spring – 3Fall – 3 | 1/3 one student has never tested2/3 |

 The chart above demonstrates that when a student falls below the predictor and they complete the remediation as required they have a strong chance of passing boards on their first attempt. When a student is below the standard they do have a strong chance of failing the NCLEX-PN exam unless they work hard to remediate.

 The data validates that the ATI program has proven to be a valuable tool that assists students to reach their educational goal of passing the NCLEX-PN exam and getting a license to practice as a vocational nurse.

 The PET form process directs us to evaluate our program outcomes. All faculty work to meet the goals of the PET process. Faculty is highly aware of program outcomes because they are directly tied to our NCLEX-PN pass rates.

 ***EXTERNAL REVIEW COMMITTEE:*** *After reviewing the improvements/revisions which have resulted from PET forms, summarize how effectively this program/department utilizes the PET forms process to make improvements/revisions.* ***IF*** *the External Review Committee has additional suggestions regarding using PET forms to make improvements/revisions, include those suggestions.*

***EVALUATION:***

Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

1. **Provide a nar****rative that describes improvements/revisions that are a result of the last program review.**As a result of the last program review the faculty have implemented the following changes in the VN program:
2. One area of concern addressed in the last Program Review (2003-2004) was that additional time was needed for thorough remediation. Since that review, we have added and utilized the ATI system for student remediation and success. As already mentioned, this program has had a direct positive influence on student outcomes.
3. Develop and provide a web-based course was another recommendation from the last program review. All faculty now augment current courses with Angel Online. This technology provides the ability to communicate with students, post information such as class notes and power point information that student can access prior to class time. Faculty can also use the online environment to give quizzes and case studies. This has been a good tool for all faculty. The changes have moved the VN courses from a strictly traditional environment to a blended course environment.
4. A recommendation was to enhance technology training for all faculty. All faculty are now up to date and able to utilize current technology. Faculty has been trained to utilize the Angel online. Faculty also take advantage of other continuing education opportunities as offered.
5. Another recommendation was to revise the program mission statement and goals to correlate with AC strategic Plan. The program mission statement goals on the current PET form now align with the current AC strategic plan.

 ***EXTERNAL REVIEW COMMITTEE:*** *After reviewing the improvements/revisions which resulted from the last Program Review, summarize how effectively this program/department utilizes the Program Review process to make improvements/revisions.*

***EVALUATION:***

Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

1. **Provide a** **narrative that describes all past initiatives/improvements/revisions developed to comply with strategies or` tactical objectives in the Strategic Plan.**

The following examples describe past initiatives/improvements/revisions that support objectives in the Strategic Plan.

**AC Strategic Plan Goal 1 Expand Student Success**

**1.1.1.7.1 – select the section based on career clusters**

After many meetings within the Health Science Division of the college – the VN program will be making curriculum changes to comply with a career cluster concept in which students will be better prepared to choose career paths. This change directly contributes to the implementation of the Strategic plan of the college. We will move from requiring HECO 1322 Nutrition to a medical terminology course.

**1.1.3.5 – Academic and student services leaders will create and promote an early alert system that can be initiated by faculty, staff or students.**

VN faculty work closely with student support services to provide early alert information on selected students enrolled in those programs. Faculty refers students who might qualify for student support programs.

**1.5.4 – Advisory committee members will make annual recommendations regarding course and program competencies and pedagogy.**

The VN program has a functioning advisory committee. The committee meets annually and is encouraged to offer any recommendations regarding all aspects of the program.

**AC Strategic Plan Goal 2 Ensure Student Access**

**2.3.2 – AC faculty and Bookstore staff will choose textbook alternatives that minimize student costs while maintaining Bookstore margins.**

VN faculty has worked hard to make textbook changes that reduce the cost for students. We have worked with textbook companies to “bundle” required textbooks to provide a 25% discount to students. Faculty has also reduced the number of required textbooks. We have made changes to move from two separate books to a combined text that is adequate and less costly for students. Faculty is aware of the high cost of textbooks and seeks to find ways to contain those costs to students.

**AC Strategic Plan Goal 3 Collaborate with Partners in the Community**

**3.2.4 – AC administration will nurture relationships with private and public partners that further AC students’ success.**

In collaboration with administration the VN faculty develops and maintains relationships with multiple community partners. The program enjoys collaborative relationships with community hospitals, clinics, schools, and many other medical entities. These relationships are positive and provide opportunities for student success. The program is dependent on these relationships to provide educational settings for student clinical experiences. Many of these partners will employ students who graduate from the VN program.

VN faculty fully understands that to remain a viable program we must move forward by continuing to support the vision of the college and implement our part in the strategic plan of the college.

 ***EXTERNAL REVIEW COMMITTEE:*** *After reviewing initiatives/improvements/revisions to accomplish a strategy or tactical objective within the Strategic Plan, has this program/department adequately contributed to the implementation of the Strategic Plan? Does this program/department lack an understanding of how it relates to the institution's future based on the Strategic Plan?*

***EVALUATION:***

Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

1. **Identify one or two** **strategic initiatives that the program would like to pursue for the next five years.**

The strategic initiative that we will be pursuing for the next five years is implementation of the Board of Nursing’s new Differentiated Essential Competencies.

<http://www.bne.state.tx.us/about/pdfs/delc-2010.pdf> (Board of Nursing Website for DECS or See [DECS artifact](#DECS) included at the end of this section)

We must report to the Board our plan of implementation by June 2012. We have begun the process with the following steps: Curriculum alignment template, development of new Clinical Evaluation tool and Clinical Portfolio, changes in course objectives, revision of course student learning outcomes, revision of program level student outcomes. Implementing the new DECS supports **Goal 1 Expand Student Success - 1.1 Adjust instruction and services based on assessment data.** The Board of Nursing required a program assessment to be done and changes made to meet the new DEC criteria. The faculty did a curriculum analysis and made appropriate changes to align with the new criteria.

Faculty would like to explore the possibility of achieving accreditation by the National League of Nursing. This initiative supports **Goal 1 Expand Student Success – 1.7.1.1 Academic and program leadership for those programs lacking available accreditation will apply for it.** This accreditation is not required for the VN program but would certainly enhance the program. NLN accreditation is a mark of distinction and provides evidence of a quality program.

 ***EXTERNAL REVIEW COMMITTEE: IF*** *the program/department identified a strategic initiative, will the External Review Committee recommend this initiative or does the committee have other recommendations as to how this program/department may contribute to the implementation of the Strategic Plan?*

***EVALUATION:***

Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

SUPPLEMENTARY MATERIALS – Section II Part D
([Return To Response](#Response_D))

**TEXAS BOARD OF NURSING DIFFERENTIATED ESSENTIAL COMPETENCIES (DECS).**

**I. Member of the Profession:**

**A. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.**

**B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.**

**C. Contribute to activities that promote the development and practice of vocational nursing.**

**D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.**

**II. Provider of Patient-Centered Care:**

**A. Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice.**

**B. Assist in determining the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data.**

**C. Report data to assist in the identification of problems and formulation of goals/ outcomes and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team.**

**D. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.**

**E. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.**

**F. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.**

**G. Implement teaching plans for patients and their families with common health problems and well-defined health learning needs.**

**H. Assist in the coordination of human, information, and materiel resources in providing care for assigned patients and their families.**

**III. Patient Safety Advocate:**

**A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.**

**B. Implement measures to promote quality and a safe environment for patients, self, and others.**

**C. Assist in the formulation of goals and outcomes to reduce patient risks.**

**D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.**

**E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.**

**F. Accept and make assignments that take into consideration patient safety and organizational policy.**

**IV. Member of the Health Care Team:**

**A. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.**

**B. Participate as an advocate in activities that focus on improving the health care of patients and their families.**

**C. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.**

**D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.**

**E. Communicate patient data using technology to support decision making to improve patient care.**

**F. Assign nursing care to LVNs or unlicensed personnel based upon an analysis of patient or unit need.**

**G. Supervise nursing care provided by others for whom the nurse is responsible.**

**Adopted - 10/2010**

1. **Provide** **names and titles of those who determined the assessment process used to evaluate the program. Explain the rationale for inclusion in the process.**

All full time VN faculty are totally invested in all aspects of the VN program and participate fully in the assessment of the program.

LaVon Barrett MSN, RN, CNE

Teresa Smoot MSN, RN

Tamara Rhodes BSN, RN

Ginny Coppock MSN, RN – resigned in Spring 2012

Tammie Tabor BSN, RN – resigned in Fall 2011

 ***EXTERNAL REVIEW COMMITTEE:*** *Has this program/department had a broad-base of involvement or information sharing regarding the assessment process from a majority of the staff within the program/department? If not, what recommendations does the External Review Committee have for increasing such involvement/knowledge for more of the program’s/department’s employees?*

***EVALUATION:***

Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

Explain rationale for inclusion.

1. **Evaluate the demand for your primary services by providing five year graphs, underlying data and a supporting narrative. Analyze the trend line, explain the possible consequence of the trend, and provide a plan of action based on the trend analysis.**

|  |  |  |  |
| --- | --- | --- | --- |
| Year | Number of Applications Submitted | Number Offered Admission | Registered and Enrolled |
| 2005-2006 | 115 | 93 | 93 |
| 2006-2007 | 49+45 (94) | 49+45 (94) | 49+45 (94) |
| 2007-2008 | 46+42 (88) | 46+42 (88) | 46+42 (88) |
| 2008-2009 | 73+59 (132) | 51+50 (101) | 48+49 (101) |
| 2009-2010 | 87+89 (176) | 30+47 (77) | 28+51 (77) |
| 2010-2011 | 115+79 (194) | 56+51 (107) | 53+51 (107) |

The VN program has enjoyed a steady application pool over the past 6 years. The trend shows an increase in number of applicants submitting applications. These applicants meet the pre-requisites required to submit an initial application. Therefore they are all qualified. Admission is based upon a point system and available space in the program. The chart shows that we have had more applicants than space available to accommodate them.

* + - In 2005-2006, 22 students were not offered admission.
		- In 2006-2007, all 94 students who applied were offered admission.
		- In 2007-2008, all students who applied were offered admission.
		- In 2008-2009, 31 students were not offered admission.
		- In 2009-2010, 99 students were not offered admission. 2009-2010 was the year that the RN program was increasing their admission numbers and we were instructed to hold our enrollment to 40 per semester to accommodate the RN increase in numbers. We were impacted by space in the testing center and the NRC – therefore we held our enrollment.
		- In 2010, we moved into our new building and were able to increase enrollment but 87 students were still not accepted. The space issue has improved with the move to Jones Hall, although the testing space issue has not improved. VN students take 19 hours in their first semester and 18 hours in the second semester. This heavy load requires a great deal of testing, which we do in the testing center. VN students also take multiple ATI exams. In fall 2011 VN students averaged 19.9 hours of testing time per student. As a result, VN students have had to take more and more paper and pencil exams. The testing space for the nursing program continues to be inadequate.

