



OAKLAND
COMMUNITY
COLLEGE

Oakland Community College

Nursing Program
Curriculum Review
2007

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WELCOME TO THE CURRICULUM REVIEW SELF-STUDY PROCESS

Discipline/Program Nursing Coordinator(s) Susan Stumbo

CRC Mentor Dr. Nadia Boulos Review Date: March 7, 2008

Thank you for agreeing to coordinate the Curriculum Review in your area. As Discipline/Program Case Review Coordinator, it is your responsibility to make sure the steps detailed below are completed by the Review Date. Your packet includes instructions and forms for completing the Review. If needed, a CRC mentor is available to you. Your Dean will also be able to provide meaningful assistance in completing this important task.

In the Part I-Core Review, the College asks your discipline/program to analyze its curriculum from a variety of perspectives. These include course offerings and contents, enrollment/retention, transfer trends, and plans for the future. An additional section of activities is contained in Part II. The nature of these review activities will depend on whether you are a member of a Discipline or a Program.

Included in this document to help you work on your review are: 1) Data Collection forms to distribute to your Discipline/Program Case colleagues and 2) Data Analysis forms with summary sections. Allow two to three months for this work. Please send all completed forms to the Chair of CRC 3 weeks prior to your scheduled review.

Once again, thank you for agreeing to work on this very important process with your colleagues. Together we will constantly strive to ensure the excellence of instruction at OCC.

College Curriculum Review Membership 2007-2008

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NURSING

Associate in Applied Science (NUR.APP)



Health Sciences

The Associate Degree Nursing (ADN) curriculum is a 72 credit-hour program that leads to an Associate in Applied Science Degree and prepares the graduates to provide direct nursing care at a beginning staff level in a variety of health care settings. Successful completion of the program requirements qualifies the students to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Satisfactory achievement on this examination qualifies the graduates for licensure as Registered Nurses (RNs). Anyone who has been convicted of a felony may not be eligible for licensure.

The course of study combines general education in the humanities and the biological, behavioral and social sciences with instruction in the theory and practice of nursing.

Students must first be admitted to the college and must designate nursing (NUR) as their curriculum. Registration in the nursing courses is possible only after the student is admitted to the nursing program through a selection process based on a system of priorities.

Basic admission requirements include:

- High school graduation or GED
- One year of high school (or equivalent) chemistry, algebra and biology with an average of 2.0 or better grade point in each
- A 90% or better on the Arithmetic Proficiency Examination
- Completion of BIO 1570 (or BIO 2710), BIO 2630 and BIO 2640 with 2.0 or better grade point within five years of the start of the fall nursing courses. The five-year period dates from the session during which the course was taken and closes at the first session in which the student is enrolled in the nursing program.
- Attendance at a nursing information session.

Requirements and procedures for admission are outlined in a Nursing Program brochure, available during the nursing information sessions, and at the nursing website: www.oaklandcc.edu/nursing. All requirements must be completed by **DECEMBER 15** of the year preceding intended enrollment in the nursing program. Applicants will be notified in writing about the result no later than **MARCH 15**.

Students must obtain a 2.0 or better grade point in all the currently required college and program courses for an Associate in Applied Science Degree in order to be certified as eligible to write the NCLEX-RN. The policies and regulations regarding admission, progression and retention in the nursing program, as well as certification, licensure qualifications and legal limitations of license are outlined in the Nursing Student Handbook which

is provided to each student enrolled in the nursing program. All these provisions are also explained in the information sessions prior to admission to the program. In addition to the tuition, nursing students incur extra costs such as liability insurance, pre-admission health examination, uniforms, supplies, travel, pins and licensure application.

The ADN Program is accredited by the National League for Nursing Accrediting Commission, 61 Broadway - 33rd Floor, New York, NY 10006, ph: **800.669.1656**, www.nlnac.org and has full approval of the Michigan Board of Nursing. *Note: Conviction of a felony or misdemeanor may preclude eligibility for licensure. For more information contact the Michigan Board of Nursing (ph: 517.335.0918).*

The Nursing Program is designed as a full-time study. However, students may elect part-time study by completing the majority of the required supportive and general education courses prior to selection.

A mandatory criminal history check including fingerprints will be conducted on all students selected to the Nursing program prior to the start of the program, at the student's cost. 1) Conviction of a felony or any attempt to commit a felony within the 15 years immediately preceding the date of the criminal history check; or 2) conviction of a misdemeanor within the 10 years immediately preceding the criminal history check, will preclude eligibility for admission. In addition, all selected students must have a drug screen test prior to the start of the program. For details contact the Nursing Department at **248.942.3334**.

Major Requirements

		Credits
NUR 1290	Pharmacology for Nurses.....	2
NUR 1410	Foundations of Nursing.....	7
NUR 1450	Clinical Skills.....	0.5
NUR 1460	Integrated Physical Assessment and Decision Making Skills I.....	0.5
NUR 1470	Integrated Physical Assessment and Decision Making Skills II.....	0.5
NUR 1510	Nursing of the Childbearing Family.....	4
NUR 1520	Nursing of the Adult - Mental Health and Maladaptive Behavior.....	4
NUR 1530	Nursing of Adults I.....	4
NUR 2510	Nursing of Children and Families.....	4
NUR 2520	Nursing of Adults II.....	4
NUR 2530	Nursing of Adults III.....	4
NUR 2540	Transition to Graduate Nurse Role.....	4.5

Required Supportive Courses

BIO 1570*	Microbiology of Health and Disease.....	3
or		
BIO 2710	Microbiology.....	4
BIO 2630	Human Anatomy and Physiology I.....	4
BIO 2640	Human Anatomy and Physiology II.....	4
ENG 1510*	Composition I.....	3
ENG 1520*	Composition II.....	3
or		
ENG 2200*	Professional Communication.....	4
HEA 1510	Nutrition.....	3
PSY 2510*	Introduction to Psychology.....	3
SOC 2510*	Sociology.....	3
	Fine Arts/Humanities Elective.....	3

Recommended Elective

CHE 1320*	Survey of Organic and Biochemistry.....	4
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See degree requirements for an Associate in Applied Science Degree on p. 81.

General Education Requirement

See p. 69 or inside back cover.

* Course may be used to meet General Education requirements.

NURSING

Practical Nurse Education Modified Career Ladder Certificate Program (NUR.PNE.APP)



Health Sciences

Oakland Community College Highland Lakes Campus Department of Nursing offers a one-year Modified Career Ladder Practical Nursing Education (PNE) Certificate Program at the *Southfield Campus effective March 1996*. The Associate Degree Nurse (ADN) Program serves as the base for the PNE program. The program is designed to prepare graduates to give supervised direct nursing care in a variety of health care settings. Successful completion of the program requirements qualifies the students to apply to write the National Council Licensure Examination for Practical Nurses (NCLEX-PN). Satisfactory achievement on this examination qualifies the graduates for licensure as Licensed Practical Nurses (LPNs). Anyone who has been convicted of a felony may not be eligible for licensure.

The course of study combines education in the biological, behavioral and social sciences with instruction in the theory and practice of nursing. Graduates of the modified career ladder PNE Program can apply for admission to the second year of the generic ADN Program and complete the required courses for the ADN Program in one additional year.

Students must first be admitted to the college and designate (PNE) as their curriculum. Registration in the nursing courses is possible only after the student is admitted to the nursing program through a selection process based on a system of priorities.

Basic admission requirements include:

- Graduation from high school or GED
- Completion of the following with an average of "C" or better: One year of High School (HS) algebra or MAT 1100; One year of HS biology or BIO 1530 or BIO 1511; One year of HS chemistry or CHE 1000
- Passing the arithmetic proficiency examination at 90 percent or higher
- Attending a nursing information session
- Completion of BIO 1570 or 2710, BIO 2630 and BIO 2640 with 2.0 or better grade point within five years of the start of the fall nursing courses. The five-year period dates from the session during which the course was taken and closes at the first session in which the student is enrolled in the nursing program.
- PNE curriculum designation

Requirements and procedures for admission are outlined in a nursing program brochure, during the nursing information sessions, and at the nursing website: www.oaklandcc.edu/nursing. All requirements must be completed by

OCTOBER 15 of the year in which the student is intending to enroll in the nursing program. Applicants will be notified in writing no later than **DECEMBER 1**.

Students must obtain a 2.0 or better grade point in all the currently required courses in order to be certified as eligible to write the NCLEX-PNE. The policies and regulations regarding admission, progression and retention in the nursing program, as well as certification, licensure qualifications and legal limitations of license are outlined in the Nursing Student Handbook which is provided to each student enrolled in the nursing program. All these provisions are also explained in the information sessions prior to admission to the program. In addition to the tuition, nursing students incur extra costs such as liability insurance, pre-admission health examination, uniforms, supplies, travel, pins and licensure application.

The PNE Program is fully approved by the Michigan Board of Nursing, Nursing Accrediting Commission. *Note: Conviction of a felony or misdemeanor may preclude eligibility for licensure. For more information contact the Michigan Board of Nursing (ph: 517.335.0918).*

The Nursing Program is designed as a full-time study. However, students may elect part-time study by completing the majority of the required supportive and general education courses prior to selection.

A mandatory criminal history check including fingerprints will be conducted on all students selected to the Nursing Program prior to the start of the program, at the student's cost. 1) Conviction of a felony or any attempt to commit a felony within the 15 years immediately preceding the date of the criminal history check; or 2) conviction of a misdemeanor within the 10 years immediately preceding the criminal history check, will preclude eligibility for admission. In addition, all selected students must have a drug screen test prior to the start of the program. For details contact the Nursing Department at **248.942.3334**.

Major Requirements

			Credits
NUR	1290	Pharmacology for Nurses.....	2
NUR	1410	Foundations of Nursing.....	7
NUR	1450	Clinical Skills.....	0.5
NUR	1460	Integrated Physical Assessment and Decision-Making Skills I.....	0.5
NUR	1470	Integrated Physical Assessment and Decision-Making Skills II.....	0.5
NUR	1510	Nursing of the Childbearing Family.....	4
NUR	1530	Nursing of Adults I.....	4
NUR	1540	Adult Medical Surgical Nursing.....	4
NUR	1550	Transition to Graduate PN Role.....	2
NUR	2511	Nursing of Children and Families.....	2

Required Supportive Courses.....

BIO	1570*	Microbiology of Health and Disease.....	3
	or		
BIO	2710	Microbiology.....	4
BIO	2630	Human Anatomy and Physiology I.....	4
BIO	2640	Human Anatomy and Physiology II.....	4
ENG	1510*	English I.....	3
HEA	1510	Nutrition.....	3
PSY	2510*	Introduction to Psychology.....	3

* Course may be used to meet General Education requirements.

NURSING

Second Year Nursing Completion Option Modified Career Ladder Graduates Associate in Applied Science (NUR.RNE.APP)



Health Sciences

This program may not be offered every year. Offering of this program dependent on enrollment.

Graduates of the Modified Career Ladder Practical Nurse Education (PNE) Certificate Program have the option to apply for selection into the second year of the Associate Degree Nursing (ADN) Program. The course of study requires completion of 31.5 credits and leads to an Associate in Applied Science degree. Successful completion of the second year requirements qualifies the graduates to apply to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Satisfactory achievement on this examination qualifies the graduates for licensure as Registered Nurses (RNs). Anyone who has been convicted of a felony may not be eligible for licensure.

Applicants must first designate RNE as their curriculum. Registration in the Nursing Courses is possible only after the student is admitted to the second year of the ADN program through a selection process.

Basic admission requirements include:

- Filing an application for admission to the Highland Lakes Department of Nursing by **OCTOBER 15** of the year in which admission is sought
- Completing all requirements and procedures for admission as outlined in a Nursing Program brochure, during the nursing information sessions, or at the nursing website: www.oaklandcc.edu/nursing.

Admission is conditional upon availability of space. Applicants will be notified in writing about the result no later than **DECEMBER 1**.

Students must obtain a 2.0 or better grade point in all the currently required college and program courses for an Associate in Applied Science Degree in order to be certified as eligible to write the NCLEX-RN. The policies and regulations regarding admission, progression and retention in the nursing

program, as well as certification, licensure qualifications and legal limitations of license are outlined in the Nursing Student Handbook which is provided to each student enrolled in the nursing program. All these provisions are also explained in the information sessions prior to admission to the program. In addition to the tuition, nursing students incur extra costs such as liability insurance, pre-admission health examination, uniforms, supplies, travel, pins and licensure application.

The ADN Program is accredited by the National League for Nursing Accrediting Commission (ph: **212.363.5555**) and has full approval of the Michigan Board of Nursing. *Note: Conviction of a felony or misdemeanor may preclude eligibility for licensure. For more information contact the Michigan Board of Nursing (ph: **517.335.0918**).*

A mandatory criminal history check including fingerprints will be conducted on all students selected to the Nursing program prior to the start of the program, at the student's cost. 1) Conviction of a felony or any attempt to commit a felony within the 15 years immediately preceding the date of the criminal history check; or 2) conviction of a misdemeanor within the 10 years immediately preceding the criminal history check, will preclude eligibility for admission. In addition, all selected students must have a drug screen test prior to the start of the program. For details contact the Nursing Department at **248.942.3334**.

Major Requirements

		Credits
NUR 1520	Nursing of Adults-Mental Health and Maladaptive Behavior.....	4
NUR 2512	Nursing of Children.....	2
NUR 2520	Nursing of Adults II.....	4
NUR 2530	Nursing of Adults III.....	4
NUR 2540	Transition to Graduate Nurse Role.....	4.5

Required Supportive Courses

ENG 1520*	Composition	3
or		
ENG 2200*	Professional Communication	4
SOC 2510*	Sociology	3
	Fine Arts/Humanities Elective	3

Recommended Elective

CHE 1320*	Survey of Organic and Biochemistry.....	4
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See degree requirements for an Associate in Applied Science Degree on p. 81.

General Education Requirement

See p. 69 or inside back cover.

* Course may be used to meet General Education requirements.