\*Information gathered by program for BON annual report.

Enrollment in the program over the past several years has remained flat with a slight dip in 2010. The dip is a deliberate hold on enrollment and was explained in the previous section.

The ability to increase enrollment would require additional full time faculty as well as additional clinical faculty.

\*Information from the institutional research data book.

The above graph indicates that in 2006 there were 405 VN declared majors (includes both declared and admitted majors), 2007- 353, 2008-345, 2009-426, 2010-507, and 2011-493. The average is 421.5 students. This indicates a strong need for the VN program and the trend suggests a continued increase in the number of VN majors. In order to meet the projected needs of the program additional full time VN faculty would need to be hired.

The demand for the VN program supports the **Strategic Goal 1 - 1.c student success, as measured by number of Hispanic students who have graduated annually, will increase by 14. % per year to a total of 426 for a total increase of 100%.**

Historically we have had a large Hispanic population. There has been a drastic increase in Hispanic/Latino graduates from our program over the last several years.

Consequences of the trend:

The linear forecast trend line suggests that the growth in this population group will continue. Historically, these groups of students are English as second language students. This can be a challenge for the student and the faculty. Often, these students struggle with the workload and rigor of the program.

Plan of action:

We would like to have an instructor for supplemental instruction to work with this special population as many are English as a second language students and first generation college students. We have utilized the Student Support Services Health Sciences Program led by Melissa Eder to assist some students that qualify for that program, but not all of our students who need assistance qualify.

Faculty also works closely with Moore County student support services to alert to early problems.

See the graph below for specific numbers of Hispanic graduates from the VN program with trending forecast.

 \*Information gathered by program for BON annual report.

 ***EXTERNAL REVIEW COMMITTEE:*** *Does the review of the five-year graph(s) of the program’s/department's services demonstrate that an analysis has been used to make action plans for the future? Will the program’s/department's plan of action, for improving any identified problem, directly improve the ability of this program/department to fulfill demand for services? Does the External Review Committee have suggestions for approaches that identify and explain a plan of action for addressing these anticipated needs that may help fulfill demand for services?*

***EVALUATION:***

Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

**III. Curricula and Faculty**

1. **During** **the past 5 years, what curricula changes have been submitted and approved by the Curriculum Committee? Include a description of primary reasons and evidence behind these changes. Be sure to document reasons and evidence.**

 In 2007, the program changed RNSG 1301: Pharmacology to VNSG 1231: Pharmacology and VNSG 1227: Medication Administration. The Pharmacology course better meets the needs of the student by providing a comprehensive introductory theory course in pharmacology. The VNSG 1227 course focuses on application of medications in health care settings where vocational nurses are likely to be employed. VNSG 1136 Mental Health content was moved from VNSG 1304 Foundations of Nursing to provide a clear foundation of care for mental health clients. VNSG 1500 changed to VSNG 1400 to adjust program hours to meet the Board of Nursing’s mandate that VN students do not exceed 40 hours a week. VNSG 1304 changed from a 2 hour lecture 2 hour lab course to a 3 hour lecture course to meet course descriptions. The changes added 1 credit hour to overall program hours. These changes were approved through AC’s Academic Affairs Committee and the Texas Board of Nursing. The program is 44 credit hours.

Currently the faculty have been updating curriculum to meet the Texas Board of nursing student competencies based on the DECS – Differentiated Essential Competencies. This is required by the Board of Nursing and implementation must begin by this June 2012. Faculty are continuing to work to make appropriate changes in curriculum.

The following artifacts show curriculum updates and changes documented in Faculty meeting minutes.

**VN FACULTY MEETING**

 April 20, 2011 1:00 p.m.

 Faculty : LaVon Barrett, Ginny Coppock, Tamara Rhodes, Teresa Smoot and Tammie Tabor

 Staff: Connie Lax

|  |  |  |
| --- | --- | --- |
| **Topic** | **Discussion** | **Action/Responsibility Assigned** |
| Welcome | LaVon Barrett, Coordinator, welcomed all. |  |
| New Business | **Pinning**Pinning will take place at Amarillo High on Tuesday, May 10th at 6:00 p.m. There are 45 potential students graduating. LaVon Barrett and Teresa Smoot will pin. Ginny Coppock will read names and Tamara Rhodes will read the thank you’s. Tammie Tabor will officiate over the pinning ceremony. Level I will be in charge of the decorations and Level II will be responsible for refreshments. Lee Moore will give the opening prayer.Jason Sutherland will recite the nurse’s poem at the closing of the ceremony. Award recipients were chosen.Honor Graduate (waiting on grades)Charlene Anglin – Natasha SaucedaEchols/Miller – Jason Sutherland and possibly Jennifer LesterOutstanding Clinical – Lucy Kamua  Jody Davis |  |
| OldBusiness | **DECS –**Faculty are working on revising the DECS for Fall implementation. **CPEC –** The new CPEC will reflect the new DECS and will be implemented in the Fall. It will be accepted as a “pilot” for this semester as the “kinks” are worked out. We will evaluate the new form as the semester unfolds.Program Outcomes and Level I and Level II Student Outcomes were revised and completed. Faculty all approved new outcomes.**Curriculum Analysis –** Faculty have completed the analysis.**Philosophy Revision –** The VN Philosophy was revised to meet the new DECS. Faculty voted to accept the new revisions to the Philosophy Framework.**Clinical Portfolio –** A new “Portfolio” will be piloted this Fall containing the new CPEC with additional clinical worksheets.**Systematic Plan of Evaluation –** faculty continue to work on implementing the new DECS and changes will be reflected in the SPE. | All FacultyLaVon Barrett |
| Concerns and Issues |  |  |
| Adjourn | Meeting adjourned at 2:10 p.m.  |  |

**VN FACULTY MEETING**

 August 18, 2011 10:00 a.m.

 Faculty: LaVon Barrett, Ginny Coppock, Tamara Rhodes, Teresa Smoot, Tammie Tabor

 Staff: Connie Lax

| Topic | Discussion | Action/Responsibility Assigned |
| --- | --- | --- |
| Welcome | LaVon Barrett, Coordinator, welcomed all.  |  |
| New Business | **APPROVE CPEC** – Faculty discussed, reviewed and accepted the new revised CPEC – based on the new DECS. **CLINICAL NOTEBOOKS** – The students will be using the new Clinical Portfolio this semester. The goal is for students to maintain the portfolio as a means of formative and summative evaluation. The new portfolio is based on the new DECS with added worksheets to enhance clinical learning and clinical judgment. The student is responsible for maintaining the notebook and the instructor will review the work with the student on a regular basis. The instructor will give a final grade at the end of the clinical rotation.**SPE –** The Systematic Plan of Evaluation was discussed by faculty and updates will be made by LaVon to the document.**CLINICAL INSTRUCTORS –** The newspaper advertisement for part time clinical faculty will be in this weekend’s newspaper.**NEW FULL TIME FACULTY –** Tammie Tabor has resigned her position effective 09/16/11. We will begin an immediate search for a replacement.**BON VISIT –** The Board of Nursing has cancelled the onsite visit and will determine if we will conduct a paper self-evaluation or a site visit at another time. **ACHIEVING THE DREAM –** Amarillo College is implementing “Achieving the Dream”. On October 21st, there is a mandatory “NO EXCUSES” seminar at the Civic Center from 8:30 a.m. – 3:00 p.m.Connie Lax advised there is a student that is unable to pay for daycare and will be unable to attend this semester. We need to help her Achieve the Dream. | LaVon will take it to Division R&PE Committee for review in September. All faculty will attend the “NO EXCUSES” seminar. Connie will contact the Amarillo Foundation and assist the student so she can stay in school.  |
| OldBusiness | **PINNING**LVN Pinning will be December 6th, 2011. The location is to be determined. Considering the budget cuts LVN staff would like to have the pinning ceremony at Concert Hall. It is easier to set up and there is no cost. The concern is the capacity of the hall. It was discussed that each student would only be allowed to have a certain number of guests. Tickets could be given to the students to use for themselves or give to classmates who might need extra. **T-SHIRTS**Ginny Coppock advised she was told by Heather Atchley that she can sell t-shirts to our **LVN students**. We will sell the t-shirts on hand but explore ordering shirts for Christmas and Halloween. Students will be encouraged to join SNA. **SIMULATION**Simulation days at SimCentral are scheduled for each Level. All faculty will participate in the Simulation Day. | LaVon Barrett will check and see if we will be allowed to use Concert Hall. Other sites will be explored.Ginny will order Halloween and Christmas t-shirts for the students to view.   |
| Committee Reports  |  **CURRICULUM**Exams need to be reviewed and the difficulty level increased to meet the new NCLEX test plan. Students will be required to stay onsite for required lab times. Attendance will be closely monitored to make sure students are meeting required lab hours. **TESTING**Faculty was reminded to remove Melanie Gray as a secondary user on old rosters on PAR test. **ADVISING**Advising sessions will be scheduled and begin in October.**ADMISSION AND PROGRESSION**A&P committee received and reviewed requests from the following students: Monica Claudio – 3 strikes – unable to return. Claudia Silva – 3 strikes – unable to return Monica Guzeman - ADN transfer student following 3 strikes in the ADN program – she failed a course in our program and was not granted re-admission. The following students were transfers from the ADDN program and due to space were not accepted into our program:Dianna Ballin Jesus TapiaMackenzie Hill Shoshona HoodAnna LopezRebecca MackeenLetters were sent to all of the above mentioned students.**STUDENT ACTIVITIES**Ginny is the representative on the Student Activities committee – they have not met to date.**WEST CAMPUS COUNCIL**Tamara Rhodes is currently the representative. Ginny Coppock would like to take that position over. We have been designated $750 per semester for a total of $1500.00 for pinning. There has not been a meeting to date. | Instructors need to make certain Melanie is not on their rosters.  |
| Calendar |  |  |
| Concerns and Issues | There have been some issues regarding conflicts in the testing lab. If there is a conflict, give a paper and pencil test. Plan ahead. Make the copies in the nursing division office instead of sending the test to print shop due to possible confidentiality issues.  |   |
| Other |  |  |
| Adjourn  | Meeting adjourned at 11:45 a.m. |  |

Other curricula changes include moving from a traditional “lecture” environment to a more student discovery environment. Instructors take the role of mentor and coach as they guide students in the inquiry process that will produce learning and allow students to synthesize course materials. This change supports evidence based education and the “No Excuses” approach to teaching and learning. (**Strategic Plan 4.5.1**) Three instructors attended the workshop titled “Flip Your Classroom” that focused on student discovery and have integrated those concepts into the classroom. Faculty will continue to attend workshops offered by the college that support evidence based teaching techniques.