NURSING

Transitional LPN to ADN Track Associate in Applied Science (NUR.TPN.APP)



Health Sciences

Oakland Community College (OCC) Department of Nursing at the Highland Lakes Campus offers Licensed Practical Nurses (LPN) an opportunity to earn an Associate in Applied Science Degree by being selected to the Transitional LPN to ADN track (TPN). The course of studies combines general education in the humanities and the biological, behavioral, and social sciences with instruction in the theory and practice of nursing. The program is designed to prepare practitioners to give care at a beginning staff level in a variety of health care settings. Successful completion of the program requirements qualifies the student to apply to write the National Licensure Examination for Registered Nurses (NCLEX-RN). Satisfactory achievement on the examination qualifies the graduates for licensure as Registered Nurses (RNs). Anyone who has been convicted of a felony may not be eligible for licensure.

Students must first be admitted to the college and must designate TPN as their curriculum; this can be done at any Campus Records Office. Registration in the nursing courses is possible only after the student is admitted into the track through a selection process based on a system of priorities.

Basic admission requirements include:

- High school graduation or GED.
- Completion of BIO 1570 (or BIO 2710), BIO 2630, and BIO 2640 with 2.0 or better grade point within eight years of the start of the fall nursing courses. The eight-year period dates from the session during which the course was taken and closes at the first session in which the student is enrolled in the nursing program.
- Attendance at a TPN information session.

Classes for the TPN Track start in the summer semester. Requirements and procedures for admission are outlined in the TPN Nursing Program brochure, available during the TPN nursing information sessions, and at the nursing website: www.oaklandcc.edu/nursing. All requirements must be completed by **MAY 1** of the same year. Applicants will be notified in writing about the result no later than **JUNE 30**.

Students must obtain a 2.0 or better grade point in all the currently required college and program courses for an Associate in Applied Science Degree in order to be certified as eligible to write the NCLEX-RN. The policies and regulations regarding admission, progression, and retention in the nursing program, as well as certification, licensure qualifications, and legal limitations of licensure are outlined in the Nursing Student Handbook which is provided to each student enrolled in the nursing

program. All these provisions are also explained in the information sessions prior to admission to the program. In addition to the tuition, nursing students incur extra costs such as liability insurance, pre-admission health examination, uniforms, supplies, travel, pins, and licensure application.

The ADN Program is accredited by the National League for Nursing Accrediting Commission (ph: 212.363.5555) and has full approval of the Michigan Board of Nursing. *Note: Conviction of a felony or misdemeanor may preclude eligibility for licensure. For more information contact the Michigan Board of Nursing (ph: 517.335.0918).*

The Nursing Program is designed as a full-time study. However, students may elect part-time study by completing the majority of the required supportive and general education courses prior to selection.

A mandatory criminal history check including fingerprints will be conducted on all students selected to the Nursing program prior to the start of the program, at the student's cost. 1) Conviction of a felony or any attempt to commit a felony within the 15 years immediately preceding the date of the criminal history check; or 2) conviction of a misdemeanor within the 10 years immediately preceding the criminal history check, will preclude eligibility for admission. In addition, all selected students must have a drug screen test prior to the start of the program. For details contact the Nursing Department at 248.942.3334.

Major Requirements

		Credits
NUR	1290 ¹ Pharrnacology for Nurses.....	2
NUR	1460 ¹ Integrated Physical Assessment I.....	0.5
NUR	1470 ¹ Integrated Physical Assessment II.....	0.5
NUR	1520 Nursing of Adults-Mental Health and Maladaptive Behavior	4
NUR	1811 Foundations for the Transition to Registered Nurse Role	5
NUR	1812 Childbearing Foundations for the Transition to Registered Nurse Role	2
NUR	2510 Nursing of Children and Families.....	4
NUR	2520 Nursing of Adults II	4
NUR	2530 Nursing of Adults III	4
NUR	2540 Transition to Graduate Nurse	4.5

Required Supportive Courses

		Credits
BIO	1570* Microbiology of Health and Disease	3
or		
BIO	2710 Microbiology	4
BIO	2630 Human Anatomy and Physiology I.....	4
BIO	2640 Human Anatomy and Physiology II.....	4
ENG	1510* Composition I	3
ENG	1520* Composition II	3
or		
ENG	2200* Professional Communication.....	4
HEA	1510 Nutrition	3
PSY	2510* Introduction to Psychology.....	3
SOC	2510* Sociology	3
	Fine Arts/Humanities Elective	3

Recommended Elective

CHE	1320* Survey of Organic and Biochemistry	4
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See degree requirements for an Associate in Applied Science Degree on p. 81.

General Education Requirement

See p. 69 or inside back cover.

¹ Students may take a Challenge Examination in the Department of Nursing.

* Course may be used to meet General Education requirements.

DATA ANALYSIS

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

Coordinator: Complete this form after reviewing the Catalog Course Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog. Please also attach a photocopy of all program requirements and course descriptions in the catalogue.

List every course that is listed in the catalog. Check where revision is indicated or no revisions seem necessary. Please, add lines where needed.

	Revision needed	No Revision necessary
Course Number N1290___	<u> X </u>	___
Course Number N1410___	___	<u> X </u>
Course Number N1450___	<u> X </u>	___
Course Number N1460___	___	<u> X </u>
Course Number N1470___	<u> X </u>	___
Course Number N1510___	___	<u> X </u>
Course Number N1520___	<u> X </u>	___
Course Number N1530___	<u> X </u>	___
Course Number N1540___	___	<u> X </u>
Course Number N1550___	___	<u> X </u>

CATALOG COURSE DESCRIPTION REVIEW SUMMARY:

Syllabi course descriptions may have been modified to reflect the content of the courses more accurately in preparation for the recent National League for Nursing (NLN) accreditation review in the fall of 2006. The Department of Nursing full time faculty members have been made aware of the catalog/course descriptions discrepancy and have decided to revise individual syllabi course descriptions for the fall semester of 2008, to be in congruence with the OCC catalog. The Department will also prepare to take desired revisions of course descriptions to the College Curriculum Committee in the summer or fall semester of 2008 for the 2009-10 publication of the OCC catalog.

DATA ANALYSIS

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

Coordinator: Complete this form after reviewing the Catalog Course Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog. Please also attach a photocopy of all program requirements and course descriptions in the catalogue.

List every course that is listed in the catalog. Check where revision is indicated or no revisions seem necessary. Please, add lines where needed.

Revision needed No Revision necessary

Course Number N1811	<u> </u>	<u> X </u>
Course Number N1812	<u> X </u>	<u> </u>
Course Number N2510	<u> X </u>	<u> </u>
Course Number N2511	<u> </u>	<u> X </u>
Course Number N2512	<u> X </u>	<u> </u>
Course Number N2520	<u> X </u>	<u> </u>
Course Number N2530	<u> X </u>	<u> </u>
Course Number N2540	<u> X </u>	<u> </u>
Course Number _____	<u> </u>	<u> </u>
Course Number _____	<u> </u>	<u> </u>

CATALOG COURSE DESCRIPTION REVIEW SUMMARY:

A comparison of NUR catalog descriptions and NUR syllabi course descriptions needing revisions follows.

SYLLABUS COURSE DESCRIPTION	CATALOG COURSE DESCRIPTION
NUR 1290-Pharmacology for Nurses	
<p>This course is designed to assist the student in gaining a basic working knowledge of drugs for nurses practicing in the clinical setting. General information on drugs, drug classification and usage as applicable to nursing practice are discussed. Principles of safe administration of drugs including calculation are taught.</p>	<p>The Pharmacology for Nurses course is designed to introduce students to the knowledge and skills necessary to safely calculate, prepare and administer drugs to clients. The unifying concepts of human being, nursing, health/illness and environment will be integrated into the course to emphasize the importance of assessment, planning and evaluation in administering drugs to clients.</p>
NUR 1450-Clinical Skills	
<p>This course is designed to provide the student with a modified modular approach to learning bedside clinical skills. Each module contains specific readings, practice activities and skill check-off procedures. Students continue to learn and master the basic skills with emphasis of intravenous and ventilation nursing therapies.</p>	<p>This course is designed to provide the student with a modified modular approach to learning bedside clinical skills. Each module contains specific readings, practice activities and skill check off procedures.</p>
NUR 1470-Integrated Physical Assessment and Decision Making Skills II	
<p>This modified modular approach course is a continuation of NUR 1460 and introduces the student to various health assessment techniques and procedures used in initial and routine client status examinations. It focuses on decision-making processes in making clinical judgments regarding which assessment technique is appropriate. The organizing, analyzing and recording of data obtained from nursing assessments is related to the nursing process.</p>	<p>This course is a continuation for NUR 1460 with added emphasis on integration of the various components of physical assessment.</p>
NUR 1520-Nursing of the Adult: Mental Health and Maladaptive Behavior	
<p>This course presents the essential concepts of mental health and mental illness. The theory component emphasizes adaptive and maladaptive patterns of behavior in the context of the bio-psycho-socio-cultural spiritual individual. Critical concepts include communication patterns, stress and adaptation, and primary psychiatric disorders. The course also addresses legal aspects relative to accountable nursing practice. The clinical focus is on the development of nursing skills and the use of the nursing process with clients exhibiting psychiatric-mental health disorders. Therapeutic communication skills are integrated and assessed, refined and reinforced throughout the course.</p>	<p>This course presents the essential concepts of mental health and illness. The theory components emphasizes adaptive and maladaptive patterns of behavior, personality development, defense mechanisms, coping patterns, substance abuse and exploration of the variables affecting the development of psychopathology. The clinical focus is on the development of nursing skills and the use of the nursing process with clients exhibiting emotional disorder. Therapeutic communication skills are integrated and practiced throughout the course.</p>
NUR 1530- Nursing of Adults I	
<p>This nursing course is the medical-surgical course in the first year. It presents utilization of the nursing process for the adult with simple, well-defined health problems associated with the functional patterns related to activity-exercise, nutrition-metabolism and elimination. Dysfunction of the cardiovascular-pulmonary, endocrine, gastro-intestinal and urinary-</p>	<p>This course introduces basic concepts of adult medical surgical nursing related to the functional patterns of activity-exercise, nutrition, metabolism and elimination. The focus is on the utilization of the nursing process in meeting adult client needs with simple well-defined problems with emphasis in the maintenance of health and prevention of disabilities in</p>

SYLLABUS COURSE DESCRIPTION	CATALOG COURSE DESCRIPTION
<p>renal systems are included. Health promotion, wellness and acute illness are major focus.</p> <p>The clinical component of this course will provide the nursing student with the opportunity to implement theoretical content in a variety of health care settings.</p>	<p>clients with temporary or relatively simple disruptions in their health status. The clinical component of this course will provide the opportunity to apply theoretical content in various acute care facilities primarily on general medical/surgical units. Problem solving approach utilizes the nursing process in providing care to clients.</p>
NUR 1812-Childbearing Foundations for the Transition to the Registered Nurse Role	
<p>This course is designed to facilitate the transition from the role of the Licensed Practical Nurse (LPN) to the role of the Associate Degree Registered Nurse (RN). *This course will build upon and enhance the student's nursing knowledge. It will further develop the student's ability to utilize the nursing process in the care of families throughout the childbearing cycle. The functional health patterns associated with reproduction are presented. Nursing care, via the nursing process, of the childbearing family will be discussed. In addition, defined alterations in culturally sensitive nursing care, legal ethical issues in nursing care, current trends in women's health and reproductive health will provide a framework for discussion, critical thinking, and clinical decision making.</p>	<p>This course is designed to facilitate the transition from the role of the Licensed Practical Nurse to the role of the Associate Degree Registered Nurse. The course further develops the student's ability to utilize the nursing process in the care of families throughout the childbearing cycle. The functional patterns associated with reproduction are presented. The nursing care, via the nursing process, of the well-defined childbearing family will be discussed. In addition, alteration in functional health patterns during the reproductive cycle will be presented. The concepts of culturally sensitive care, legal/ethical issues in care, current trends in women's health and maternal-child health will provide a framework for discussion.</p>
NUR 2510-Nursing of Children and Families	
<p>This course focuses on the student's application of the nursing process to children and their families with special emphasis on growth and developmental needs from infancy to adolescence, health maintenance and promotion, illness and accident prevention, teaching/learning needs and responses of children and their families to selected acute illnesses, chronic health conditions and hospitalization.</p> <p>The clinical focus is on supervising, guiding and counseling the nursing student in giving comprehensive care to several children and their families. The clinical learning experiences strive to enhance self direction and confidence as well as to guide the nursing student in adapting cognitive, affective and psychomotor skills in the continuing application of the nursing process.</p>	<p>This course focuses on the student's continuing development to apply the nursing process to the unique and specialized aspects of the care of children and their families with special emphasis on growth and development needs of infancy through adolescence, health maintenance, illness and accident prevention, teaching/learning needs and responses to children and their families to selected acute illnesses and chronic health conditions; including the situational crises of hospitalization, outpatients and continuing home care.</p>
NUR 2512-Nursing of Children and Families	
<p>This course focuses on the student's continuing application of the nursing process to children and their families with special emphasis on growth and developmental needs from infancy to adolescence, health and responses of children and their families to selected acute illnesses, chronic health conditions and hospitalization</p>	<p>This course focuses on the student's continuing application of the nursing process to children and their families with special emphasis on growth and developmental needs from infancy to adolescence, health maintenance, illness and accident prevention teaching/learning needs and responses of children and their families to selected acute illnesses, chronic health conditions and hospitalization. The clinical</p>