**Include five-year graphs for enrollment data by each program within the department. Explain any increase or decrease that is more than a one-year anomaly.**

1. **Five Year Enrollment Data.**

|  |  |  |  |
| --- | --- | --- | --- |
| Year | Number of Applications Submitted | Number Offered Admission | Registered and Enrolled |
| 2005-2006 | 115 | 93 | 93 |
| 2006-2007 | 49+45 (94) | 49+45 (94) | 49+45 (94) |
| 2007-2008 | 46+42 (88) | 46+42 (88) | 46+42 (88) |
| 2008-2009 | 73+59 (132) | 51+50 (101) | 48+49 (101) |
| 2009-2010 | 87+89 (176) | 30+47 (77) | 28+51 (77) |
| 2010-2011 | 115+79 (194) | 56+51 (107) | 53+51 (107) |

\*Information gathered by program for BON annual report.

Average student enrollment over the past 6 years is 93.3 students.

Average number of applicants over the past 6 years is 133 students.

Applications have increased drastically since 2008 with the highest applicant pool occurring in 2010-2011. Note that enrollment has not increased with the number of qualified applicants. Increasing student enrollment creates further need for instructors, clinical site space, Nursing Resource Center space and Testing Center space. Clinical sites and testing spaces are the areas that are the most impacted.

2009-2010 Enrollment was held at 40 per semester or 80 for the year. This was based on the limitations of the testing center and Nursing Resource Center space. During this period, the Associate Degree program was increasing their enrollment to meet the needs of the community RN shortage.

Data indicates that the VN program is poised to grow in the future. There are many avenues this growth could take, such as incorporating a Certified Nurse Aid (CNA) program as a point of entry. The demand for vocational nurses statewide is strong and the job placement rate remains steady. If the institution desires, this growth could be beneficial to the college and the community.

1. **Include graphs for:**

**Program Completers**

\*Information gathered by program for BON annual report.

|  |  |
| --- | --- |
| Year | Graduates  |
| 12/2006 | 36 |
| 05/2007 | 39 |
| 12/2007 | 31 |
| 05/2008 | 37 |
| 12/2008 | 34 |
| 05/2009 | 38 |
| 12/2009 | 38 |
| 05/2010 | 39 |
| 12/2010 | 38 |

Program completers (graduates) have remained steady for the past 6 years. The average is 36 graduates per semester.

**Program Grade Analysis – GPA Graphs**

The average grade in the VN program in Level I and Level II is a C. Students must maintain a C in order to progress through the program. Because of the high student load (Level I 19 hours and Level II 18 hours) it is difficult to make A’s and B’s. The following graphs show each course and the G.P.A by year. **(These graphs were prepared by individual faculty members who teach that course).**

\*Information gathered from semester course grade distribution.

GPA range 2.132 – 2.561 – C average

\*Information gathered from semester course grade distribution.

GPA range from 2.0-2.593 – C average

\*Information gathered from semester course grade distribution.

GPA range from 3.535-3.938 – B average

\*Information gathered from semester course grade distribution.

GPA range 2.417-2.889 – C average

\*Information gathered from semester course grade distribution.

GPA range – 2.026-2.371 - C average

\*Information gathered from semester course grade distribution.

GPA range – 2.158-2.718 – C average

\*Information gathered from semester course grade distribution.

GPA range – 2.19- 2.692 – C average

\*Information gathered from semester course grade distribution.

GPA Range – 3.156 – 3.763 – B average

\*Information gathered from semester course grade distribution.

GPA Range – 2.317 – 3.73 – B to C average

**Grade Distribution and Instructor Longevity**

Grade distribution graphs show various changes over the past several years. Grades are affected by student populations, instructor changes and curriculum changes. We try very hard to maintain a high standard and rigorous program. But, you can see that grades vary from year to year. Historically VN grade point average has been maintained above the college average.

**Student Success by primary outcomes of the program/department**

Student Learning Outcomes are directly related to the Board of Nursing’s Differentiated Essential Competencies. They are measured by a variety of ways during the program. They are threaded throughout the curriculum in didactic and clinical courses. Student assessments are indicators of the achievement of student outcomes. The ATI assessment system is also utilized to indicate to faculty student strengths and weaknesses in specific content areas. Each ATI exam allows faculty to follow content areas that need augmentation and or revision.

Skill acquisition – students learn skills by viewing videos and faculty demonstration and then follow up with student return demonstration. Clinical skills are then practiced in the hospital setting under close faculty supervision.

Knowledge - students are encouraged to take a proactive role in knowledge acquisition through a process of learning, refining, and integrating nursing science and knowledge. Faculty serve as mentors and coaches – guiding students in the inquiry process in order to develop nursing judgment and build professional identity so that they will flourish as members of the health care team. Students are assessed through examination.

Attitude and Behavior for the student nurse are modeled by faculty and then students have opportunity to build skills in the clinical setting. Assessment is done through clinical evaluation tools developed by faculty based on the Board of Nursing’s Differentiated Essential Competencies. Students construct a clinical portfolio that demonstrates practice competency, self-analysis and reflection.

The attached artifact (Student Clinical Performance Evaluation Tool) is used to assess clinical competencies. Clinical competencies are aligned with program competencies. All competencies are developed from the Differentiated Essential Competencies of the Board of Nursing.

**Amarillo College Vocational Nursing**

**Student Clinical Performance Evaluation Tool**

**Level 1**

**VNSG 1260 Clinical: Health & Illness I**

5=excellence, solidly, minimum guidance, consistently engages in learning

4=above average, adequate, minimum guidance, recognizes learning

3=average, adequate, requires some direction, requires direction in recognizing learning

2=reflects difficulty, gaps in knowledge, needs intense guidance, requires frequent instructions

1=requires intense guidance to maintain safety, lacks knowledge, requires constant supervision

0=is unsafe, needs constant supervision, jeopardizes patient safety, insubordination

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **A. Program Outcome: Member of the Profession-** *Demonstrates ethical practice, lifelong learning, quality, and practice competency* | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Assumes Responsibility and accountability for individual nursing practice.
* Arrives on time, is prepared, and seeks learning.
* Demonstrates a positive attitude.
* Works collegially with members of interdisciplinary team.
* Uses self-reflection, accepts constructive criticism to modify and improve practice.
* Respects the privacy and dignity of patients and their families.

Student documentation of competencies:\*Student must complete 1 Reflective Journaling Activity Sheet to receive a 5 – written work must meet grading rubric criteria. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **B. Program Outcome: Member of the Profession-** *Exhibits characteristics such as truthfulness, honesty and integrity.* | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Practice Vocational Nursing in an ethical and legal framework.
* Practice culturally sensitive nursing in a caring, nonjudgmental, nondiscriminatory manner.
* Follows facilities and program policies and procedures.
* Respect the privacy and dignity of patients and their families.
* Promotes system-wide verbal, written, and electronic confidentiality.

Student documentation of competencies:\*Student must complete ***Cultural Diversity Activity Sheet*** or ***Teaching Plan Activity Sheet*** to receive a 5 – written work must meet grading rubric criteria. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **C. Program Outcome: Provider of Patient Centered Care-** *Develop effective communication skills with patient, families, and the interdisciplinary team.* | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Collaborate with the interdisciplinary team and assume responsibility and accountability for the quality of care provided to patients and their families.
* Interact with staff, peers and instructor in a positive manner.
* Use communication techniques to maintain professional boundaries in the nurse/patient relationship.
* Identify and communicate patient physical and mental health care problems encountered in practice.
* Give report to primary nurse and instructor.
* State expected actions, side effects of most common medications to instructor.
* Communicate responses to treatments and procedures to primary nurse/instructor in a timely manner.
* Clarify any order or treatment regimens believed to be inaccurate, non-efficacious, contraindicated, or otherwise harmful to the patient.
* Maintain confidentiality according to HIPAA guidelines.
* Communicate change in patient status/or negative outcomes.
* Use technology to enhance communication, support decision making, promote improvement of patient care.

Student documentation of competencies:\*Student must complete ***Communication Activity Sheet*** or ***Evidence Based Practice Activity Sheet*** to receive a 5 – written work must meet grading rubric criteria. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **D. Program Outcome: Provider of Patient Centered Care-** *Demonstrate understanding of the Nursing Process and its implications to nursing care.* | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Utilize the nursing process to collaborate with team members to carry out the patient’s plan of care.
* Use care map approach to make decisions regarding care of assigned patients.
* Identifies health needs of patients.
* Uses assessment tool to obtain health history and patient information.
* Identifies goals and appropriate interventions.
* Differentiates normal from abnormal health data.
* Works with team members and instructor to modify the plan of care.
* Identifies learning needs and develops a teaching plan.
* Lists safety interventions on care map.
* Identify support systems of patient.
* Identifies resources that can assist in meeting needs and lists on care map.
* Uses credible sources of information.
* Uses/observes use of electronic charting.

Student documentation of competencies:***Care Maps*** must demonstrate a progressive understanding of the nursing process and must be completed on time in order to receive a 5. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **E. Program Outcome: Provider of Patient Centered Care**- *Implement aspects of care related to pharmacotherapeutic agents. Demonstrates understanding of health and illness across the lifespan.* | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Provide nursing care for ethically, socially, and culturally diverse patients and their families using clinical reasoning skills and established evidenced-based practice.
* Follow established evidence-based clinical practice guidelines.
* Perform focused assessment to assist in identifying health status and monitoring change in patients.
* Implement individualized plan of care to assist patients to meet basic physical and psychosocial needs.
* Implement nursing interventions to promote health, rehabilitation, and implement nursing care for clients with chronic physical and mental health problems and disabilities.
* Foster coping mechanisms of patient and their families during alterations in health status and/or end of life.
* Provide direct patient care in disease prevention and health promotion and/or restoration.
* Report and document focused patient assessment data (nurse’s notes).
* Safely administer P.O. medications.
* Safely administer injectable medications.
* Safely administer medications via other routes: eye drop, suppositories, and inhalation.
* Report and document reactions and untoward effects to medications and accurately communicate the same to other health care professionals.
* Is familiar with common medications – actions, side effects, and nursing actions.