SYLLABUS COURSE DESCRIPTION	CATALOG COURSE DESCRIPTION
<p>The clinical focus is on supervising, guiding and counseling the nursing student in giving comprehensive care to several children and their families. The clinical learning experiences strive to enhance self direction and confidences as well as to guide the nursing student in adapting cognitive, affective and psychomotor skills to child health care.</p>	<p>focus is on supervising, guiding and counseling the nursing student in giving comprehensive care to several children and their families. The clinical learning experiences strive to enhance self direction and confidence as well as to guide the nursing student in adapting cognitive, affective and psychomotor skills in the continuing application of the nursing process.</p>
NUR 2520-Nursing of Adults II	
<p>This second year nursing course focuses on the student's continuing application of the nursing process for adults, their families and support systems with complex health problems associated with the functional health patterns related to health perception-health management, nutrition-metabolism, activity-exercise, cognitive-perceptual, self perception and self concept. Complex dysfunctions of the nervous system, eye, and ear, musculoskeletal and integumentary systems are presented.</p> <p>The clinical component of this course provides the student with the opportunity to apply theoretical content through supervised clinical practice in a variety of health care settings.</p>	<p>This course presents health problems related to the functional patterns of nutrition-metabolism, activity-exercise, sensation-perception and cognition. The focus is in the utilization of the nursing process in the care of acutely ill adult client and family. The clinical component of this course will provide the application of theoretical content to clients with complex health problems in various acute care settings such as specialty and critical care units.</p>
NUR 2530-Nursing of Adults III	
<p>This second year nursing course presents the nursing care of adults with complex health problems associated with alterations in activity-exercise patterns, nutritional metabolic dysfunction and alterations in the biological defense mechanisms. Cardiovascular, pulmonary, immune, liver, biliary tract, exocrine pancreatic, renal and cellular growth disorders are presented. The focus is on the application of the nursing process in the care of the chronically and critically ill adult client, his/her family and significant others.</p> <p>The clinical component of this course provides the student with the opportunity to apply theoretical content through supervised clinical practice in a variety of health care settings.</p>	<p>This course presents the nursing care of adults with complex health problems associated with alterations in activity-exercise patterns related to cardiopulmonary-renal dysfunction, nutritional metabolic dysfunction and alterations in the biological defense mechanisms. The focus is on the utilization of the nursing process in the care of the acutely ill adult client and his or her family.</p>
NUR 2540-Transition to Graduate Nurse Role	
<p>This course, taken last in the AND (generic, TPN and RNE) sequence, facilitates the student's transition into the role of a beginning staff nurse through experiences in collaboration, decision-making, delegation, and consultation through multiple client assignments. The content focuses on beginning level leadership and management concepts. Legal, ethical and professional dimensions of health care are explored. The course also addresses historic developments, research</p>	<p>This course facilitates the student's transition into the role of a beginning staff nurse through experiences in collaboration, decision making, delegation and in collaboration, decision making, delegation and multiple client assignments. The content focuses on the study of historical developments and of current issues in health care, nursing education and practice. Legal, ethical and professional dimensions of health care are explored. Beginning level leadership and management of concepts are introduced.</p>

SYLLABUS COURSE DESCRIPTION	CATALOG COURSE DESCRIPTION
<p>application and current issues in health care, nursing education and nursing practice. The student applies the nursing process to the care of a group of clients with complex health care deviations within the environment of health care agencies.</p> <p>The clinical component of this course will provide the nursing student with the opportunity to implement theoretical content in a variety of health care settings.</p>	

MUS 1810 2 Credits

Voice I

General Education Attributes 4
This course is designed for students who have had little or no previous vocal or musical instruction. It covers the rudiments of vocal technique, music reading and basic keyboard skills, in order to improve the student's singing voice as well as his/her ability to read and learn songs without the aid of recordings. Basic diction in foreign languages may be covered in accordance to specific student interests. The course includes in-class performances by the students.

MUS 1820 2 Credits

Voice II

General Education Attributes 4
This course is designed for those students who have completed Voice I or have a comparable level of vocal and musical proficiency. This course builds up on the same goals as Voice I, with an emphasis on vocal exercises and performance techniques.

MUS 1830 3 Credits

Vocal Literature

General Education Attributes 4
This course covers the landmarks of vocal music of every period from English Renaissance to the main current trends through lectures, in-class listening of recordings and live performances. The music covered includes all vocal genres: songs, operas and musicals. This course is open to students with no previous music instruction. Students are expected to make brief presentations and/or in-class performances (depending on individual preference or musical background), of music or topics of their choice from the course materials.

MUS 1850 3 Credits

Piano Literature

General Education Attributes 4
This course offers a comprehensive study of music written for keyboard instruments and especially for piano. While it covers all periods from late Renaissance music to current trends, it takes a more in-depth look into the lives and music of the main piano composers, such as Bach, Mozart, Beethoven, Schubert, Schumann, Chopin, Brahms, Liszt, Albniz, Debussy, Ravel, Rachmaninoff and others. The course is heavily based on in-classroom listening of recorded samples and live performances by teachers, and possibly students and guests. This course is open to students with no previous music instruction.

MUS 1860 2 Credits

Conducting

Prerequisites: MUS 1630

This course is designed to provide the student with an introduction to the basic conducting and rehearsal techniques of both vocal and instrumental ensembles. The students are given the opportunity to practice the techniques learned during the semester by periodically conducting the rest of the class. Depending on availability, the students who wish to do so may conduct one of the college ensembles during a rehearsal.

MUS 1900 2 Credits

Music Teaching Techniques

This course is designed to provide the student with methods and techniques for music teaching in general, and, more specifically, for class instruction in grades K through 12. Students are given the opportunity to practice the different techniques through in-class exercises in teaching as well as teacher and peer's constructive feedback and commentary. Special emphasis will be given to techniques and pieces of music that incorporate the basic concepts of a solid musical foundation. This course is suitable for students whose major is not music.

MUS 2011 2 Credits

Music Composition (Standard Tune)

Prerequisites: MUS 1650

Replaces MUS 1750 (2005-2006)

This course takes an in-depth look into the songs of composers such as Gershwin, Rogers and Hart, Porter and Sondheim, in order to fully understand their compositional styles and techniques. The students are given the opportunity to write arrangements or original music in accordance with these composers' styles and techniques. Students are required to write two original songs or arrangements during the semester.

MUS 2021 2 Credits

Music Composition (Art Music)

Prerequisites: MUS 1650

Replaces MUS 1750 (2005-2006)

This course covers traditional as well as contemporary compositional techniques through in-depth analysis and listening of art music of all periods. While students are allowed to write in whichever art music style they feel comfortable, they will be encouraged to try the many different techniques covered during the semester, in order to widen and enrich their individual skills and styles. Students are required to compose a minimum of two original songs or pieces during the semester.

MUS 2501-9 (each) 3 Credits

Special Topics

The purpose of the Special Topics courses is to provide students with an in-depth study of a specific major subject in music, such as a specific period, composer or group of composers, performance practices, etc. The subject covered varies each semester in accordance with students' interests or needs and will be announced in the corresponding Schedule of Classes.

MUS 2551-8 (each) 1 Credit

Applied Music: Vocal or Instrumental Instruction

Prerequisite: Consent of OCC music faculty.

This is a sequence of private studio lessons in voice or the instrument of the student's choice. The student will study with instructors approved by the College and should be prepared to pay a weekly lesson fee in addition to tuition. Individual lesson arrangements should be made through OCC music faculty prior to enrollment in the course. Students are expected to provide musical instruments.

MUS 2601-5 (each) 1 Credit

Recital / Special Project

Prerequisite: Consent of instructor.

The student will prepare and perform or present a recital or culminating music project (such as a composition or musical arrangement) during the semester in which the student is registered. Ensemble performances or presentations are acceptable. All recital programs or music projects, as well as performance dates and venues (if applicable) must be approved individually by the instructor.

(NUR) NURSING

NUR 1290 2 Credits

Pharmacology for Nurses

Prerequisite: Nursing program acceptance.

Corequisite: NUR 1410, or NUR 1811.

The Pharmacology for Nurses course is designed to introduce students to the knowledge and skills necessary to safely calculate, prepare and administer drugs to clients. The unifying concepts of human being, nursing, health/illness and environment will be integrated into the course to emphasize the importance of assessment, planning and evaluation in administering drugs to clients. Course/lab fees.

NUR 1410 7 Credits

Foundations of Nursing

Prerequisite: Nursing program acceptance.

Pre or Corequisite: NUR 1290.

This course introduces the first year nursing student to the theory and practice of professional nursing. The concepts of human being, health, environment and nursing are used to provide a framework for discussion of such topics as biopsychosocial development, human needs, the health/illness continuum, the health care delivery system, nurse client interaction and the provision of nursing services via the nursing process. Course/lab fees.

NUR 1450 0.5 Credit

Clinical Skills

Prerequisites: NUR 1290, NUR 1410

Corequisites: NUR 1510, or NUR 1520, or NUR 1530

This course is designed to provide the student with a modified modular approach to learning bedside clinical skills. Each module contains specific readings, practice activities and skill check off procedures. Course/lab fees.

NUR 1460 0.5 Credit

Integrated Physical Assessment and Decision Making Skills I

Prerequisites: NUR 1290, NUR 1410, NUR 1450

Corequisites: NUR 1510, or NUR 1520, or NUR 1530, or NUR 1811

This modified modular approach course introduces the student to various health assessment techniques and procedures used in initial and routine patient status examinations. It focuses on decision making processes in making clinical judgments regarding which assessment technique is appropriate. The organizing, analyzing and recording of data obtained from nursing assessments is related to the nursing process. Course/lab fees.

NUR 1470 0.5 Credit
Integrated Physical Assessment and Decision Making Skills II

Prerequisites: NUR 1290, NUR 1410, NUR 1450, NUR 1460

Corequisites: NUR 1510, or NUR 1520, or NUR 1530, or NUR 1811

This course is a continuation of NUR 1460 with added emphasis on integration of the various components of physical assessment. Course/lab fees.

NUR 1510 4 Credits
Nursing of the Childbearing Family

Prerequisites: NUR 1290, NUR 1410.

Corequisites: NUR 1450, or NUR 1460, or NUR 1470

This course develops the ability of the student to utilize the nursing process in the care of families throughout the childbearing cycle. The functional patterns associated with reproduction and sexuality are presented. The course covers these normal processes and well-defined health problems of reproduction, fetal and newborn development. The clinical component of this course includes experience in intrapartal, post partal and newborn settings. Course/lab fees.

NUR 1520 4 Credits
Nursing of Adults - Mental Health and Maladaptive Behavior

Prerequisites: NUR 1290, or NUR 1410, or NUR 1811

Corequisites: NUR 1450, or NUR 1460, or NUR 1470, or NUR 1812

This course presents the essential concepts of mental health and illness. The theory component emphasizes adaptive and maladaptive patterns of behavior, personality development, defense mechanisms, coping patterns, substance abuse and exploration of the variables affecting the development of psychopathology. The clinical focus is on the development of nursing skills and the use of the nursing process with clients exhibiting emotional disorder. Therapeutic communication skills are integrated and practiced throughout the course. Course/lab fees.

NUR 1530 4 Credits
Nursing of Adults I

Prerequisites: NUR 1290, NUR 1410

Corequisites: NUR 1450, or NUR 1460, or NUR 1470

This course introduces basic concepts of adult medical surgical nursing related to the functional patterns of activity-exercise, nutrition, metabolism and elimination. The focus is on the utilization of the nursing process in meeting adult client needs with simple well-defined problems with emphasis in the maintenance of health and prevention of disabilities in clients with temporary or relatively simple disruptions in their health status. The clinical component of this course will provide the opportunity to apply theoretical content in various acute care facilities primarily on general medical/surgical units. Problem solving approach utilizes the nursing process in providing care to clients. Course/lab fees.

NUR 1540 4 Credits
Adult Medical Surgical Nursing

Prerequisites: Successful completion of Fall and Winter General Education and NUR courses.

Corequisites: NUR 1470

This nursing course is the second medical/surgical course in Track II. It presents utilization of the nursing process for the adult with simple, well-defined health problems associated with the functional health patterns related to activity-exercise, nutrition-metabolism, health-perception-management and cognitive-perception. There is a continuation of dysfunctions related to the cardiopulmonary, hepatic-biliary and renal systems. Simple dysfunctions related to the nervous system, to the eye, ear and musculoskeletal system and to defense mechanisms are introduced. The clinical component of this course will provide the nursing student with the opportunity to implement theoretical content in the acute care facilities primarily in the general medical/surgical areas. Course/lab fees.

NUR 1550 2 Credits
Transition to Graduate Practical Nurse Role

Prerequisites: Successful completion of fall, winter and summer General Education and NUR requirements.

Corequisite: NUR 2511

This course taken last in Track II facilitates the student's transition into the role of a beginning practical nurse. The course discusses the roles, responsibilities and competencies of the practical nurse to function under the supervision of the registered nurse or licensed physician/dentist. The content includes discussion of the past and current developments impacting health care and nursing practice. Discussion of legal, ethical, political and economical issues and problems effecting nursing practice will also be addressed. The clinical component of this course will provide the nursing student with the opportunity to apply basic concepts in the management of delegated care to patients with common well-defined health problems in a structured health care facility. Course/lab fees.

NUR 1811 5 Credits
Foundations for the Transition to the Registered Nurse Role

Prerequisites: Nursing program acceptance, NUR 1460

Corequisite: NUR 1470

This course is designed to facilitate the transition from the role of the Licensed Practical Nurse (LPN) to the role of the Associate Degree Registered Nurse (RN). This course will build upon and enhance the students nursing knowledge. The basic concepts of the Oakland Community College Associate Degree Program, Philosophy (nursing, nursing education, teaching and learning, health, environment and human being) are presented to provide a framework for discussion. The nursing care, via the nursing process, of clients with simple, well-defined medical-surgical dysfunction will be presented. The concepts of pain, fluid and electrolyte balance, oxygenation, the surgical experience and nutrition associated with the medical surgical client will be highlighted to facilitate critical thinking and clinical decision-making. Course/Lab fees.

NUR 1812 2 Credits
Childbearing Foundations for the Transition to the Registered Nurse Role

Prerequisites: NUR 1811, NUR 1470

Corequisite: NUR 1520

This course is designed to facilitate the transition from the role of the Licensed Practical Nurse to the role of the Associate Degree Registered Nurse. The course further develops the student's ability to utilize the nursing process in the care of families throughout the childbearing cycle. The functional patterns associated with reproduction are presented. The nursing care, via the nursing process, of the well-defined childbearing family will be discussed. In addition, alterations in functional health patterns during the reproductive cycle will be presented. The concepts of culturally sensitive care, legal/ethical issues in care, current trends in women's health and maternal-child health will provide a framework for discussion. Course/lab fees.