Student documentation of competencies:***Skills sheets*** must accompany a technical skill demonstrated in clinical,***Skill List of 25 skills*** must be up to date and show progression of demonstrating skills in clinical, ***Medication sheet*** must demonstrate progressive administration of medications in the clinical setting for the student to receive a 5. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **F. Program Outcome: Provider of Patient Centered Care-** *Discuss health and illness of patient and families across the lifespan.* | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Uses problem solving approach to carry out the patient’s plan of care, and to meet their health care goals.
* Organize care for assigned patient based upon problem-solving and identified priorities.
* Provide patient with the information needed to make choices regarding health.
* Demonstrate fiscal accountability and cost containment measures while providing patient care.
* Recognize healthcare outcomes and report patient status.

Student documentation of competencies:Students must complete ***Impact of*** ***Illness Activity Sheet*** or ***Death and Dying Activity Sheet*** to receive a 5 – written work must meet grading rubric criteria. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **G. Program Outcome: Patient Safety Advocate-** *Begin to understand use of basic technology/informatics associated with healthcare delivery.* | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Apply current technology and informatics while maintaining confidentiality and safety in a cost containing manner.
* Apply current technology and informatics to enhance direct patient care while maintaining patient confidentiality and promoting safety.
* Seek orientation/training/guidance for competency when encountering new equipment and technology.
* Protect confidentiality when using technology.
* Document electronic/written information accurately, completely, and in a timely manner.

Student documentation of competencies:Students must complete ***Communication Activity Sheet*** or ***Evidence-Based Practice Activity Sheet*** to receive a 5 – written work must meet grading rubric criteria. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **H. Program Outcome: Patient Safety Advocate-***Integrate measures that promote patient safety.* | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Implement and maintain safe standard of practice.
* Accurately identifies patients.
* Review’s Doctor’s orders, policies, and procedures that may not be in the patient’s best interest.
* Uses nursing judgment to anticipate and prevent harm.
* Provides nursing interventions safely and effectively within scope of practice.
* Promotes a safe, effective care environment conducive to the optimal health and dignity of patients and their families.
* Safely performs preventive and therapeutic procedures and nursing measures including safe patient handling.
* Reports environmental and systems incidents and issues that affect safety and follow measures to prevent risk of patient harm resulting from errors and preventable occurrences.
* Follows policies related to disease prevention and control.
* Seeks assistance and clarification from instructor when needed.

Student documentation of competencies:Students must complete ***Incident Report Activity Sheet*** or ***Calling a Doctor Activity Sheet*** in order to receive a 5 – written work must meet grading rubric criteria. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **I. Program Outcome: Member of the Healthcare Team-** *Understand the role of the LVN as a member of the interdisciplinary healthcare team.* | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Appropriately assign nursing care to LVN’s or other unlicensed personnel.
* Understands limits as student nurse, functions within appropriate boundaries.
* Follows legal guidelines in communicating changes in patient status, including chain of command and Texas Nursing Practice Act.

Student documentation of competencies: |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **J. Program Outcome: Member of the Healthcare Team-** *Advocate for patient’s rights.* | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. Demonstrate caring relationships while advocating on behalf of patients and their families.
* Participate as an advocate in activities that focus on improving the healthcare of patients and their families.
* Act as an advocate for patient’s basic needs.
* Identify unmet health needs of patients.
* Respect the dignity and privacy of the patient.

Student documentation of competencies: |

**Amarillo College Vocational Nursing**

**Clinical Grade Sheet**

**Level1 – Rotation 1\_\_\_\_\_Rotation 2 \_\_\_\_\_**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **A. Program Outcome: Member of the Profession-** *Demonstrates ethical practice, lifelong learning, quality, and practice competency****\**Reflective Journaling Activity Sheet Completed.** | 5 | 4 | 3 | 2 | 1 | 0 |
| **B. Program Outcome: Member of the Profession-** *Exhibits characteristics such as truthfulness, honesty and integrity.****\**Cultural Diversity Activity Sheet Completed – Date:\_\_\_\_\_\_\_\_\_\_****OR****\*Teaching Activity Sheet Completed- Date:\_\_\_\_\_\_\_\_\_\_** | 5 | 4 | 3 | 2 | 1 | 0 |
| **C. Program Outcome: Provider of Patient Centered Care-** *Develop effective communication skills with patient, families, and the interdisciplinary team.* | 5 | 4 | 3 | 2 | 1 | 0 |
| **D. Program Outcome: Provider of Patient Centered Care-** *Demonstrate understanding of the Nursing Process and its implications to nursing care.***\*Care Maps Completed each week.** | 5 | 4 | 3 | 2 | 1 | 0 |
| **E. Program Outcome: Provider of Patient Centered Care**- *Implement aspects of care related to pharmacotherapeutic agents. Demonstrates understanding of health and illness across the lifespan.***\*Skills Sheets Completed when demonstrating skill.****\*Medication Sheet shows progression of skills of administering medications.****\*25 Skill Sheet demonstrates progress in providing care.** | 5 | 4 | 3 | 2 | 1 | 0 |
| **F. Program Outcome: Provider of Patient Centered Care-** *Discuss health and illness of patient and families across the lifespan.***\*Impact of Illness Activity Sheet Completed – Date:\_\_\_\_\_\_\_\_\_\_****OR****\*Death and Dying Activity Sheet Completed – Date:\_\_\_\_\_\_\_\_\_\_** | 5 | 4 | 3 | 2 | 1 | 0 |
| **G. Program Outcome: Patient Safety Advocate-** *Begin to understand use of basic technology/informatics associated with healthcare delivery.***\*Incident Report Activity Sheet Completed – Date:\_\_\_\_\_\_\_\_\_\_****OR****\*Calling the Doctor Activity Sheet Completed – Date:\_\_\_\_\_\_\_\_\_\_** | 5 | 4 | 3 | 2 | 1 | 0 |
| **H. Program Outcome: Patient Safety Advocate-** *Integrate measures that promote patient safety.***\*Communication Activity Sheet Completed – Date:\_\_\_\_\_\_\_\_\_\_****OR****\*Evidence-Based Practice Activity Sheet – Date:\_\_\_\_\_\_\_\_\_\_** | 5 | 4 | 3 | 2 | 1 | 0 |
| **I. Program Outcome: Member of the Healthcare Team-** *Understand the role of the LVN as a member of the interdisciplinary healthcare team.* | 5 | 4 | 3 | 2 | 1 | 0 |
| **J. Program Outcome: Member of the Healthcare Team-** *Advocate for patient’s rights.* | 5 | 4 | 3 | 2 | 1 | 0 |

\*Students must complete one of the (\*) activities in order to earn a 5 in that area. The activity must meet grading requirements for a 5 on the grading rubric. \*\* Activity Sheets and Skill Sheets must be completed during the clinical day and turned in with the Care Plan on Tuesday – late Activity sheets will not be graded.

**Calculate the Grade using the following formula:**

**(There are 10 numbers to multiply)**

|  |  |  |
| --- | --- | --- |
| **Total Number of:** | **Multiply** | **Score** |
| 5’s = | X 10 |  |
| 4’s = | X 8.9 |  |
| 3’s = | X 7.9 |  |
| 2’s = | X 6.9 |  |
| 1’s = | X 5.9 |  |
|  |  | **Total:**  |
| 0’s = any zero results in clinical failure and must be accompanied with written documentation. |  |  |
| Clinical WarningDate: | Class 1-2 subtract 5 points from final grade |  |
| Clinical WarningDate: | Class 3 subtract 10 points from final grade |  |
|  |  | **Final Grade:** |

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments:

Faculty Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments:

**The following three artifacts are used to guide in student instruction and evaluation and are specific to program levels and then final program outcomes:**

Amarillo College Vocational Nursing

Student Outcomes by Levels

Level I

The novice Vocational nursing student as a member of the profession will:

1. Demonstrate basic knowledge of the LVN scope of practice, Nurse Practice Act, and the Rules and Regulations of the Nursing profession.
2. Act in a responsible manner and accept responsibility for nursing care provided to patients and families.
3. Exhibit characteristics of professional behavior such as truth, honesty, judgment, integrity and human dignity.
4. Begin to understand use of basic technology/informatics associated with Healthcare delivery.

The novice Vocational nursing student as a Provider of Patient Centered Care will:

1. Demonstrate understanding of the Nursing Process and its implications to nursing care.
2. Discuss health and illness of patients and families across the lifespan.
3. Develop effective communication skills with patients, families and the interdisciplinary team.
4. Implement aspects of care related to pharmacotherapeutic agents.

The novice Vocational nursing student as a Patient Safety Advocate will:

1. Identify and promote a safe care environment for patients and families.
2. Recognize and report unsafe practice.
3. Integrate measures that promote patient safety.

The novice Vocational Nursing student as a Member of the Healthcare Team will:

1. Understand the role of the LVN as a member of the interdisciplinary Healthcare team.
2. Advocate for patient’s rights and responsibilities.
3. Use evidenced-based practice as a guide for quality improvement to support best outcomes.
4. Maintain confidentiality.

Amarillo College Vocational Nursing

Student Outcomes by Levels

Level II

The Advanced Beginning Vocational Nursing student as a Member of the Profession will:

1. Apply basic knowledge of facility policies and procedures to nursing practice.
2. Promote the role of the Vocational Nurse.

The Advanced Beginning Vocational Nursing student as a Provider of Care will:

1. Analyze components of the Nursing Process based on the patient’s health status and evidence based practice standards.
2. Apply technology /informatics to healthcare delivery.
3. Investigate current trends and issues of healthcare delivery.
4. Analyze responsibility and accountability in management and supervision of team members.
5. Recognize life threatening changes that will impact patient outcomes.

The Advanced Beginning Vocational Nursing student as a Patient Safety Advocate will:

1. Analyze Safe Harbor and “Whistle Blower” rules of the Texas Board of Nursing.
2. Understand Principles related to disaster preparedness, infection control and communicable diseases.

The Advanced Beginning Vocational Nursing student as a Member of the Healthcare Team will:

1. Understand the role of mandatory reporting of the nurse and agency.
2. Discuss Peer Review.
3. Demonstrate understanding of Community Resources and Referrals.
4. Utilize time management, conflict resolution and problem solving skills with patients, families, and members of the interdisciplinary team.
5. Examine the Texas Board of Nursing rules regarding delegation and assigning tasks for the LVN.

AMARILLO COLLEGE VOCATIONAL NURSING PROGRAM OUTCOMES

The LVN Graduate will be prepared to:

|  |  |
| --- | --- |
| Member of the Profession | Function as a beginning practitioner within a legal scope of practice to provide quality care for patient and their families. |
|  | Practice Vocational Nursing in an ethical and legal framework. |
| Provider of Patient Centered Care | Collaborate with the interdisciplinary team and assume responsibility and accountability for the quality of care provided to patients and their families. |
|  | Utilize the Nursing Process to collaborate with team members to carry out the patient’s plan of care. |
|  | Provide nursing care to ethically, socially, and culturally diverse patients and their families using clinical reasoning skills and established evidenced- base practice. |
|  | Uses problem solving approach to carry out the patient’s plan of care, and to meet their healthcare goals. |
| Patient Safety Advocate | Apply current technology and informatics while maintaining confidentiality and safety in a cost containing manner. |
|  | Implement and maintain safe standard of practice. |
|  | Practice in a confidential manner at all times. |
| Member of the Healthcare Team | Appropriately assign nursing care to LVN’s or other unlicensed personnel. |
|  | Demonstrate caring relationships while advocating on behalf of patients and their families. |
|  | Demonstrate responsibility for continued competency in nursing practice through lifelong learning. |

Adopted: May 2011 based on the BON DECS

**Graduates and Transfers**

**Graduates**

|  |  |
| --- | --- |
| Year | Graduates  |
| 12/2006 | 36 |
| 05/2007 | 39 |
| 12/2007 | 31 |
| 05/2008 | 37 |
| 12/2008 | 34 |
| 05/2009 | 38 |
| 12/2009 | 38 |
| 05/2010 | 39 |
| 12/2010 | 38 |

**Transfers**

Transfer data is not collected by the program. The program is designed as a one year certificate program and not designed for transfer into other programs or schools. But, VN students are well prepared to transfer into the Associate Degree transition program or continue their nursing education via other programs.

**Employment**

\*Information gathered from THECB Perkins Data Resources for 2011-2012

Vocational Nurses in the State of Texas enjoy a robust job market. The three- year average job placement rate is 96.71%.

***EXTERNAL REVIEW COMMITTEE:*** *Evaluate the curricula changes and the primary reasons and evidence which precipitated these changes. Based on the enrollment and student success data, does the External Review Committee have additional recommendations for this program/department regarding curricula changes? If the graphs indicate an increase or decrease that is more than a one-year anomaly, provide an analysis of the program's/department's faculty and staff assessment of the problem and action plan for improvement or commendation for any dramatic change.*

***EVALUATION:***

Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

Suggestion – In the future, graphs in this section could be revised. At a glance, the different GPA scales for each course could cause confusion.

1. How are faculty involved in the curricula review process and prior review steps for curricula change?

Course offerings and curriculum are reviewed and revised to prepare students to successfully achieve competencies as outlined by the Texas Board of Nursing’s DECS and to pass the National Council Licensure Exam for Practical Nurses (NCLEX-PN) exam.

The curriculum is dictated and approved by the Board of Nursing and includes requirements for instruction in the areas of nursing care of adults, mothers and newborns, children, and the elderly. It prepares students in the roles of member of the profession, provider of care, patient safety advocate, and member of the healthcare team.

The curriculum is based on courses outlined and defined by the Texas Higher Education Coordinating Board (THECB) Workforce Education Course Manual (WECM).

Since 2007, curriculum revisions have been minor and have not required the approval of the Curriculum Committee of the college or the Board of Nursing (BON). VN Faculty are involved in all aspects of curriculum review. Faculty have participated in a current curriculum analysis process. Faculty used a grid developed from the BON competencies and marked the items in the competencies that were addressed in their didactic and clinical courses. With this document, curriculum can be assessed for completeness, areas of overlap and areas that might have been omitted. This assessment has been reviewed and appropriate changes are being implemented. Faculty minutes and the systematic plan of review document reflect this process. Curriculum issues and changes are addressed in each VN faculty meeting. Faculty have the responsibility of keeping their course curriculum up to date and relevant. Any changes or desired changes are brought to faculty meeting for consideration and discussion. Faculty meeting minutes address curriculum issues.

 ***EXTERNAL REVIEW COMMITTEE: IF*** *it appears that this program/department has not documented that a broad representation of faculty are involved in the curricula review and revision process, make recommendations to resolve this problem.*

 ***EVALUATION:***Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

Include minutes from Faculty meeting when curriculum was discussed.

1. **Do all courses within the program have stated objectives with measureable outcomes? Document that all same-course syllabi state consistent objectives and describe what method is used to assess competencies upon course completion.**