NUR 2510 4 Credits
Nursing of Children and Families

Prerequisite: Grade of "C" or better in first year nursing courses.

This course focuses on the student's continuing development to apply the nursing process to the unique and specialized aspects of the care of children and their families with special emphasis on growth and development needs of infancy through adolescence, health maintenance, illness and accident prevention, teaching/learning needs and responses to children and their families to selected acute illnesses and chronic health conditions; including the situational crises of hospitalization, outpatients and continuing home care. Course/lab fees.

NUR 2511 2 Credits
Nursing of Children/Families

Prerequisites: Successful completion of fall, winter and summer General Education and NUR courses.

Corequisite: NUR 1550

This course focuses on the nursing care of children and their families. Basic principles related to growth and development, teaching/learning needs and responses of children and their families to selected simple illnesses, health conditions and hospitalization are presented. Continued utilization of the nursing process within the framework of the functional health patterns and growth and development is emphasized. The clinical component of this course will provide the nursing student with the opportunity to implement theoretical content and development of skills essential in the provision of safe nursing care to the pediatric client and their family. Course/lab fees.

NUR 25122 Credits
Nursing of Children/Families

Prerequisites: Successful completion of modified ladder PNE program and SOC 2510.
Corequisites: NUR 1520, NUR 2520, ENG 1520, POL 1510

This course focuses on the student's continuing application of the nursing process to children and their families with special emphasis on growth and developmental needs from infancy to adolescence, health maintenance, illness and accident prevention teaching/learning needs and responses of children and their families to selected acute illnesses, chronic health conditions and hospitalization. The clinical focus is on supervising, guiding and counseling the nursing student in giving comprehensive care to several children and their families. The clinical learning experiences strive to enhance self direction and confidence as well as to guide the nursing student in adapting cognitive, affective and psychomotor skills in the continuing application of the nursing process. Course/lab fees.

NUR 25204 Credits
Nursing of Adults II

Prerequisite: Grade of "C" or better in all first-year nursing courses.

This course presents complex health problems related to the functional patterns of nutrition-metabolism, activity exercise, sensation-perception and cognition. The focus is in the utilization of the nursing process in the care of acutely ill adult client and family. The clinical component of this course will provide the application of theoretical content to clients with complex health problems in various acute care settings such as specialty and critical care units. Course/lab fees.

NUR 25304 Credits
Nursing of Adults III

Prerequisites: Grade of "C" or better in all first-year nursing courses.

This course presents the nursing care of adults with complex health problems associated with alterations in activity-exercise patterns related to cardiopulmonary-renal dysfunction, nutritional metabolic dysfunction and alterations in the biological defense mechanisms. The focus is on the utilization of the nursing process in the care of the acutely ill adult client and his or her family. Course/lab fees.

NUR 25404.5 Credits
Transition to Graduate Nurse Role

Prerequisite: Grade of "C" or better in all previously required courses in the nursing sequence.

This course facilitates the student's transition into the role of a beginning staff nurse through experiences in collaboration, decision making, delegation and multiple client assignments. The content focuses on the study of historical developments and of current issues in health care, nursing education and practice. Legal, ethical and professional dimensions of health care are explored. Beginning level leadership and management concepts are introduced. Course/lab fees.

(PER) PHYSICAL EDUCATION AND RECREATION

PER 13002 Credits
Stress Management: Neuromuscular Relaxation

General Education Attributes 2, 5

This course is for the person who wishes to learn how to relax (reduce muscular tension) through the scientific principles of applied progressive neuromuscular relaxation. Some topics covered will include tension and anxiety reduction without drugs, anxiety and ulcers, tension and high blood pressure, tension and heart attack and fear and success. Through lecture, discussion and neuromuscular relaxation practice sessions, the student will learn to control anxiety, conserve energy, and thereby reduce tension that leads to nervousness. Neuromuscular relaxation helps the student to better meet the stress brought about by the pressures of modern day living. Course/lab fees.

PER 14033 Credits
Field Experience

Prerequisite: Consent of instructor.

The student will participate in the summer recreation program of a local recreation department for eight weeks, including duties of a summer recreation leader on the job for 35-40 hours per week. The student will submit a weekly written report concerning his or her duties.

PER 15902 Credits
Physical Well-Being in a Modern Society

General Education Attributes 6

Through a combination of classroom and supervised group activities, this course will provide the student with an understanding of the principles of physical well-being. Self-appraisal techniques of current physical status will lead to the development of a personalized program to meet the needs, demands and concerns for a healthy lifestyle in a modern society. Course is also appropriate for the physically challenged. Course/lab fees.

Physical Activities

The student will identify one of the following physical activities and will participate in that activity for one semester. The student will be evaluated on the basis of ability, attendance, improvement and knowledge as demonstrated in a written examination. The student will be presented with technique instruction, rules information, active participation and standards of appreciation in each activity. The emphasis is in lifetime carry-over activities, skills and sports. All activity courses are co-educational unless otherwise noted. In activities courses, the student may be required to pay additional fees and arrange for equipment.

PER 16201 Credit
Basketball

General Education Attributes 5,
 Basic drills will be used to develop ball handling defensive and offensive techniques. Rules or strategy of the game will be demonstrated during class play. Course/lab fees.

PER 16421 Credit
Kayaking I

General Education Attributes 6
 Introduction to the history of kayaking, terminology safety and stroke techniques will be taught. Successful completion leads to certification. Course/lab fees.

PER 16431 Credit
Kayaking II

Prerequisites: PER 1831, PER 1832 or equivalent and PER 1642 or consent of instructor.

General Education Attributes 6
 Refinement of basic kayaking skills, along with an introduction to basic river kayaking and advanced skills will be the focus of this course. Course/lab fees.

PER 16531 Credit
Dance - Modern

General Education Attributes 4
 Basic introduction to interpretive dance, working through creative movement to develop rhythmic skill and dance techniques. Students will demonstrate skills through solo and small group choreography with and without music. Course/lab fees.

PER 16541 Credit
Dance - Ballet

General Education Attributes 4
 Execution of the fundamental ballet technique including terminology, classic position and demonstration work at the barre and center floor.

PER 16551 Credit
Dance - Modern II

Prerequisite: PER 1653, or consent of instructor.

General Education Attributes 4
 A continuation of Modern Dance which will allow the student to attempt more complicated movement and will concentrate on jumps, turns, balance choreography and improvisation. Course/lab fees.

PER 16561 Credit
Dance - Ballet II

Prerequisite: PER 1654 or consent of instructor.

General Education Attributes 4
 A continuation of Ballet I which will concentrate on the finesse of technique: carriage of the head port de corps, port de bras, etc. Ballet II will also deal with center floor work and choreography. Course/lab fees.

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: NUR 1290

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer: Course syllabus has been condensed and reworded.

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: NUR 1410

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

Please return to _____ at _____ by _____.
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: NUR 1450

Course Number

Coordinator: *Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer: Course description identifies the two module content areas..

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: NUR 1460

Course Number

Coordinator: *Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: NUR 1470

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer: Syllabus description is different from catalog description.

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: NUR 1510

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: NUR 1520

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer: Syllabus description is different from catalog description.

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: NUR 1530

Course Number

Coordinator: *Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any **NO** answer: Syllabus description has been reworded.

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: NUR 1540

Course Number

Coordinator: *Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any **NO** answer:

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: NUR 1550

Course Number

Coordinator: *Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any **NO** answer: Syllabus contains cultural and spiritual issues as part of content; catalog does not mention.

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: NUR 1811

Course Number

Coordinator: *Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

Please return to _____ at _____ by _____.
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: NUR 1812

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any **NO** answer: Syllabus has extra second sentence (bolded) and last sentence is more expanded.

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: NUR 2510

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer: Syllabus has minimal differences in wording.

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: NUR 2511

Course Number

Coordinator: *Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: NUR 2512

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer: Syllabus is missing "maintenance, illness and accident prevention, teaching/learning needs" (probably a typographical error. Also last sentence is slightly reworded.

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: NUR 2520

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer: Syllabus is more specific and updated.

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: NUR 2530

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer: Syllabus identifies that course deals with chronically and critically ill adult client and his/her family, which differs from catalog description. Syllabus is much more specific and accurate.

Please return to _____ at _____ by _____
Name Campus Date

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: NUR 2540

Course Number

Coordinator: *Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer: Syllabus description has been reworded.

Please return to _____ at _____ by _____
Name Campus Date

DATA ANALYSIS

CORE REVIEW: SYLLABUS REVIEW

Course Number (All NUR Courses = 18 syllabi)	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	ALL (N=18)	100%
Course Goals	ALL	100%
Grading Standards and Practices	ALL	100%
Tentative Schedule of Assignments and Tests	ALL	100%
Recommended Items (per Academic Senate)		
Course Name and Number	ALL	100%
Instructor, Office Location, Method of Contact	ALL	100%
Office Hours	NONE	0%
Available Assistance	ALL	100%
Course Catalog Description with Prerequisites	ALL	100%
General Education Attributes (where pertinent)	ALL	100%
Required Books and Supplies	ALL	100%
List of Supportive Materials (where available)	ALL	100%
Evaluation/Testing System & Policies	ALL	100%
Attendance Policy	ALL	100%
Safety Instructions	NA	NA
Disclaimer Allowing for Reasonable Revisions	15	83%
Optional Items		
Semester Meeting Times & Room	11 have no meeting times; 18 have no rooms	61%
Teaching/Learning Strategies	ALL	100%
Applicable Forms Pertinent to Course	ALL	100%
Reference to Student Policies in OCC Catalog	NA	NA
Policy on Use of Computing Resources	9	50%
Description of Required Computing Skills	ALL	100%
Policy on Plagiarism	18	100%
Student Bill of Responsibilities	5	28%

B. SYLLABUS REVIEW SUMMARY:

Mandatory Items: A review of the Nursing syllabi has been completed. All NUR syllabi are in compliance with OCC required criteria.

Recommended Items: All syllabi contained the pertinent recommended items with the exception of office hours, safety instructions, and disclaimer allowing for reasonable revisions. Office hours are not included due to the fact that faculty members' clinical rotations vary every 7-8 weeks. Faculty members announce their office hours to students on the first day of class and post them outside their offices per the FMA.

Safety instructions are not found in course syllabi. The Nursing Student Handbook, which all students receive each year, contains safety instructions on pages 18-19 related to admission requirements which exist to provide safety to students and patients, such as Criminal Background Investigation (p. 44), drug screening, and immunizations. Student responsibilities identify compliance with "clinical agencies' policies and procedures with regard to fire, disaster, cardiac arrest, incident reporting and infection control including standard precautions" (p. 20). Student supervision by the instructor is also identified for patient protection. Student role requirements and expectations on page 21 identify safety concerns that relate to physical abilities, strength and stamina, changes in health status, and pregnancy (Medical Clearance Form, p. 40).

Disclaimer allowing for reasonable revisions was found in 83% of syllabi. The course syllabi lacking this disclaimer will include it for the 2008-2009 academic year.

Optional Items:

Semester Meeting Times are present in 7 syllabi. No syllabi have room numbers as the scheduling of classrooms changes with scheduling needs of the campus and there are no designated nursing classrooms.

Reference to student policies in the OCC Catalog is not included in NUR syllabi. Reference to student policies in the Nursing Student Handbook is included in 100% of NUR syllabi.

Policy on use of computing resources is found in 50% of NUR syllabi. These include the use of personal headsets for the computer lab as well as course requirements or recommendations that students complete computer programs to enhance learning. NUR 1550 requires students to take the PN-CAT test to identify students' weak areas before they take the NCLEX-PN exam. NUR 2540 requires students to take the Educational Resources Incorporated (ERI) Pre-RN Test before they take the NCLEX-RN exam. Other courses that require computer tests do not use the tests for course grades, but to give students additional practice with tutorial test questions related to the content of the course before the final exam.

Descriptions of required computing skills are found in 100% of course syllabi related to the Medication Calculation Proficiency Testing policy of the department. In addition, all syllabi include the ERI Quick

Start information sheet for students to enable them to register and utilize coaching materials and practice tests. All syllabi also include instructions for logging on to Blackboard.

The Student Bill of Responsibilities is not found in NUR syllabi. Four syllabi include students' responsibilities for the nursing skills laboratory (NUR 1410, 1450, 1460, 1470). Two of the syllabi included Classroom

expectations (NUR 1510 and 1812). Student responsibilities are found in the Nursing Student Handbook p. 20. The department faculty will discuss inclusion of the OCC Catalog Student Bill of Responsibilities.

DATA ANALYSIS

CORE REVIEW

C. ENROLLMENT TRENDS AND STUDENT RETENTION

Program Dashboard Data:

Sections Filled to Capacity:	Decreased from 119.8% in 2003-04 to 87.7% in 2006-07
Percent of Completed Sections:	Maintained between 94% and 95% over the past four years
Headcount Trend Ratio:	Decreased from 1.18 in 2003-04 to .98 in 2006-07
Credit Trend Ratio:	Decreased from 1.17 in 2003-04 to .99 in 2006-07

Minority Students: An increase from 33.7% in 2003-04 to 38.5% in 2006-07

Student and Course Success:

Percent of Withdrawals:	A decrease from 2.8% in 2003-05 and 3.1% in 2005-06, to 2.7% in 2006-07
Percent of Incompletes:	A decrease from 3.2% in 2003-04 to 1.8% in 2006-07
Course Completion Rate:	An increase from 89.5% in 2003-04 to 91.8% in 2006-07

ENROLLMENT TRENDS AND STUDENT RETENTION

REVIEW SUMMARY:

- The program has consistently maintained a high composite score of 10.88 over the last four years and is ranked the third highest of all 100 curriculum offered at the college.
- Three of the seven program dashboard measures (percent of completed sections, percent of minority students, and student course completion rate) exceeded the college benchmarks and the remaining four fell within the established benchmarks, which in total has contributed to the high composite score.
- The percent of completed sections over the past four years has been consistent between 94% and 95%, above the college-wide average of 91%.
- The percent of minority students has been increasing over the last four years and is at nearly 39% in 2006-07, well above the college-wide 28%.
- The number of students that complete Nursing courses with a grade of "C" or higher has been consistent over the same four-year period, fluctuating between 90% and 92%.
- The percent of Withdrawals is consistent at about 3% since 2003-04. The percent of Incompletes is about 2% in 2006-07 and has decreased about 1% since 2003-04.