**III. C – Course stated objectives with measurable outcomes.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course** | **Objectives** | **Outcomes** | **Assessment** |
| **VNSG 1423 Skills** | **Student Learning Outcomes – The student will:**1. Understand that caring is the essence of nursing and is to be extended to all patients.2. Acknowledge that every patient is unique and nurses must adapt to meet the needs of each individual across the developmental lifespan.3. Acquire knowledge of basic nursing skills and understand the theoretical concepts that underpin those skills.4. Demonstrate competency of basic nursing skills using clinical reasoning and evidenced-based practice standards.5. Develop communication with the interdisciplinary team, patients, families, and peers.6. Understand the fiscal accountability of nurses.7. Work collaboratively with patients, families and the interdisciplinary team.8. Use technology and the written chart to document nursing information.9. Practice nursing in a safe, ethical manner.10. Learn to advocate for patients and families.11. Be devoted to lifelong learning. | **Program Outcomes by Levels****Level I****The novice Vocational nursing student as a member of the profession will:**1. Demonstrate basic knowledge of the LVN scope of practice, Nurse Practice Act, and the Rules and Regulations of the Nursing profession.2. Act in a responsible manner and accept responsibility for nursing care provided to patients and families.3. Exhibit characteristics of professional behavior such as truth, honesty, judgment, integrity and human dignity.4. Begin to understand use of basic technology/informatics associated with Healthcare delivery.**The novice Vocational nursing student as a Provider of Patient Centered Care will:**1. Demonstrate understanding of the Nursing Process and its implications to nursing care.2. Discuss health and illness of patients and families across the lifespan.3. Develop effective communication skills with patients, families and the interdisciplinary team.4. Implement aspects of care related to pharmacotherapeutic agents.**The novice Vocational nursing student as a Patient Safety Advocate will:**1. Identify and promote a safe care environment for patients and families. 2. Recognize and report unsafe practice.3. Integrate measures that promote patient safety.**The novice Vocational Nursing student as a Member of the Healthcare Team will:**1. Understand the role of the LVN as a member of the interdisciplinary Healthcare team.2. Advocate for patient’s rights and responsibilities.3. Use evidenced-based practice as a guide for quality improvement to support best outcomes.4. Maintain confidentiality.**Program Concepts**A. AdvocateB. CaringC. CommunicationD. Clinical ReasoningE. CollaborationF. DiversityG. Developmental LifespanH. Ethical PracticeI. Evidence-Based PracticeJ. Fiscal AccountabilityK. Health Maintenance/PromotionL. Health RestorationM. Informatics/TechnologyN. Lifelong LearningO. QualityP. SafetyQ. Practice Competency | * 5 Course exams
* Skills Proficiency Return Demonstration
* ATI Fundamentals Exam with remediation plan
 |
| **VNSG 1227 & 1231** | **Student Learning Outcomes – The student will:**1. Function as a beginning nursing student in the application of knowledge of the general characteristics exhibited by pharmaceutical agents within each drug classification when providing patient care. 2. Incorporate theoretical concepts such as adaptation and basic human needs as well as the principles from biological, psychological, and sociocultural sciences with knowledge of pharmaceutical agents to provide holistic nursing care for individuals. 3. Utilize the nursing process and clinical reasoning in understanding the specific characteristics of selected pharmaceutical agents within each of the major drug classifications. 4. Identify the unique psychological and sociological differences and health care practices within culturally diverse individuals.5. Apply knowledge of the physiological, psychological, and sociological changes associated with normal aging process that influences the efficacy of drug therapy to the care of the patient throughout the developmental life continuum. 6. Identify the basic principles of teaching and learning in order to assist individuals to comply with medication regimen.7. Identify community resources available to individuals requiring medication therapy.8. Perform specific nursing procedures associated with the safe preparation and administration of pharmaceutical agents.9. Recognize appropriate communication skills for interaction with interdisciplinary team members.10. Identify current technology being used in the management of pharmaceutical agents.11. Identify the role of the nurse and other health care workers in the management of drug therapy for patients in the acute or extended care setting as well as individuals receiving medication therapy within the community.12. Demonstrate adherence to ethical and legal standards of nursing practice as they relate to the administration of medications.13. Identify personal strengths and weaknesses in providing medication therapy to individuals throughout the developmental life continuum.14. Identify the effect of nursing research on the preparation and administration of pharmaceutical agents. |  | * 6 Unit Exams
* Dosage and Calculation Proficiency Exam
* Medication Administration Skills Proficiency Return Demonstration
 |
| **VNSG 1304** | **Student Learning Outcomes – The student will:**1. Identify legal implications and ethical issues involved in the practice of vocational nursing.2. Identify the various aspects of transcultural nursing. 3. Present the nursing process and the means for developing, implementing and evaluating a nursing care plan for man in his environment.4. Develop an awareness of various methods of delivering care in the current health care community.5. Identify nursing responsibilities in the care of the client undergoing special tests and procedures. |  | * 3 Course examinations
* Course content embedded in ATI examination and remediation plan
 |
| **VNSG 1136 & 1138** | **Student Learning Outcomes – The student will:**1. Discuss the effects of stress, anxiety, and crisis on mental health. 2. Differentiate between mental health and mental illness.3. Compare and contrast theoretical concepts of personality development.4. Discuss the effects of grief and loss on mental health.5. Discuss the history of mental health nursing.6. Discuss legal and ethical issues in mental health nursing.7. Utilize therapeutic communication and establish a therapeutic relationship. |  | * Course Exam
* Quizzes
* Book Analysis and Report
 |
| **VNSG 1400** | **Student Learning Outcomes – The student will:**1. Demonstrate understanding of the Nursing Process and its implications to nursing care.2. Discuss health and illness of patients and families across the lifespan and learn to advocate for those patients.3. Utilize clinical reasoning skills to assess signs and symptoms of disease processes, health maintenance, health promotion, and health restoration of patients and their families.4. Utilize the nursing process to discuss nursing care plans for patients experiencing diabetes, musculoskeletal disorders, cardiac disorders, infections, HIV and AIDS, cancer, sensory disorders, and disorders of the skin.5. Implement skills and basic care principles based on evidenced based practice standards as they apply to the disease process.6. Identify principles of care for the peri-operative patient.7. Develop effective communication skills with patients, families and the interdisciplinary team.8. Implement aspects of care related to pharmacotherapeutic agents.9. Discuss current use of technology and informatics used to document disease processes and patient care.10. Discuss fiscal responsibility and its impact on patients and families. |  | * 6 Course exams
* 1 Course Final exam
* ATI Examination and remediation plan
 |
| **VSNG 1260 Health & Illness I Clinical** | **Student Learning Outcomes – The student will:**1. Demonstrate knowledge of the nursing process and apply it to individualized patient care.2. Demonstrate knowledge of safe medication administration and accurate dosage calculation.3. Demonstrate knowledge of asepsis and importance of a clean, safe environment.4. Demonstrate an understanding of standard precautions. |  | * Implement skills and basic principles of care as they apply to the disease process.
* Demonstrate the ability to communicate with other health care disciplines in providing holistic care.
* Utilize the nursing process to provide nursing care for adult and geriatric clients adapting to illness.
* Utilize basic concepts of pharmacology in safely administering medications.
* Student Portfolio and CPEC
 |
| **VNSG 1230 Maternal Newborn Nursing** | **Student Learning Outcomes – The student will:**1. Analyze historic highlights of maternal/neonatal care and current trends.2. Explore the impact of childbearing experiences on the individual and the family in relation to psychosocial, religious and cultural concepts.3. Implement principles and concepts from biological and social sciences necessary to plan family-centered nursing care.4. Implement and follow safe nursing care standards in providing care for patients and families.5. Utilize the problem-solving approach in planning health care of the childbearing family during the antepartum, intrapartum and postpartum period.5. Develop interpersonal relationships utilizing communication skills with mother, infant, and family.6. Utilize the nursing process to develop a care map for promotion and maintenance of maternal-neonatal health.7. Assist individuals to understand and/or cope with development and situational crises which occur during childbirth, neonatal period and subsequent stages of growth and development.8. Use evidence based nursing practice standards as a guide for promoting optimal health outcomes for maternal and newborn patients. | **Program Outcomes by Levels****Level II****The Advanced Beginning Vocational Nursing student as a Member of the Profession will:**1. Apply basic knowledge of facility policies and procedures to nursing practice.2. Promote the role of the Vocational Nurse.**The Advance Beginning Vocational Nursing student as a Provider of Care will:**1. Analyze components of the Nursing Process based on the patient’s health status and evidence based practice standards.2. Apply technology /informatics to healthcare delivery.3. Investigate current trends and issues of healthcare delivery.4. Analyze responsibility and accountability in management and supervision of team members.5. Recognize life threatening changes that will impact patient outcomes.**The Advanced Beginning Vocational Nursing student as a Patient Safety Advocate will:**1. Analyze Safe Harbor and “Whistle Blower” rules of the Texas Board of Nursing.2. Understand Principles related to disaster preparedness, infection control and communicable diseases.**The Advanced Beginning Vocational Nursing student as a Member of the Healthcare Team will:**1. Understand the role of mandatory reporting of the nurse and agency.2. Discuss Peer Review.3. Demonstrate understanding of Community Resources and Referrals.4. Utilize time management, conflict resolution and problem solving skills with patients, families, and members of the interdisciplinary team.5. Examine the Texas Board of Nursing rules regarding delegation and assigning tasks for the LVN. | * 3 Unit exams
* Daily Grades - grade will consists of quizzes, case studies, article review, and other activities.
* ATI Maternal Newborn Exam and Remediation
 |
| **VNSG 2160 Maternal/Newborn Clinical** | **Student Learning Outcomes – The student will:**1. Apply the nursing process to develop a care map for the postpartum and newborn patient.2. Assist the patient in management of discomfort during the laboring process and the postpartum period.3. Identify normal and abnormal fetal heart patterns and identify appropriate interventions based on assessment data.4. Explore the impact of support systems on the patient during labor, delivery, and postpartum.5. Identify laboring, postpartum, and newborn complications and implement appropriate nursing interventions.6. Implement a teaching plan to assist the obstetric patient with postpartum care and care of her newborn.7. Assess religious and cultural preferences for the obstetric patient and their newborn and incorporate into the care map.8. Identify pharmacological concepts as they pertain to the laboring patient, the postpartum patient, and the newborn.9. Apply current technology and informatics safely to enhance care of the laboring, postpartum, and newborn patient.10. Use evidence based nursing practice standards as a guide for promoting optimal health outcomes for the laboring, postpartum, and newborn patient. |  | * Newborn physical head to toe assessment including gestational age assessment. Medication administration to the newborn and postpartum patient.
* Care Map will include assessment, problem identification, planning, interventions, medications, and evaluation, teaching and community referral. The student will also identify abnormal laboratory findings and provide nursing focused assessment documentation.
* Student Portfolio and CPEC
 |
| **VNSG 1234 Pediatrics** | **Student Learning Outcomes – The student will:**1. Analyze historic highlights of pediatric care and current trends.2. Explore the impact of illness on the child and family in relation to psychosocial and cultural concepts.3. Implement principles and concepts from biological and social sciences necessary to pediatric nursing care.4. Implement and follow safe nursing care standards in providing care for pediatric patients and families.5. Develop interpersonal relationships utilizing communication skills with child and family.6. Utilize the nursing process to develop a care map for promotion and maintenance of pediatric health.7. Assist individuals to understand and/or cope with development and situational crises which occur during growth and development.8. Recognize developmental milestones for various pediatric age groups and provide anticipatory guidance for families.9. Use evidence based nursing practice standards as a guide for promoting optimal health outcomes for the pediatric patient. |  | * Unit exams (3) – 25% each – (total 75%)
* Final exam – 20%
* Pediatric Math Test – 5%
* ATI Pediatric Competency Exam and Remediation Plan
 |
| **VNSG 2161 Pediatric Clinical** | **Student Learning Outcomes – The student will:**1. Apply the nursing process to develop a care map for the pediatric patient.2. Assist the pediatric patient in management of illness, pain, and disease process.3. Identify expected growth and developmental stages and give examples in relationship to the pediatric patient.4. Explore the impact of family and support systems on the pediatric patient during hospitalization.5. Identify adverse reactions and complications of disease processes and implement appropriate nursing interventions.6. Implement a teaching plan to assist the pediatric patient and their family with care, including anticipatory guidance.7. Assess religious and cultural preferences for the pediatric patient and incorporate into the care map.8.Identify pharmacological concepts as they pertain to the pediatric patient, including calculation of safe dosages9. Apply current technology and informatics safely to enhance care of the pediatric patient10. Use evidence based nursing practice standards as a guide for promoting optimal health outcomes for the pediatric patient. |  | * Pediatric physical head to toe assessment for various age groups.
* Medication administration to the pediatric patient.
* Anticipated growth and development of each age group.
* Immunization status and current recommendation guidelines.
* Care map will include assessment, problem identification, planning, interventions, medications, and evaluation, teaching and community referral. The student will also identify abnormal laboratory findings and provide nursing focused assessment documentation
* Student Portfolio and CPEC
 |
| **VNSG 1409 Health & Illness II** | **Student Learning Outcomes – The student will:**1. Identifies the concepts and principles from the biological, psychological and sociocultural sciences necessary to provide nursing care throughout the life span.2. Utilize the nursing process to develop nursing care plans for patients experiencing alterations in cardiac output/tissue perfusion, alterations in hormonal balance, alterations in nutrition, alterations in elimination, sensory/perceptual alterations, and alterations in gas exchange.3. Define illness as a situational crisis.4. Describe how interpersonal relationships in nursing support the concept of rehabilitation.5. Identifies standards and goals necessary for the practice of vocational nursing.6. Identifies legal implications involved in the practice of vocational nursing.7. Identifies, with guidance, own personal strengths and areas for improvement.8. Identifies aspects of ethical nursing practice.9. Identify pharmacological concepts as they pertain to disease processes to include actions, dosages, side effects and patient teaching. |  | * 3 Course Exams
* 1 Project
* Final Exam
* ATI Medical/Surgical Exam and Remediation Plan
 |
| **VNSG 1361 Health & Illness II** | **Student Learning Outcomes – The student will:**1. Identify the concepts and principles from the biological, psychological and sociocultural sciences necessary to provide nursing care throughout the life span.2. Implement skills and basic principles of care as they apply to the disease process.3. Demonstrate the ability to communicate with other health care disciplines in providing holistic care.4. Utilize the nursing process to provide nursing care for adult and geriatric clients adapting to illness.5. Utilize basic concepts of pharmacology in safely administering medication.6. Implement standards of care necessary for the practice of Vocational Nursing.7. Implement nursing practice with the legal and ethical realm of Vocational Nursing. |  | * Implement skills and basic principles of care as they apply to the disease process.
* Demonstrate the ability to communicate with other health care disciplines in providing holistic care.
* Utilize the nursing process to provide nursing care for adult and geriatric clients adapting to illness.
* Utilize basic concepts of pharmacology in safely administering medications.
* Student Portfolio and CPEC
 |
| **VNSG 1410 Health & Illness III** | **Student Learning Outcomes – The student will:**1. Utilize the nursing process to develop care plans for the client experiencing alterations in the gastrointestinal system including liver, gallbladder, and pancreas; alterations in the reproductive system; alterations in the urinary system; and alterations in the cardiac system.2. Implement principles of care as they relate to the gastrointestinal, reproductive, urinary system disease processes and cardiac systems.3. Assist the client to understand and/or manage with acute and chronic disease processes of the gastrointestinal, reproductive and urinary systems.4. Demonstrate the practice of safe, legal, and effective nursing care.5. Explore the impact of these acute and chronic disease processes on the client and their significant others.6. Identify pharmacological concepts as they pertain to disease processes to include actions, dosages, side effects and client teaching. |  | * 3 Course Exams
* Final Exam
* ATI Medical/Surgical Exam and Remediation Plan
 |
| **VNSG 2163 Health & Illness III Clinical** | **Student Learning Outcomes – The student will:**1. Identify the concepts and principles from the biological, psychological and sociocultural sciences necessary to provide nursing care throughout the life span.2. Implement skills and basic principles of care as they apply to the disease process.3. Demonstrate the ability to communicate with other health care disciplines in providing holistic care.4. Utilize the nursing process to provide nursing care for adult and geriatric clients adapting to illness.5. Utilize basic concepts of pharmacology in safely administering medication.6. Implement standards of care necessary for the practice of Vocational nursing.7. Implement nursing practice with the legal and ethical realm of Vocational nursing. |  | * Implement skills and basic principles of care as they apply to the disease process.
* Demonstrate the ability to communicate with other health care disciplines in providing holistic care.
* Utilize the nursing process to provide nursing care for adult and geriatric clients adapting to illness.
* Utilize basic concepts of pharmacology in safely administering medications.
* Student Portfolio and CPEC
 |

The VN program has only one section of each course offered, so there is no issue with same course syllabi being inconsistent.

***EXTERNAL REVIEW COMMITTEE:*** *Verify that the same-course syllabi include consistent objectives? Are there clear and adequate indicators that competencies are demonstrated? Identify any same-course syllabi that do NOT reflect consistent objectives.*

***EVALUATION:***

 Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

Add link to syllabi web page

1. **If this** **program offers one or more certificate, a program or general advisory committee must meet the requirements for such committees as specified in THECB’s GIPWE including:**
* at least five external members who have been chosen for their expertise in the area concerned and usually serve three-year rotating terms;
* committee chair designated from among the external members;
* Amarillo College faculty or staff attending the meetings will be ex-officio (lack voting rights and are not listed as members);
* meet at least once annually; and
* publish minutes which include the input and recommendations of the committee members.

Document that the advisory committees for each program are in compliance.

The VN program is in compliance with the mandated program Advisory Committee.

The VN program is in compliance with the requirements of having an advisory committee. This committee has met bi-annually for the past 10+ years. Meeting minutes provide documentation of these meetings.

Until 2011 the ADN- RN and LVN programs at AC had a combined advisory committee. In 2011 to better meet the needs of the VN program, the committees were separated. In March 2011, the VN Advisory committee met for the first time. The committee membership is comprised of medical professionals from the community who were chosen for their specific expertise. The committee chair was chosen from this group. There are ex-officio members from among the department and faculty. The committee meets annually; minutes are taken and produced by the VN assistant.

Below is the hyperlink to Advisory Committee Minutes.

<http://www.actx.edu/archives/index.php?module=article&id=38>

**Recommendations from Meeting of Advisory Committee**

**Recommendation:**

VN graduates obtain I. V. certification prior to seeking employment.

**Action:**

The VN director worked with Continuing Healthcare Education to set up an I.V. certification class that occurs immediately following graduation so graduates can obtain certification.

**Recommendation:**

The committee agreed that an Honor Code Policy and a Social Networking Policy were appropriate for students to be required to sign and adhere by.

**Action:**

Beginning in Fall 2011 an Honor Code Policy and Social Networking Policy were added to the student handbook for students to read, sign, and agree to uphold. Both of these policies have already proven useful in circumstances that required addressing student issues.

***EXTERNAL REVIEW COMMITTEE: IF*** *one or more programs within the department has NOT met all requirements for advisory committees, identify how the program(s) are out of compliance with the requirements.*

***EVALUATION:***

 Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

1. **Assess the strengths and concerns for the faculty based on SACSCOC expectations for faculty credentials and statutory mandate for curriculum vitaes. Do all faculty who are or were instructors of record during the past three years have update curriculum vita CN and transcripts in the database?**

|  |  |  |
| --- | --- | --- |
| Faculty Member | Credentials  |  |
| Anna LaVon Barrett RN, MSN, CNE | RN License to practice in the State of Texas, Master’s in Nursing Education, Certified Nurse Educator | Full - Time |
| Teresa Smoot RN, MSN | RN License to practice in the State of Texas, Master’s in Nursing Education | Full - Time |
| Tamara Rhodes RN, BSN | RN License to practice in the State of Texas, Bachelor of Science in Nursing | Full - Time |
| Tammie Tabor RN, BSN-resigned Fall 2011 | RN License to practice in the State of Texas, Master’s in Nursing Education | Full - Time |
| Ginny Coppock, RN, MSN-resigned Spring 2012 | RN License to practice in the State of Texas, Master’s in Nursing Education | Full - Time |
| Lizzy Sharp RN, BSN-started Spring 2012 – not an instructor of record at the time of this survey. | RN License to practice in the State of Texas, Bachelor of Science in Nursing | Full – Time |
| Kim Smith RN, BSN | RN License to practice in the State of Texas, Bachelor of Science in Nursing | Part time Clinical |
| Rene Haley RN | RN License to practice in the State of Texas, Associate degree in Nursing | Part time Clinical |
| Olga Rodriguez RN | RN License to practice in the State of Texas, Associate degree in Nursing | Part time Clinical |
| Wade Mitchell RN | RN License to practice in the State of Texas, , Associate degree in Nursing | Part time Clinical |
| Anita Benson RN | RN License to practice in the State of Texas, , Associate degree in Nursing | Part time Clinical |
| Toni Sargent RN | RN License to practice in the State of Texas, , Associate degree in Nursing | Part time Clinical |
| Dania North RN | RN License to practice in the State of Texas, , Associate degree in Nursing, Bachelor degree in management | Part time Clinical |
| Cynthia Daniel RN | RN License to practice in the State of Texas, Associate degree in Nursing | Part time Clinical |

The VN program has a long history of well qualified faculty. All faculty meet qualifications for employment in a nursing program as dictated by the Texas Board of Nursing. All instructors of record who are still employed by the VN program have a current and updated CV and transcripts in the database.

Texas Board of Nursing Faculty Information:

[http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p\_dir=&p\_rloc=&p\_tloc=&p\_ploc=&pg=1&p\_tac=&ti=22&pt=11&ch=214&rl=7](http://info.sos.state.tx.us/pls/pub/readtac%24ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=22&pt=11&ch=214&rl=7)

***EXTERNAL REVIEW COMMITTEE:*** *Verify if whether the assessment of faculty strengths and concerns align with the expectations and legislation regarding faculty credentials. Review the CV and faculty roster database and identify any faculty that are not in compliance with SACSCOC expectations and legislative mandates.*

***EVALUATION:***

 Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

**Section IV. Budget**

1. Which PET outcomes of this program have resulted in budget requests to date? Please include cost savings and or revenue enhancements. If none, explain the criteria used to make budget decisions in the past and why outcomes are not impacting the budget.
2. What could you do (plan) to implement future cost savings/revenue enhancements?

The current PET outcomes of this program have not impacted the current VN budget. Outcomes are based on student performance. The use of ATI program for enhanced instruction and remediation is a cost that is absorbed by student fees.

Faculty have requested materials that are obtained through the Nursing Resource Center. These materials such as tutorials and equipment are purchased with department funds and Carl Perkins and are enjoyed by both nursing programs.

Other equipment such as simulation mannequins have been purchased in the past by departmental budgets and grants. These materials are utilized by all nursing students.

Current budget decisions are made by the Department Chair and VN Program Director. We have an adequate budget in spite of current budget cuts. We are aware of budgetary issues the college is facing and work to maintain within our allotted budget. The VN faculty all work in overload and a request has been made for an additional full time VN faculty position – this request has not been fulfilled.

1. ***EXTERNAL REVIEW COMMITTEE: IF*** *the program’s/department’s outcomes did not result in budget recommendations, was the explanation valid or reasonable? Does the External Review Committee have any suggestions?*

***EVALUATION:***

 Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

1. ***EXTERNAL REVIEW COMMITTEE:***  *Will the proposed plan work? Will the External Review Committee recommend this plan or does the committee propose any other solutions?*

***EVALUATION:***

 Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

**Section V: Resources**

1. **After as****sessing the strengths and weaknesses of the program’s access to technology, what**

**improvements would ensure that the users have access and training in the use of technology?**

**Strengths**

The Vocational Nursing Program faculty and students have access to a vast array of technology. Each faculty has a desk top computer with Microsoft Word, PowerPoint, Prezi, and endless internet resources. We utilize PAR Test and PAR Score for administering exams and tracking student grades. The PAR programs perform well on most occasions. PAR Test has allowed faculty to build and store large item banks for examinations.

# The Vocational Nursing faculty and students also have access to the West Campus Computer Assisted Instruction Lab and Testing Centers. There are two testing centers that house a total of 82 computers for student examinations. Testing Assistants are generally available to monitor one of the testing labs and instructors monitor the second lab, if it is needed. The testing centers are equipped with surveillance cameras and privacy screens for testing integrity. The testing center is utilized for most of the Vocational Nursing exams.

# The West Campus Computer Assisted Instruction (CAI) Lab also houses 35 computer stations that are designated for student use. The CAI Lab is available for student use Monday through Friday from 8:00 am to 5:00 pm. There are 8 student computer stations available in the Nursing Resource Center (NRC) as well. The NRC is available for student use Monday through Thursday from 8:00 am to 6:00 pm and Fridays from 8:00 am to 5:00 pm. This has been beneficial for students that do not have computers or internet access at home. The number of computers available has effectively met the current student population needs. At any given time there are always a few unused stations. The NRC and the CAI Lab are always staffed with an assistant that is able to help students as technology needs arise.

The West Campus Library is another resource available to faculty and students. The library is open Monday and Tuesday from 12:00 pm to 9:00 pm, Wednesday through Friday from 9:00 am - 6:00 pm, and Sundays from 2:00 pm to 6:00 pm. A librarian is available to assist with research, technology training, etc. The library offers medical data bases, scholarly journals, and many books. There are also four computer stations available with internet access within the library.

AC online has proven to be a valuable tool for faculty and students alike. The Vocational Nursing faculty utilizes AC online at different levels. AC online provides convenient communication between faculty and students via email or announcements. Instructors post PowerPoints, assignments, calendars, clinical information, grades, and have even given quizzes on AC online. AC online is accessible on any device that is able to connect to the internet. All faculty received training to utilize AC online through the AC Teaching and Learning Center. Most VN students acclimate to the AC online environment with the assistance of faculty and AskAC. If assistance is needed with AC online it is readily available from AskAC or the Student Help Center.