- Enrollment has increased and in 2005-06, reached a peak of 9,142 credit hours. In 2006-07, Nursing was the 18th largest credit hour producing program at 8,877 credit hours.
- ADN students graduate in December and June. Graduates totaled 184 in 2005-06, 192 in 2006-07, and 205 are scheduled to graduate in 2007-08. Nursing is the 4th highest degree-granting program among all degrees awarded within the college.
- The MCL-PNE program has averaged 18 graduates per year over the last three years and is ranked the 3rd highest certificate-granting program in the college.

Current Enrollment:

In Fall 2007, Enrollment of Associate Degree in Nursing (ADN) students for Fall 2007 was 220 first year students and 212 second year students. Enrollment of Transitional Practical Nursing (TPN) students was 28. In January 2008, 23 Registered Nursing Education (RNE) degree completion students were enrolled and in March 2008, 31 Modified Career Ladder-Practical Nursing Education (MCL-PNE) students are enrolled which gives a total of 514 students enrolled in the 2007-08 academic year.

Retention: Eighty percent of the students complete the program on their first attempt without stepping out for academic or non-academic reasons.

Retention Strategies:

The Department of Nursing has many strategies in place to support and retain students. A recent search of nursing literature concerning retention of nursing students has been done. Many strategies have been in place for several years. Several new interventions are being undertaken by the faculty to monitor, identify and assist students to be successful. A list of current and future retention strategies follows.

OCC Department of Nursing
Student Retention Strategies
Fall 2007

Currently in Place:

- Class schedule: N1410 Fall 07 decreased lab contact hours (academic factors)
- Lab partners for practice and check-off and classroom activities encourage peer interaction
- Picnic "A Family Affair": 55 students attended (environmental factors)
- Second year students testified how they managed first year
- Academic alerts: Identify remediation activities before returning to program
- Communication Record for Theory: Identify remediation activities to succeed in course
- Nursing student tutors (3): Job description and faculty recommendation
- New student orientation
- All students in NSNA: (professional integration and socialization)
- PULSE:
- NSNA state and national conference: clinical days excused; report required to clinical
- Bonus points for NSNA participation
- Volunteer opportunities: MNC and NSNA (professional events)
- Peer mentoring: NUR 1530/2540 Note: must expand
- Identify returning students first week of class (in N1410 only)
- Encouraging incoming students to take N1290 semester before N1410
- PASS and ASC programs
- Student NET scores at risk to be identified for faculty
- Tracking form for at-risk students in N1410
- ERI: "Reach for an A" =s 3 bonus points in N1410
- Career Day
- Awards to grads for excellence
- Portfolios

Future:

- Increase student tutors
- Obtain more RN tutors
- Hold "A Family Affair" at Southfield campus for incoming PNE students
- Expand peer mentoring
- Identify returning students in courses other than N1410 first week of class
- Track Level II students who barely passed N1410
- ERI: identify coaching materials; encourage use of materials
- Students on department committees: need to make more effort
- Faculty announce scholarships and nursing conferences
- Explore individual future goals
- Investigate on-campus child-care for post-class professional events
- Acknowledge busy and multiple roles of students
- Showcase pictures of student participants on web, newsletter, bulletin board, etc.
- Create opportunities and conditions that support and nurture peer interactions
- Faculty development workshops for retention strategies (adjunct orientation; ceu's)

DATA ANALYSIS

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES REVIEW SUMMARY

Respondents identified four areas that the nursing program needs.

Faculty : The demand for nurses and larger nursing programs requires adequate number of nursing faculty. Currently the full-time faculty number fourteen members, with the addition of one full-time position in medical-surgical nursing recently approved. Recent negotiations with large health care organizations may lead to the hiring of three more full-time faculty in medical-surgical nursing. These three faculty will be temporary positions for two years and their salaries paid mostly by the health care organizations to allow the program to admit three more sections of students to the ADN program. More part-time faculty will be needed to supervise the nursing students in the clinical setting which has a ratio of one to eight students. In addition, our ratio of full-time to part-time faculty (1:5) is a concern of the National League for Nursing Accrediting Commission (NLNAC). Much supervision and coordination of adjunct faculty is required by the full-time faculty to monitor the quality of instruction and facilitate student learning. The Department of Nursing is competing with other schools of nursing for adjunct faculty.

Release time for program development and mentoring of new full and part-time faculty. There has not been opportunity for developing online courses, implementing adequate and frequent mentoring of adjunct faculty, and implementing community programs, etc.

Lack of dollars to support faculty continuing educational conferences: Faculty have utilized the Perkins funds, but college funds are very limited for faculty to attend state and national conferences.

Space to accommodate the needs of students: Facilities available at OCC campuses are inadequate for NCLEX review sessions for our graduating students, the annual pinning ceremony, and community educational programs. Such events held outside the college are costly to the college and the students.

The department needs a computer lab designated for nursing students. Recently, nursing software programs accounted for 84% of all programs in the campus computer lab.

What curriculum revisions or development would enhance instruction in your Discipline/Program?

An online Pharmacology course (NUR 1290)

The clicker (classroom or audience response system): This would allow more interactive student participation and assessment of student learning.

PDA or Blackberry technology in the clinical setting: Available programs such as drug books, laboratory tests and patho-physiology can provide immediate information.

A legal nurse consultant: Changes in the health care system include greater acuity of patients and greater complexity of documentation and data management systems.

DATA ANALYSIS

E. INPUT FROM INTERNAL & EXTERNAL COMMUNITY

Faculty Perceptions of Occupational Programs Analysis

Twelve of the fourteen full time faculty members responded to the survey. Nine of the 12 items on the questionnaire had mean responses of 5 that indicate faculty is in strong agreement with the items.

One item relating to “. . .can be more competitive with other institutions that offer similar programs “ had a mean score of 4 (agree).

Mean responses of 3 (neutral) on question three and nine indicate that the faculty tend to disagree with the questions related to: “The program can be more challenging academically for the students, and that “. . . the students are prepared for the rigors of the program.”

Student Perceptions of Occupational Programs Analysis

Students surveyed numbered 423. The mean student response was 4 for all the items on the questionnaire, indicating agreement with the items evaluated. However, on the items pertaining to questions 5 and 6 respectively, “I would like to change my current program of study because of academic reasons” and “I would like to attend another institution because of dissatisfaction with my current program of study,” students indicated that they **would not** change their current program of study for academic reasons or attend another institution because of dissatisfaction with the program at OCC.

Pages 5-21 of the nursing program student evaluation are open-ended responses to the question: “If there is one thing you could change about the program, then explain what it is and how it would enhance the program. Several themes emerged from the responses:

1. Consistency from instructors: *Due to the large size of the program and the numbers of faculty required, this is an ongoing area that the department strives to achieve.*
2. Being more understanding of students' work schedule: *With 500+ students, it is not possible to work around all students' work schedules, although efforts are made to accommodate when possible.*
3. Commentary about the Dean's degree of concern for students: *The Dean is very available and supportive of students, however she cannot change faculty grades.*
4. Observations about the respect and consideration of students from the faculty: *Faculty are monitored in their courses, listen to student concerns, and validate reports of disrespect and inappropriate treatment of students. When a concern is reported, action is taken to discuss, evaluate, mentor, or dismiss the faculty member. Students have a grievance process and follow a chain of command that is identified in the Nursing Student Handbook.*

5. Commentary about the program waiting list: *Students are selected according to published criteria.*
6. Commentary about the two strikes and you are out rule: *Due to the nature of nursing and safety of patients, this is not a reflection of OCC's nursing program policy, but is consistent with all nursing programs.*
7. Observations about the organization of the program: *Student comments indicate that the nursing skills lab and assignments of clinical placements are areas of concern. The skills lab is in the module format and must be completed in a specific time frame. It is highly organized and complex to accommodate 200+ students per semester. Assigning 500+ students, for clinical placements every 7-8 weeks, is a complex process.*

Advisory Committee/Industry Perceptions of Occupational Programs Analysis

Survey responses from 6 external advisory committee members were analyzed. The results indicate that the advisory committee is satisfied with the program. Their responses ranged from agree (4) to strongly agree (5). Open-ended responses relating to one thing the committee would like to change about the program are as follows:

1. More opportunities for students to enter the nursing program without a long waiting list: *The potential contracts with two health care organizations will allow the admission of 75 more nursing students by Fall 2008. Two sections of the TPN program have not been filled for the last two years due to lack of applicants.*
2. Perform criminal background checks on everyone before entry: *Criminal background checks on all students are currently required once they are selected, but before they enter the program.*
3. Provide a formal mentorship program for new instructors (new to institution and/or new to instruction of students): *The program has an orientation and mentorship program. All new adjunct and full time faculty spend 2 full days in orientation on campus prior to the start of fall semester. They are also required to spend at least one day of orientation at the agency to which they are assigned. New faculty without teaching experience begin working in the nursing skills lab on campus, where they are mentored. Before beginning at a clinical agency, instructors who have never taught spend 2 clinical days (16 hours) with a full time faculty member in the clinical setting, preferably where they will be teaching. During the course, the course coordinator gives support and direction to all adjunct-faculty. New full-time faculty are mentored during their probationary period.*

INPUT FROM THE INTERNAL AND EXTERNAL COMMUNITY REVIEW SUMMARY

The internal and external community rates the nursing program very highly according to the mean responses of faculty, students, and advisory committee members. Results from the student surveys will be further evaluated by the department and efforts made to improve or correct concerns.



OAKLAND
COMMUNITY
COLLEGE

**NURSING PROGRAM
FACULTY EVALUATION
WINTER 2008**

**Prepared for:
Letyna Roberts
Manager of State and Federal Programs**

Prepared by:
Stephanie Wren
Research Analyst
Office of Institutional Research
(248) 232-4528
February 2008

OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
FACULTY EVALUATION
WINTER 2008

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program..... 5

OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
FACULTY EVALUATION
WINTER 2008

Purpose

The purpose of the study was to compile the data for a summary report of the Nursing Program for the PROE/Curriculum Review process. The final results will be forwarded to Letyna Roberts, Manager of State and Federal Programs, for distribution.

Methodology

Survey responses were collected from 12 faculty members. The survey gathered feedback from the faculty on issues such as the courses offered in the program, faculty satisfaction with student preparation for the program, and the quality of instruction. The items were rated 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). Mean responses for each item were calculated and the results are presented below.

**OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
FACULTY EVALUATION
WINTER 2008**

Results

Question	Mean
1 The program of study in which I teach at Oakland Community College is meeting my expectations.	5
2 The courses offered in the program are preparing the students for the workforce.	5
3 The program can be more challenging academically for the students.	3
4 The program can be more competitive with other institutions that offer similar programs.	4 ??
5 I am satisfied with the quality of instruction provided to the students in this program.	5
6 My fellow faculty members in the program are knowledgeable about the course subject matter.	5
7 I am satisfied with the course offerings in this program.	5
8 I feel that the program has a focus on real world applications.	5
9 I feel that the students are prepared for the rigors of the program.	3
10 I am informed about what is happening in this program.	5
11 Opportunities are available for me to make suggestions for improvements in this program.	5
12 I think the department has a commitment to student success in the program.	5

- The average responses of 4 and 5 are indicating that the faculty is in high agreement with the items assessed in the questionnaire.
- Question three indicates that the faculty tends to disagree with the question that the program can be more challenging academically for the students.
- Question four indicates that the faculty also disagrees that the program can be more competitive with other institutions that offer similar programs. *error*
- Almost 4 in 10 faculty members (41.7%) were satisfied with the direction of the program because it prepared students for employment in the workforce. *5/12 = .417*

#9 ?

OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
FACULTY EVALUATION
WINTER 2008

If there is one thing you would like to change about the program, then explain what it is and how it would enhance the program?

Open-Ended Responses

1. Add content on emergency preparedness.
2. Better paid secretarial staff to meet the demands of the department.
3. Increase the number of full time faculty for nursing. The healthcare professions are in such high demand that in order to meet community and agency needs, more resources are necessary.
4. More faculty; Offer more benefits to adjuncts to improve retention.
5. We need a computer lab for testing. Our students take their licensing exam on computers.



OAKLAND
COMMUNITY
COLLEGE

**NURSING PROGRAM
STUDENT EVALUATION
WINTER 2008**

**Prepared for:
Letyna Roberts
Manager of State and Federal Programs**

Prepared by:
Stephanie Wren
Research Analyst
Office of Institutional Research
(248) 232-4528
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OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
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OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
STUDENT EVALUATION
WINTER 2008

Purpose

The purpose of the study was to compile data for a summary report of the Nursing Program for the PROE/Curriculum Review process. The final results will be forwarded to Letyna Roberts, Manager of State and Federal Programs, for distribution.

Methodology

Survey responses were collected from 423 students. The survey gathered feedback from the students on issues such as the courses offered in the program, student satisfaction with the program, and the quality of instruction. The items were rated 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). Mean responses for each item were calculated and the results are presented below.

OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
STUDENT EVALUATION
WINTER 2008

Results

Question	Mean
1 My program of study at Oakland Community College is meeting my expectations.	4
2 The courses offered in my program of study are preparing me for the workforce.	4
3 I would like to change my current program of study because of academic reasons.	4
4 I would like to attend another institution because of dissatisfaction with my current program of study.	4
5 I am satisfied with the quality of instructors in my program of study.	4
6 I feel that the instructors are knowledgeable about the course subject matter.	4
7 I am satisfied with the course offerings in my current program of study at Oakland Community College.	4
8 My instructors help me to understand how useful my program of study can be in the real-world.	4
9 My instructors make the course subject matter seem interesting.	4
10 I am informed about what is happening in my program.	4
11 I think the department is committed to student success.	4
12 I am satisfied with my program of study.	4

- The students indicated that they **would not** change their current program of study for academic reasons or attend another institution because of dissatisfaction with the program at OCC as evidenced by a mean score of ~~2.4~~ ⁴ for questions three and four, respectively.
- The mean student response was 4 for all of the items on the questionnaire.
 - This indicates agreement with the items evaluated in the questionnaire.
 - Except for questions three and four for which a mean response of ~~four~~ ^{2.4} indicates disagreement with the corresponding statement.