The program also utilizes Assessment Technologies Institute (ATI) online program to supplement classroom materials, assess student knowledge, and remediate areas of individual student weakness, and review program strengths and weakness as well. ATI fees are included in each student’s college tuition and fees. The students receive ATI Content Mastery Skills Review Modules that parallel the courses in which they are enrolled. They also have access to online skills modules. During the one year program, each student takes a total of seven ATI proctored assessment exams and receives individualized data regarding areas of mastery and/or areas in which remediation is needed. Students who require remediation must complete it online and submit results to their instructor within a designated time frame. All students are given access to non-proctored assessments and are encouraged to complete them whether or not remediation is necessary. The program has been given approval to add access to learning scenarios via ATI for Fall 2012. This will be a valuable tool to enhance critical thinking skills and mastery of the content. ATI offers customer support online and by phone from 7:00 am to 7:00 pm Monday through Friday. ATI also sends a representative to AC for onsite training as the system changes or new items are implemented. ATI has been very user friendly and has offered ample support for the instructors and students to utilize it without difficulty.

The Nursing Resource Center (NRC) offers many sources of technology such as high fidelity simulation manikins, electronic medical record simulation, and medication-simulation carts. The NRC is staffed with nurses whom are well versed in the use of each resource. They train and support faculty and students on an ongoing basis. The NRC is available to both the VN and ADN programs. At times it is difficult for students to gain access to space or resources in the NRC due to the large volume of users.

The VN students experience clinical simulations at Sim Central each semester. Sim Central fosters student’s critical thinking skills by allowing students to engage in clinical simulation utilizing high fidelity manikins in a low risk environment. Sim Central also gives the faculty and students access to a Virtual 3-D Cadaver. This is one of ten locations in the world that have access to the Virtual 3-D Cadaver. Sim Central offers training to faculty as new resources become available and are readily available during actual simulation events to assist as needed.

# All healthcare facilities are mandated to convert to electronic medical records (EMR) by the year 2014. Many clinical sites are also converting to electronic medication dispensing systems. AC VN clinical faculty have attended training at their respective clinical facilities for EMR and electronic medication dispensing systems. They each have individual access to the systems. Faculty work on an individual basis with students to expose them to these systems, but it is not feasible to train all students fully on the programs. Due to the short length of time each student spends at each clinical site, we do not foresee the need to implement further student training on the systems.

# The VN classrooms are well equipped with up-to-date computer systems, sound systems, projectors, microphones, and an Externally Loaded Media Object (ELMO) camera. Smart boards are the only current piece of technology that seems to be missing in the VN classrooms. The faculty were trained on all the classroom equipment by informational technology (IT) staff. Field support technicians respond quickly if assistance is needed with any of the equipment in the classrooms.

The VN faculty and students have access to a plethora of training in all areas of technology. The program does not recognize any current needs for additional training at this time.

**Weaknesses/Challenges and Recommendations for overcoming weaknesses:**

* A testing program that is conducive to alternate format questions
* A testing/grading program that will import and export to the official college grade tracking system
* Increased testing capacity in the testing center
* Testing assistant availability for all testing labs during testing times
* More than one staff person that has the knowledge to process scantrons
* Student access to computer terminals on Saturdays
* Assessment of student readiness to be immersed in AC online prior to admission in the VN program and a mandatory class for those who do not perform well on the readiness assessment
* Increased NRC space
* Placement of Smart Boards in the VN classrooms

 ***EXTERNAL REVIEW COMMITTEE:*** *How do the proposed improvements strengthen access to training and technology?*

***EVALUATION:***

 Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

Possibly need to address that scantron is being replaced one year out

1. **Review** **program operations; identify any procedures that present the possibility for violations of security, confidentiality, or integrity of any college records and personal information. What changes, if any, need to be made to prevent violations of this nature?**

The VN program does not engage in any practices that may violate student privacy. Grades are never posted in any format in the public domain. Student grades are posted for their private viewing on AC online or printed progress reports are handed directly to each individual student. Progress reports are never released to anyone except the student. Faculty members utilize a shared printer that is located in a cubby on the south end of the second floor in Jones Hall. Each faculty member retrieves their printed material as soon as it is printed. Students are not allowed in the cubby area. Each faculty member has a locking file cabinet or drawer in which they store student records. All faculty keep their computer screens positioned so that it is not visible from the office door. The administrative office is always attended. Students do not have access to any area with the administrative office where records are maintained. The VN administrative assistant’s computer screen is positioned so that it is not visible from any area within the office other than behind the desk. Student records are secured well within all areas of the department.

***EXTERNAL REVIEW COMMITTEE:*** *After a review of this program’s/department’s operations based on this Self-Study and any other information available to the External Review Committee, does any operation present the possibility for violations of security, confidentiality, or integrity of any college records? If so, describe those operations and identify the violation possibility in detail. If applicable, will the proposed plan work to prevent violations? Will the External Review Committee recommend this plan or does the committee propose any other solutions?*

Refer to Amarillo College Faculty Handbook - Privacy Act, Amarillo College Board Policy Manual FJ - Student Records, and FERPA requirements.

The Federal Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment) guarantees students access to their records, but guarantees privacy of these records from disclosure, unless release is authorized by the student. Student records are not open for public inspection; for example, care should be taken, if grades are posted, to protect the confidentiality and identity of the student. The confidentiality of social security numbers is also protected. They should not be used for posting student grades.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

U.S. Department of Education - Family Educational Rights and Privacy Act (FERPA) - (<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>)

***EVALUATION:***

 Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

1. **Describe any indicators or problems that prevent a healthy, safe, and secure environment for staff, students, customers, or clients of this program. Propose a plan to address these problems.**

The VN program enjoys a healthy, safe, and secure environment in which to educate our students. The only issue would be the response time of the AC police department when needed to handle a campus or student issue. Because we don’t have a full time officer presence on our campus there have been times we felt that presence was indicated and we had to call for support. When this happens, response time can and could become an issue. Our recommendation is that West campus has an officer on our campus at all times.

***EXTERNAL REVIEW COMMITTEE: IF*** *recommendations are valid, which of these recommendations are significant and/or urgent? Will the proposed plan address the problem? Will the External Review Committee recommend this plan or does the committee propose any other solutions?*

***EVALUATION:***

 Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

1. **Describe** **any indicators or problems that hamper adequate physical facilities, both on and off campus, to meet the needs of the program.**

Parking is the biggest problem facility wise that we encounter. Our solution is to pave the large grassy area around our building. Students and Faculty park in the grass and dirt so paving the area would be greatly beneficial.

***EXTERNAL REVIEW COMMITTEE: IF*** *any problem(s) is/are valid, which of these problems are significant and/or urgent? Will the proposed plan address the problem(s)? Will the External Review Committee recommend this plan or does the committee propose any other solutions?*

***EVALUATION:***

Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

Parking by Jones Hall – could they park by Building A or C or Lecture Hall instead.

1. **What** **changes are needed in your area to better serve your clients? If change is desired, what are your recommendations?**

We have moved to once a day mail service vs the twice a day service we enjoyed in the past. The once- a- day service has been a hindrance to the program. In particular our mail service happens around 8:30 in the morning. This early morning service causes delays in getting and sending items to the print shop as well as routing important items throughout the campus. It would be very beneficial if we could have service later in the day or if possible we could began the twice- a- day service again.

***EXTERNAL REVIEW COMMITTEE:*** *Will the Self-Study’s recommendations better serve customers/clients?*

*Does the External Review Committee support these recommendations or does the committee propose any other solutions?*

***EVALUATION:***

 Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

1. **How has** **this program collaborated with other AC programs to better serve customers or clients? How has this program collaborated with external organizations to better serve customers?**

The VN program collaborates with the Associate Degree nursing program to facilitate for transition into that program. The VN program will also be making general pre-requisite program changes to align with the “career cluster” concept of the Health Science track. We will make changes to allow students to take 7 hours that will permit students to smoothly move into their desired health career track.

The VN program collaborates with multiple clinical sites throughout the Amarillo area. Our students are involved in patient care in area hospitals, clinics, offices, schools, and long term care facilities. These facilities allow our students the opportunity for a rich educational experience.

The VN program has collaborated with AACAL (Amarillo Area Center for Advanced Learning). Students from both programs participate in a “clinical day” where AACAL students become live patients for the VN students to practice assessment and other clinical skills. This collaboration has been a bridge between the two schools that allows growth and development of both groups of students.

Several faculty from the VN program have participated in the W.I.S.E (Women in Science Education) conference offered each fall. This is a workshop offered for middle school girls to promote science education and encourage science careers for women. The program is a collaboration of several major entities in the Panhandle.

 ***EXTERNAL REVIEW COMMITTEE:*** *Are collaborations/partnerships evident? Does the External Review Committee have any other recommendations to increase collaboration/partnerships?*

***EVALUATION:***

 Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

**Section VI: Publications**

1. **Does your program have a page on AC’s website? If so, is it being maintained and updates on a regular basis? Please describe the update process and who is responsible for updates.**

The Vocational Nursing program is featured on the Nursing Department web page.

<http://www.actx.edu/nursing/>

<http://catalog.actx.edu/preview_program.php?catoid=10&poid=1689&returnto=349>

The website is maintained and updated on a regular basis by Debby Hall RN, MSN and the VN Director.

***EXTERNAL REVIEW COMMITTEE: IF*** *the program/department maintains a page on AC’s website, could you verify that it was updated or maintained on a regular basis? Identify any specific content that appears to need updates and/or content that needs to be added.*

***EVALUATION:***

 Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

1. **If your program produces printed documents, are they accurate, and are they updated and redistributed on a regular basis. Please describe the update process, identify who is responsible for the updates and provide examples.**

No printed documents available.

***EXTERNAL REVIEW COMMITTEE: IF*** *the program/department has published any advertising or recruitment documents (electronic or paper), check at least one copy of each document and determine whether it accurately represents Amarillo College.*

***EVALUATION:***

 Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***Career Cluster brochures

1. **If** **the program references accreditation or SACSCOC accreditation in any published documents (digital or paper) provide access to the documents. Which documents are compliant with SACSCOC approved statement (Approved reference for SACSCOC accreditation: Amarillo College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Amarillo College.)?**

<http://www.actx.edu/nursing/index.php?module=article&id=19>

<http://catalog.actx.edu/preview_program.php?catoid=10&poid=1689&returnto=349>

***EXTERNAL REVIEW COMMITTEE: IF*** *the program/department has published any document(s) with a reference to SACSCOC accreditation, which references lack the exact wording of the approved statement?*

***EVALUATION:***

 Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***

1. **Does** **the program have any published documents that do NOT reference accreditation or SACSCOC accreditation? List all that need the reference added.**

All published documents in compliance.

***EXTERNAL REVIEW COMMITTEE: IF*** *the program/department has published any document(s) without a reference to SACSCOC accreditation, would it be valuable to add the reference?*

***EVALUATION:***

 Acceptable Unacceptable

Commendation Concern N/A Recommendation

***COMMENTS (IF APPLICABLE):***