What follows is a listing of all of the verbatim responses to the question: *If there is one thing you could change about the program, then explain what it is and how it would enhance the program.* Several themes emerged from the responses:

1. Consistency from instructors
2. Being more understanding of students' work schedule
3. Commentary about the Dean's degree of concern for students
4. Observations about the respect and consideration of students from the faculty
5. Commentary about the program waiting list.
6. Commentary about the two strikes and you are out rule
7. Observations about the organization of the program

OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
STUDENT EVALUATION
WINTER 2008

If there is one thing you could change about the program, then explain what it is and how it would enhance the program:

Open-Ended Responses:

1. Dietician
2. [Too] many of the instructors assume we know certain things. They are there to teach, not assume.
3. A better structure that clearly defines what is expected and assigned.
4. A lot of the instructors in lab are on different pages as in check-offs. We can learn something from one and not get a passing grade on check-offs because the person checking us off wasn't on the same page.
5. Add more time to lab activities.
6. All clinical instructors (should?) use the same criteria for grading Care Plans.
7. Allow student to repeat class more than twice.
8. Allow students to be placed at the hospitals of choice despite the paperwork. If a student wants to change the clinical placement, accommodate them. The Dean is insufficient!
9. Allow students to choose where they go for clinicals, to save on gasoline & help the environment.
10. Better organization in the lab, and continuity in skills in the check-offs
11. Better organization; I feel that the lab portion of the Nursing program is very disorganized and I know it makes the students less confident in the quality of the instruction. Also, consideration for distance in driving to clinicals.
12. Can't think of any now.
13. Clarification about dates & times.

OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
STUDENT EVALUATION
WINTER 2008

If there is one thing you could change about the program, then explain what it is and how it would enhance the program:

Open-Ended Responses:

14. Clinical instructor should not be a stress factor to the student.
15. Clinical instructors can be cruel & seemingly uncaring; don't listen; think everything is an excuse; can be very unreasonable.
16. Clinical instructors need to be on the "same page" with each other. All are not looking for, expecting, and grading on the exact same things.
17. Clinical schedule flexibility due to work schedule.
18. Consistency [with] check offs in labs; knowing clinical placement more in advance.
19. Consistency from one instructor to the next in the same course; I believe one instructor should teach the course in a lecture hall, so all students are graded the same.
20. Consistency of instruction among teachers in the program - both lab and lecture.
21. Cut out all the busy work, so you have time to read your text. Some instructors are not flexible when you get lost at new hospital, and write you up for being late. You get the idea they make it so busy to get people to quit.
22. Distance learning on computer.
23. During the Foundations of Nursing lab (NUR 1410) there are so many instructors, and each has a different way of instructing; they contradict each other.
24. Earlier notification of placement - since in the ADN program we don't register ourselves.
25. Every teacher expects something different. It confuses the students and makes it very hard to succeed when there is no consistency with the staff. It should not be that way.

OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
STUDENT EVALUATION
WINTER 2008

If there is one thing you could change about the program, then explain what it is and how it would enhance the program:

Open-Ended Responses:

26. Everything is superb.
27. Expand the Nursing Program.
28. Faculty are incredibly knowledgeable, highly credentialed. However, staff should be cautious to engage students respectfully in clinical settings - they are our models & examples for good learning process & appropriate/respectful nursing practice.
29. Faculty need to be more consistent.
30. Failing the class by only 3 points not clear.
31. Find instructors for clinical rotations who enjoy teaching and are respectful of the rights of the students. Some instructors are demeaning and unprofessional.
32. Flexibility with student needs
33. Get the lab more organized & better communication. Lots of us feel disorganized.
34. Give more support to nursing students
35. Give students more chances to pass the course by considering everything they've done, not just based on the quizzes & tests.
36. Grading scale: 70% should be accepted instead of 75%. 70% is a C average.
37. Have a more organized lab class.
38. Have a syllabus that correctly coincides with lecture/lab material, and instructors who are all on the same page.

OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
STUDENT EVALUATION
WINTER 2008

If there is one thing you could change about the program, then explain what it is and how it would enhance the program:

Open-Ended Responses:

39. Have all instructors on the same page. Some of them seemed confused on a few [questions] in lab and had to double check with someone else on the correct procedure, based on OCC's guideline.
40. Have LPN instructors and separate program with Dean, here at Southfield, and not combining with ADN - Highland Lakes.
41. Have more reviews for test.
42. Have new lab instructors up to date with OCC's program and specific schedule. The first two to three weeks were not very reassuring. I felt lost, despite the good grades.
43. Having more spots available each year of the Nursing Program so the waiting list is not so long.
44. Having more than one test/day is a bit overwhelming and having only three days to study for a final is not adequate.
45. Hire more instructors so the future nursing students will not have to wait.
46. I am satisfied with the program.
47. I believe they should make medical terminology part of the prior classes before entering the Nursing Program.
48. I feel lab instructors could be more helpful.
49. I feel like it's a bit of "baptism by fire" - very quickly. Also, very short notification of clinical assignments; I have no idea what I am doing 2 [weeks] from now.
50. I feel like the teachers are not encouraging & they don't care if you fail, and the Dean is not very helpful in siding with students.

OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
STUDENT EVALUATION
WINTER 2008

If there is one thing you could change about the program, then explain what it is and how it would enhance the program:

Open-Ended Responses:

51. I feel maybe in clinical little more hands-on from the clinical staff & maybe more information from the staff at different facilities. [What's] expected and how to operate. My theory I'm very satisfied with.
52. I have found that the lab portion has been very unorganized. We are constantly getting conflicting information/directions - a case of too many cooks in the kitchen, so to speak. I have found several mistakes in the syllabi & study material.
53. I have only been in the program for seven weeks. I don't know enough about it to want to change anything.
54. I just [started] the program and this question is difficult to answer because everything that I have been learning is good for me.
55. I think OCC should cut down on the amount of paper assignments that are assigned with each rotation, or allow more time to complete these assignments, so things are not being crammed on the students.
56. I think students who did not pass two classes should get another try in the program. I would change that rule. I think it would enhance the program and keep students at OCC because some students who did not make it are very good students.
57. I think that a lot of instructors are negative.
58. I think, in nursing, if we get rid of pharmacology and A & P (1 & 2) and incorporate them into our medical surgery and other advanced classes, the material would be a lot easier to understand and incorporate into professional practice.
59. I wish some instructors can be more patient and willing to teach instead of yelling and screaming at you! Yes, it has happened. This was a new instructor.

OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
STUDENT EVALUATION
WINTER 2008

If there is one thing you could change about the program, then explain what it is and how it would enhance the program:

Open-Ended Responses:

60. I wish the instructors were more organized; it would help me feel more prepared.
61. I wish things were arranged more in an understanding, timely manner. There was a lot of confusion when school started.
62. I would encourage teachers not to make the test harder than what it is, & less tricky questions would be good. Because it's not like the student[s] don't know the subject matter; they just get confused.
63. I would like clinical instructors to be more uniform on what they expect from students. There tends to be lots of variations.
64. I would like more hands-on time in the lab. Most of the things we're learning are all new to me, and I think more lab time would help reinforce some skills.
65. I would like the instructors to enjoy teaching and actually be mentors. Theory and clinical instructors seemingly only want to see people fail. Compassion is a huge part of Nursing - it would be nice to see it from the instructors.
66. I would like the program to be more organized and to allow more information to be shared with the student. Also, the accuracy of information from one instructor to another should be increased.
67. I would like to be checked off by the same instructor who demonstrates the procedure. There are slight differences in instruction causing failures.
68. I would like to have more time following a nurse (1 on 1).
69. I would like to just go through the program without a 3 month break.
70. I would like to see more consistency between the instructors. It is difficult to know how to do things when each instructor wants it done a different way.

OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
STUDENT EVALUATION
WINTER 2008

If there is one thing you could change about the program, then explain what it is and how it would enhance the program:

Open-Ended Responses:

71. I would like to see some of the paperwork assignments cut down.
72. I would make/have staff be more together, and working together. Everyone has a different answer about everything.
73. I wouldn't focus on so many subject areas in one class.
74. In lab, the instructors are not on the same page. They each tell us different things and yell when somebody does it the way 1st instructor said so. Very confusing.
75. In my physical assessment class, I thought the different instructors made it difficult in clinical.
76. Information to be given about what's going on sooner; and lab to be better organized; and instructors to be more aware of assignments and instructions already given to us.
77. Instead of two fails of nursing and you're out of the program, it should be three fails (3 strikes, you're out, instead of 2).
78. It needs to be more flexible.
79. It would be better if more students who are waiting to get admitted could get in the program.

OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
STUDENT EVALUATION
WINTER 2008

If there is one thing you could change about the program, then explain what it is and how it would enhance the program:

Open-Ended Responses:

80. Keep students informed better about upcoming classes, and in a timely manner, not 1 week before the class starts.
81. Know about our clinical places & times earlier, so I can prepare more; better time schedule laid out for lab times
82. Lab - not so many instructors; they all tell you something different. No more ERI; it is not helpful. Different medical surgery. book; clinicals posted earlier to facilitate work schedules
83. Lab - some of the skills are needed for Associate Program.
84. Lab instructors need to be more consistent with one another. (One fails on a check-off subject that another would pass on, teaching methods, etc.) Nothing is consistent and it affects our learning and is very frustrating.
85. Lab is awfully rushed sometimes, especially when you have questions.
86. Less homework.
87. Less students per clinical instructor T/F; more one on one attention, promoting confidence in
88. Less teachers on power trips.
89. Let students know before hand about their qualifications for the program before they go too far into the program.
90. Make clinical schedules further in advance.
91. Make Medical Terminology a pre-requisite.

OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
STUDENT EVALUATION
WINTER 2008

If there is one thing you could change about the program, then explain what it is and how it would enhance the program:

Open-Ended Responses:

92. Make sure all the instructors tell students the same things.
93. Make sure that all lab instructors are on the same page. One instructor will say one way is right and another says that it isn't right.
94. Make the nursing student web page easier to attain. Consistency among instructors in teaching, during lab, especially for check-offs.
95. Making sure all the instructors are on the same page.
96. Maybe have a workshop for nursing care plans.
97. More access to skills "CD" online for continued practice; trach. care, IV hanging, etc. (NG tube insertion); less pressure on "prep points" required, but not for passing/failing class; Mini course for NCP - not required, but offered.
98. More advanced planning of clinical placements; a phone call or e-mail to let you know about your clinical assignment; better use of blackboard; posting Power Points, not Word documents that when printed are not readable.
99. More choices on where to go for clinicals.
100. More class and clinical time given.
101. More concrete schedules.
102. More consistency with instructors; grading system.
103. More consistency with the lab instructors would be nice. The instructors sometimes have differing views on what is required of us. Makes studying and check-offs stressful and difficult.
104. More continuity between instructors' expectations in Clinical and Lab.

OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
STUDENT EVALUATION
WINTER 2008

If there is one thing you could change about the program, then explain what it is and how it would enhance the program:

Open-Ended Responses:

105. More lab.
106. More open labs; more lab practices before check offs.
107. More organization [with] schedules. Print-outs, they are extremely unclear!
108. More organization for clinical rotations.
109. More organized; more uniformity with lab expectations with instructors.
110. More points in 141.
111. More simulation days on campus when clinical days are cancelled or otherwise not available.
112. More student support from faculty.
113. More time to absorb.
114. More time to devote to clinical with less "busy" work, from theory involved in clinical; more hospital-oriented experience.
115. More time to prepare for clinical location and planning; give out clinical site 2+ wks. before they start.
116. Most of the instructors are very helpful and do their part in teaching beginning students. Unfortunately, there are a few who seem more intimidating and critical rather than helpful. I definitely learn better from patient, respectful instructors.
117. N/A

OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
STUDENT EVALUATION
WINTER 2008

If there is one thing you could change about the program, then explain what it is and how it would enhance the program:

Open-Ended Responses:

118. Need to get some better clinical instructors.
119. No
120. No last minute add-on to hours of courses; example transition: adding on Thursdays, etc.
121. No suggestions.
122. No summer break for NP students.
123. None.
124. Not having our final in the same week as our last unit test.
125. Not having to be on a waiting list.
126. Nothing - everything is going great!!
127. Notification of clinical scheduling earlier.
128. Notify by Email and early notices of important items.
129. Nursing instructors at clinical sites need to be more on the same platform. There is too much variance in what they want from the student, compared to what is taught in class. What they grade on from assignments and papers are very different.
130. Offer more personal choices; everything is picked for you, as far as classes go.
131. Offer more than 1 section of [Phlebotomy].
132. Organization of lab.

OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
STUDENT EVALUATION
WINTER 2008

If there is one thing you could change about the program, then explain what it is and how it would enhance the program:

Open-Ended Responses:

133. Organization of labs
134. Our financial aid should be considered full-time because we are full-time nursing students.
135. Overall, I believe the program will be a success for me and incoming students.
136. Please continue to stress the maximum working hours if student must work (20 hours).
137. Possibly give us more of a choice of days & shifts of clinical.
138. Prep points to be reduced as well as clinical papers, one per, or per entire course.
No mobile clinic late in semester.
139. Provide more actual lab time and more time practicing technical skills.
140. Rigidity, absences due to illness, various "scare tactics"
141. Schedule a day/week break between classes. Make students aware at the start of class that the last Monday is third test and that (?Fri.) is final (to schedule work).
142. Schedules should be given out further in advance.
143. Scheduling is confusing.
144. Some instructors are not helpful in the fact that they call us names & make fun of us.
145. Some of the clinical instructors would be more approachable and not intimidating to some.
146. Some of the instructors' attitudes.

OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
STUDENT EVALUATION
WINTER 2008

If there is one thing you could change about the program, then explain what it is and how it would enhance the program:

Open-Ended Responses:

147. Some teachers are unfair and don't treat students equal.
148. Sometimes there is a variation in the methods that the lab/clinical teachers are teaching & it's very confusing when it is time to be tested on that information. It would be nice if the lab/clinical teachers were all on the same page when teaching.
149. Sometimes, I think that the instructors should have a mutual agreement prior to the start of the program on exactly what they expect from students. They should agree on the same when a student approaches with a question.
150. Space tests apart (no two tests in the same day). This may help to retain the information better.
151. Specific instructors.
152. Standardize the grading on lab skill check-offs. What is good enough with 1 instructor is not with another.
153. Stipend so students don't have to work.
154. Stress of last minute clinical assignments that change days available to work. We all have to work.
155. Teach hands-on techniques in the lab, not in classroom, to give more practical experience.
156. Test [questions] too hard.
157. That all the clinical instructors were on the "same page" as far as correct procedures and skills are concerned. Sometimes one nurse will tell you something, and then another nurse will tell you something different.

OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
STUDENT EVALUATION
WINTER 2008

If there is one thing you could change about the program, then explain what it is and how it would enhance the program:

Open-Ended Responses:

158. That they can make the schedule more friendly to working students; the sked, especially the lab, which was constantly changing
159. The addition of male instructors could help, for a better point of view.
160. The clinical rotation be based on where you live; hospitals in Detroit are over an hour drive from where I live.
161. The clinical time was a little bit later in the day, i.e. starts at 8am instead of 7am.
162. The clinical times: you should not make us go to clinical at 9 in the morning because some of us are mothers; can't afford to pay extra money for our baby because we have to drop them [off] early. Thank you for your understanding.
163. The Dean needs to take into consideration her faculty
164. The fact that you are terminated completely from the program if you have failed two classes.
165. The few horrible clinical instructors that are teaching here that make it clear they don't like teaching us.
166. The hours of study were consistent in order to allow for additional employment/schedule.
167. The instructors need to be more consistent with information about the requirements, among each other.
168. The instructors should be consistent when doing check offs for skills.
169. The lab instructors all teach things differently. It would be nice if ALL the lab instructors were on the same page!

OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
STUDENT EVALUATION
WINTER 2008

If there is one thing you could change about the program, then explain what it is and how it would enhance the program:

Open-Ended Responses:

170. The lab portion needs to be more consistent. One lab instructor will teach you one way to do something, and another instructor will teach you a different way.
171. The length and duration of TPN Program & vacations makes it longer than 14 months, as opposed to the 9 [month] program it is supposed to be.
172. The math test, once we pass it, should be a done deal. It is ridiculous the amount of stress we endure over a math test!!!
173. The one thing I would change is getting the clinical site early so students can know when they can work.
174. The only thing I wish is that it could be a little easier to work a day job & attend this program at night.
175. The process of how students are [accepted] into the Nursing Program
176. The program could be more organized. It is very hard to get ready for the next semester when you find out .1 [week] from the beginning of semester.
177. The program is too fast-paced. This should be at a slower pace with all information that is needed to know in the program. Also, some instructors are really nasty [with] the students.
178. The scheduling is very complicated and confusing.
179. The short notice of room changes! Every new rotation, we get moved all over the place & there is mass confusion on the 1st day. We are already stressed.
180. The Southfield campus (nursing students) being permitted to be more involved in NSO.

OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
STUDENT EVALUATION
WINTER 2008

If there is one thing you could change about the program, then explain what it is and how it would enhance the program:

Open-Ended Responses:

181. The two campuses, Highland Lakes & Southfield, (should) coordinate more together with activities and events.
182. The way grading works, where only points from tests & final exam count.
183. Theory teacher's exams are poorly written questions; too many mistakes. Pharm. teacher is great, informative & wealth of information. Baseline assessment: Was very inconsistent; every instructor was different.
184. There is a lot of disorganization in the lab portion.
185. There seems to be a lot of disorganization. Students should be notified about their placements, with more of an advanced warning, with some say as to the days and time for clinicals.
186. There seems to be too many instructors teaching one class. Information gets construed and it can be very confusing as a student.
187. Things could be better organized and more consistent, like ONE list with ALL due dates. Classes & lab at the same time & day EVERY week.
188. To be able to speak with some students who are in the next year ahead & know what is coming; offer more times for classes - 3 - 6:30 is VERY difficult with children & you are unable to register yourself.
189. To focus more on nursing-only related skills & minimize time spent [with] things such as bed baths, AM care, etc.; [these] items should be enforced during 1st & 2nd semesters only

OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
STUDENT EVALUATION
WINTER 2008

If there is one thing you could change about the program, then explain what it is and how it would enhance the program:

Open-Ended Responses:

190. To give more time/notice of upcoming schedules.
191. To have all lab instructors know what is going on!!
192. To have more daytime clinical.
193. To know things a little more ahead of time.
194. To not cram so much information in so short a time; but, being a 2 year ADN course, there is probably no other recourse.
195. To receive valuable information ahead of time.
196. Told how [lucky] I am to be here.
197. Travel time to hospital rotations.
198. Try to be located near home for clinicals; less stress in trying to find the location. Also, Michigan weather in winter is problematic for students having to drive many miles away from home.
199. Tutoring sessions with the actual teachers.
200. We change clinical instructors all the time; I do not want to change them. Also, we change the time, all the time, & it's very confusing.
201. When instructors are conducting check-offs, come up with a common agreement on how to teach the skill the same way, instead of one instructor saying, do it this way, and the other, do the skill a little different.
202. Would like to know where I am going (which hospital) sooner.
203. Yes, consistency; the teachers and clinical instructors are not at all consistent.



OAKLAND
COMMUNITY
COLLEGE

**NURSING PROGRAM
ADVISORY COMMITTEE EVALUATION
WINTER 2008**

**Prepared for:
Letyna Roberts
Manager of State and Federal Programs**

Prepared by:
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Office of Institutional Research
(248) 232-4528
February 2008

OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
ADVISORY COMMITTEE EVALUATION
WINTER 2008

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OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
ADVISORY COMMITTEE EVALUATION
WINTER 2008

Purpose

The purpose of the study was to compile the data for a summary report of the Nursing Program for the PROE/Curriculum Review process. The final results will be forwarded to Letyna Roberts, Manager of State and Federal Programs, for distribution.

Methodology

Survey responses were collected from 6 advisory committee members. The survey gathered feedback from the advisory committee on issues such as the whether the courses were preparing the students for the workforce, the advisory committees input regarding decision making within the program, and the direction of the program. The items were rated 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). Mean responses for each item were calculated and the results are presented below.

OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
ADVISORY COMMITTEE EVALUATION
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Results

Questions	Mean
1 The program at Oakland Community College is meeting the expectations of the advisory comm	4
2 The courses offered are preparing the students for the workforce.	5
3 The advisory committee is informed about the program.	5
4 The advisory committee has substantial input into decision-making within the program.	4
5 The advisory committee is satisfied with the direction of the program.	5

- The advisory committee is essentially satisfied with the program as noted by the responses above.
- Their agreement ranges from agree to strongly agree to the items noted in the questionnaire.

OAKLAND COMMUNITY COLLEGE
NURSING PROGRAM
ADVISORY COMMITTEE EVALUATION
WINTER 2008

If there is one thing the committee would like to change about the program, explain what it is and how it would impact the program

Open Ended Responses

1. Be able to offer more opportunities for students to get into the Nursing Program without the LONG waiting list. We discourage future nurses because of this wait.
2. Do a criminal background check on everyone before they enter the nursing school and after they complete nursing school.
3. Provide a formal mentorship program with existing instructors and instructors, either new to instructing, or new to an institution.

DATA COLLECTION

E. INPUT FROM INTERNAL & EXTERNAL COMMUNITY

OAKLAND COMMUNITY COLLEGE
FACULTY PERCEPTIONS OF OCCUPATIONAL PROGRAMS
(Program Review of Occupational Evaluation - PROE)

Thank you for taking the time to complete the following survey as it will help to improve upon the success of the occupational programs at Oakland Community College. Please circle the letter that corresponds to your selection.
Please circle only one letter.

1. The program of study in which I teach at Oakland Community College is meeting my expectations as a faculty member.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

2. The courses offered in the program are preparing the students for the workforce.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

3. The program can be more challenging academically for the students.
 - a. Agree
 - b. Neutral
 - c. Disagree
 - d. Strongly Disagree

4. The program can be more competitive with other institutions that offer similar programs.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

DATA COLLECTION

E. INPUT FROM INTERNAL & EXTERNAL COMMUNITY *(continued)*

OAKLAND COMMUNITY COLLEGE
FACULTY PERCEPTIONS OF OCCUPATIONAL PROGRAMS
(Program Review of Occupational Evaluation - PROE)

5. I am satisfied with the quality of instruction provided to the students in this program.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

6. My fellow faculty members in the program are knowledgeable about the course subject-matter.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

7. I am satisfied with the course offerings in this program.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

8. I feel that the program has a focus real-world application.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

DATA COLLECTION

E. INPUT FROM INTERNAL & EXTERNAL COMMUNITY : (internal)

OAKLAND COMMUNITY COLLEGE
FACULTY PERCEPTIONS OF OCCUPATIONAL PROGRAMS
(Program Review of Occupational Evaluation - PROE)

9. I feel that the students are prepared for the rigors of the program.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

10. I am informed about what is happening in this program.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

11. Opportunities are available for me to make suggestions for improvements in this program.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

12. I think the department has a commitment to student success in the program.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

DATA COLLECTION

E. INPUT FROM INTERNAL & EXTERNAL COMMUNITY

OAKLAND COMMUNITY COLLEGE
FACULTY PERCEPTIONS OF OCCUPATIONAL PROGRAMS
(Program Review of Occupational Evaluation - PROE)

13. I am satisfied with the direction of this program because ;
- a. I think it prepares students for employment in the workforce.
 - b. Working in conjunction with the advisory committee keeps the program going in the right direction.
 - c. Feedback that I have received from the students indicates that the program is headed in the right direction.
 - d. I know that other programs at other institutions do not compare to OCC.

14. If there is one thing you would like to change about the program, explain what it is and how it would enhance the program.

Thank you for taking the time to complete this survey!

Name: _____

Industry Type/Agency: _____

What OCC Program do you advise for : _____

Date Completed: _____

Please Return To: Letyna A. Roberts
Oakland Community College, Office of State and Federal Programs, AH Campus

Due Date: _____

DATA COLLECTION

E. INPUT FROM INTERNAL & EXTERNAL COMMUNITY

OAKLAND COMMUNITY COLLEGE
STUDENT PERCEPTIONS OF OCCUPATIONAL PROGRAMS
(Program Review of Occupational Evaluation - PROE)

Thank you for taking the time to complete the following survey as it will help to improve upon the success of the occupational programs at Oakland Community College. Please circle the letter that corresponds to your selection.
Please circle only one letter.

1. What is your program of study? _____
2. What is your career goal? _____
3. My program of study at Oakland Community College is meeting my expectations.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree
4. The courses offered in my program of study are preparing me for the workforce.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree
5. I would like to change my current program of study because of academic reasons.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

DATA COLLECTION

E. INPUT FROM INTERNAL & EXTERNAL COMMUNITY *(continued)*

OAKLAND COMMUNITY COLLEGE
STUDENT PERCEPTIONS OF OCCUPATIONAL PROGRAMS
(Program Review of Occupational Evaluation - PROE)

6. I would like to attend another institution because of dissatisfaction with my current program of study at Oakland Community College.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

7. I am satisfied with the quality of the instructors in my program of study.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

8. I feel that the instructors are knowledgeable about the course subject-matter.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

9. I am satisfied with the course offerings in my current program of study at Oakland Community College.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

DATA COLLECTION

E. INPUT FROM INTERNAL & EXTERNAL COMMUNITY

OAKLAND COMMUNITY COLLEGE
STUDENT PERCEPTIONS OF OCCUPATIONAL PROGRAMS
(Program Review of Occupational Evaluation - PROE)

10. My instructors help me to understand how useful my program of study can be in the real-world.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

11. My instructors make the course subject-matter seem interesting.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

12. I am informed about what is happening in my program.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

13. I think the department is committed to student success in the program.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

DATA COLLECTION

E. INPUT FROM INTERNAL & EXTERNAL COMMUNITY

OAKLAND COMMUNITY COLLEGE
STUDENT PERCEPTIONS OF OCCUPATIONAL PROGRAMS
(Program Review of Occupational Evaluation - PROE)

14. I am satisfied with my program of study.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

15. If there is one thing you would like to change about the program, explain what it is and how it would enhance the program.

Thank you for taking the time to complete this survey!

Name: _____

Industry Type/Agency: _____

What OCC Program do you advise for : _____

Date Completed: _____

Please Return To: Letyna A. Roberts
Oakland Community College, Office of State and Federal Programs, AH Campus

Due Date: _____

DATA COLLECTION

E. INPUT FROM INTERNAL & EXTERNAL COMMUNITY

OAKLAND COMMUNITY COLLEGE
ADVISORY COMMITTEE/INDUSTRY PERCEPTIONS OF OCCUPATIONAL PROGRAMS
(Program Review of Occupational Evaluation - PROE)

Thank you for taking the time to complete the following survey as it will help to improve upon the success of the occupational programs at Oakland Community College. Please circle the letter that corresponds to your selection.
Please circle only one letter.

1. The program at Oakland Community College is meeting the expectations of the advisory committee.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

2. The courses offered are preparing the students for the workforce.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

3. The advisory committee is informed about the program.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

4. The advisory committee has substantial input into decision-making within the program.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

DATA COLLECTION

E. INPUT FROM INTERNAL & EXTERNAL COMMUNITY

OAKLAND COMMUNITY COLLEGE
ADVISORY COMMITTEE/INDUSTRY PERCEPTIONS OF OCCUPATIONAL PROGRAMS
(Program Review of Occupational Evaluation - PROE)

5. The advisory committee is satisfied with the direction of the program.
- a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree
6. If there is one thing the committee would like to change about the program, explain what it is and how it would enhance the program.

Thank you for taking the time to complete this survey!

Name: _____

Industry Type/Agency: _____

What OCC Program do you advise for : _____

Date Completed: _____

Please Return To: Letyna A. Roberts
Oakland Community College, Office of State and Federal Programs, AH Campus

Due Date: _____

F. COMPARABLE COURSES/PROGRAMS AND TRENDS REVIEW SUMMARY:

Transferring Students

OCC nursing students can transfer all required supportive and general education courses. NUR major courses are transferred as a block of 39 credits if they have passed the NCLEX RN licensing exam. Articulation agreements to obtain the Bachelor's in Nursing (BSN) degree exist with the following universities:

Oakland University
Madonna University
University of Detroit Mercy
Saginaw Valley State University
Eastern Michigan University

Current and Future Labor Market Trends

The most recent OCC nursing graduate survey (2005-2006) prepared by The Office of Institutional Research identifies that all of the respondents (n=72) are employed in nursing. Future employment opportunities in nursing are excellent since the nursing shortage is expected to intensify. The Office of Assessment & Effectiveness report (February 2008) cited data from Economic Modeling Specialists Inc. The four county region of southeast Michigan has 38,000 registered nurse jobs. In the next five years, registered nurse jobs are expected to increase by nearly 4,000 new jobs in the same region.

The American Association of Colleges in Nursing (AACN, 2007) states "Enrollment in schools of nursing is not growing fast enough to meet the projected demand for nurses over the next ten years.

. . . A shortage of nursing school faculty is restricting nursing program enrollments." Additionally, the four-county region of southeastern Michigan is experiencing a lack of available acute care clinical sites due to the demand from many nursing programs.

The OCC Nursing Program Employer Survey of Spring 2006 prepared by The Office of Institutional Research identifies that employers rated the OCC nursing program very favorably with a mean score of 4.24 on all 13 performance measures. This report also identifies that hiring patterns in the past twelve months indicate that employers are continuing to show an interest in hiring OCC Nursing Program graduates.

Employer Expectations/OCC Nursing Program Response

The employer survey identifies employer expectations and suggestions for education from OCC's nursing program. Three-fourths of the employers who responded (75.0%) have recommended that there is a need to incorporate more clinical training, increase emphasis on critical thinking skills, and promote professional behavior in the program. Other significant responses included communicate effectively with health care team members and individuals with cultural diversity (45.8%) and utilize the nursing process as the basis for decision-making (54.2%).

The department of nursing is attempting to address the nursing shortage by increasing admission of 75 more students per year and offering an accelerated option to 54 students in the near future. This program option will take advantage of summer breaks and decrease the program length by 10 weeks. The addition of 75 students will depend on the hiring of three more faculty. The department is currently implementing the use of simulation scenarios in the skills lab to increase critical thinking skills in a structured environment. Increased opportunities for simulation are being developed. The use of nursing process has been and continues to be the focus of the program for decision-making.



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Updated October 2007

Nursing Shortage

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The United States is in the midst of a nursing shortage that is expected to intensify as baby boomers age and the need for health care grows. Compounding the problem is the fact that nursing colleges and universities across the country are struggling to expand enrollment levels to meet the rising demand for nursing care.

The American Association of Colleges of Nursing (AACN) is concerned about the shortage of Registered Nurses (RNs) and is working with schools, policy makers, kindred organizations, and the media to bring attention to this health care crisis. AACN is working to enact legislation, identify strategies, and form collaborations to address the nursing shortage. To keep stakeholders abreast of current statistics related to the shortage, this fact sheet has been developed along with a companion [Web resource](#).

Current and Projected Shortage Indicators

- In the January/February 2007 issue of *Health Affairs*, Dr. David I. Auerbach and colleagues estimated that the U.S. shortage of registered nurses (RNs) will increase to 340,000 by the year 2020. Though this is significantly less than earlier projections for a shortfall of 800,000 RNs which was made back in 2000, the study authors note that the nursing shortage is still expected to increase by three times the current rate over the next 13 years. The study is titled *Better Late Than Never: Workforce Supply Implications of Late Entry into Nursing*. <http://content.healthaffairs.org/cgi/content/abstract/26/1/178>
- Based on finding from the *Nursing Management Aging Workforce Survey* released in July 2006 by the Bernard Hodes Group, 55% of surveyed nurses reported their intention to retire between 2011 and 2020. The majority of those surveyed were nurse managers.
- In April 2006, officials with the Health Resources and Services Administration (HRSA) released projections that the nation's nursing shortage would grow to more than one million nurses by the year 2020. In the report titled *What is Behind HRSA's Projected Supply, Demand, and Shortage of Registered Nurses?*, analysts show that all 50 states will experience a shortage of nurses to varying degrees by the year 2015.
- According to a report released by the American Hospital Association in April 2006, U.S. hospitals need approximately 118,000 RNs to fill vacant positions nationwide. This translates into a national RN vacancy rate of 8.5%. The report, titled *The State of America's Hospitals - Taking the Pulse*, also found that 49% of hospital CEOs had more difficulty recruiting RNs in 2005 than in 2004.
- According to the latest projections from the U.S. Bureau of Labor Statistics published in the November 2005 *Monthly Labor Review*, more than 1.2 million new and replacement nurses will be needed by 2014. Government analysts project that more than 703,000 new RN positions will be created through 2014, which will account for two-fifths of all new jobs in the health care sector.

- According to a report published in November 2004 as a Web exclusive of *Health Affairs*, Dr. Peter Buerhaus and colleagues found that "despite the increase in employment of nearly 185,000 hospital RNs since 2001, there is no empirical evidence that the nursing shortage has ended. To the contrary, national surveys of RNs and physicians conducted in 2004 found that a clear majority of RNs (82%) and doctors (81%) perceived shortages where they worked."

Contributing Factors Impacting the Nursing Shortage

Enrollment in schools of nursing is not growing fast enough to meet the projected demand for nurses over the next ten years.

Though AACN reported a 7.6% enrollment increase in entry-level baccalaureate programs in nursing in 2006 over the previous year, this increase is not sufficient to meet the projected demand for nurses. HRSA officials stated in an April 2006 report that "to meet the projected growth in demand for RN services, the U.S. must graduate approximately 90 percent more nurses from US nursing programs."

A shortage of nursing school faculty is restricting nursing program enrollments.

- According to AACN's report on 2006-2007 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing, U.S. nursing schools turned away 42,866 qualified applicants from baccalaureate and graduate nursing programs in 2006 due to insufficient number of faculty, clinical sites, classroom space, clinical preceptors, and budget constraints. Almost three quarters (71.0%) of the nursing schools responding to the 2006 survey pointed to faculty shortages as a reason for not accepting all qualified applicants into entry-level nursing programs.
- According to a study released by the Southern Regional Board of Education (SREB) in February 2002, a serious shortage of nursing faculty was documented in 16 SREB states and the District of Columbia. Survey findings show that the combination of faculty vacancies (432) and newly budgeted positions (350) points to a 12% shortfall in the number of nurse educators needed. Unfilled faculty positions, resignations, projected retirements, and the shortage of students being prepared for the faculty role pose a threat to the nursing education workforce over the next five years.

With fewer new nurses entering the profession, the average age of the RN is climbing.

According to the 2004 National Sample Survey of Registered Nurses released in February 2007 by the federal Division of Nursing, the average age of the RN population in March 2004 was 46.8 years of age, up from 45.2 in 2000. The RN population under the age of 30 dropped from 9.0% of the nursing population in 2000 to 8.0% in 2004.

The total population of registered nurses is growing at a slow rate.

According to the latest The National Sample Survey of Registered Nurses, the total RN population has increased at every 4-year interval in which the survey has been taken since 1980. Although the total RN population increased from 2,696,540 in 2000 to 2,909,357 in 2004, this increase (7.9%) was comparatively low considering growth between earlier report intervals (i.e. the RN population grew 14.2% between 1992 and 1996). In 2004, an estimated 83.2% of RNs were employed in nursing.

Changing demographics signal a need for more nurses to care for our aging population.

- According to the July 2001 report, Nursing Workforce: Emerging Nurse Shortages Due to Multiple Factors (GAO-01-944), a serious shortage of nurses is expected in the future as demographic pressures influence both supply and demand. The future demand for nurses is expected to increase dramatically as the baby boomers reach their 60s and beyond.
- According to a May 2001 report, Who Will Care for Each of Us?: America's Coming Health Care Crisis, released by the Nursing Institute at the University of Illinois College of Nursing, the ratio of potential caregivers to the people most likely to need care, the elderly population, will decrease by 40% between

2010 and 2030. Demographic changes may limit access to health care unless the number of nurses and other caregivers grows in proportion to the rising elderly population.

Job burnout and dissatisfaction are driving nurses to leave the profession.

- In the March-April 2005 issue of *Nursing Economic\$*, Dr. Peter Buerhaus and colleagues found that more than 75% of RNs believe the nursing shortage presents a major problem for the quality of their work life, the quality of patient care, and the amount of time nurses can spend with patients. Looking forward, almost all surveyed nurses see the shortage in the future as a catalyst for increasing stress on nurses (98%), lowering patient care quality (93%) and causing nurses to leave the profession (93%).
- According to a study in the October 2002 *Journal of the American Medical Association*, nurses reported greater job dissatisfaction and emotional exhaustion when they were responsible for more patients than they can safely care for. Researcher Dr. Linda Aiken concluded that "failure to retain nurses contributes to avoidable patient deaths."
- According to a study published by Dr. Linda Aiken and colleagues in the May/June 2001 issue of *Health Affairs*, more than 40% of nurses working in hospitals reported being dissatisfied with their jobs. The study indicates that 1 out of every 3 hospital nurses under the age of 30 are planning to leave their current job in the next year.

High nurse turnover and vacancy rates are affecting access to health care.

- In July 2007, a report released by the PricewaterhouseCoopers' Health Research Institute found that though the average nurse turnover rate in hospitals was 8.4%, the average voluntary turnover for first-year nurses was 27.1%. This report is titled *What Works: Healing the Healthcare Staffing Shortage*.
- In March 2005, the Bernard Hodes Group released the results of a national poll of 138 health care recruiters and found that the average RN turnover rate was 13.9%, the vacancy rate was 16.1% and the average RN cost-per-hire was \$2,821.
- According to a February 2002 report on health workforce shortages prepared by First Consulting Group for the *American Hospital Association* and other trade groups, the average nurse vacancy rate in US hospitals was 13%. Over one in seven hospitals reported a severe RN vacancy rate of more than 20%. High vacancy rates were measured across rural and urban settings and in all regions of the country. Survey respondents indicated that a shortage of personnel is contributing to emergency department overcrowding and ambulance diversions.

Impact of Nurse Staffing on Patient Care

Many recent studies point to the connection between adequate levels of registered nurse staffing and safe patient care.

- In March 2007, a comprehensive report initiated by the Agency for Healthcare Research and Quality was released on *Nursing Staffing and Quality of Patient Care*. Through this meta-analysis, the authors found that the shortage of registered nurses, in combination with an increased workload, poses a potential threat to the quality of care. Increases in registered nurse staffing was associated with reductions in hospital-related mortality and failure to rescue as well as reduced length of stays. In settings with inadequate staffing, patient safety was compromised.
- Published in the March 2006 issue of *Nursing Economic\$*, a comprehensive analysis of several national surveys on the nursing workforce found that majority of nurses reported that the RN shortage is negatively impacting patient care and undermining the quality of care goals set by the Institute of Medicine and the National Quality Forum.
- In an article published in the September/October 2005 issue of *Nursing Economic\$*, Dr. Peter Buerhaus and associates found that the majority of RNs (79%) and Chief Nursing Officers (68%)

believe the nursing shortage is affecting the overall quality of patient care in hospitals and other settings, including long-term care facilities, ambulatory care settings, and student health centers. Most hospital RNs (93%) report major problems with having enough time to maintain patient safety, detect complications early, and collaborate with other team members.

- In November 2004, results from the National Survey on Consumers' Experiences with Patient Safety and Quality Information were released and found that 40% of Americans think the quality of health care has worsened in the last five years. Consumers reported that the most important issues affecting medical error rates are workload, stress or fatigue among health professionals (74%); too little time spent with patients (70%); and too few nurses (69%). This survey was sponsored by the Kaiser Family Foundation, the Agency for Healthcare Research and Quality and the Harvard School of Public Health.
- In March 2004, the Agency for Healthcare Research and Quality (AHRQ) issued a synthesis of nursing research studies that details the impact that staffing levels, staff mix, and education levels have on patient outcomes. The report, titled Research in Action: Hospital Nurse Staffing and Availability of Care, cited studies showing that hospitals with lower nurse staffing levels, nurses who spend less time with patients, and practice settings with fewer registered nurses compared with licensed practical nurses or nurses' aides tend to have higher rates of poor patient outcomes.
- A shortage of nurses prepared at the baccalaureate level may be affecting health care quality and patient outcomes. In a study published in the September 24, 2003 issue of the Journal of the American Medical Association (JAMA), Dr. Linda Aiken and her colleagues at the University of Pennsylvania identified a clear link between higher levels of nursing education and better patient outcomes. This extensive study found that surgical patients have a "substantial survival advantage" if treated in hospitals with higher proportions of nurses educated at the baccalaureate or higher degree level. In hospitals, a 10 percent increase in the proportion of nurses holding BSN degrees decreased the risk of patient death and failure to rescue by 5 percent.
- A survey reported in the December 12, 2002 issue of the New England Journal of Medicine found that 53% of physicians and 65% of the public cited the shortage of nurses as a leading cause of medical errors. Overall, 42% of the public and more than a third of US doctors reported that they or their family members have experienced medical errors in the course of receiving medical care. The survey was conducted by the Harvard School of Public Health and the Henry J. Kaiser Family Foundation.
- According to a study published in the October 23/30, 2002 issue of the Journal of the American Medical Association, more nurses at the bedside could save thousands of patient lives each year. Nurse researchers at the University of Pennsylvania determined that patients who have common surgeries in hospitals with high nurse-to-patient ratios have an up to 31% increased chance of dying. Funded by the National Institute for Nursing Research, the study found that every additional patient in an average hospital nurse's workload increased the risk of death in surgical patients by 7%. Having too few nurses may actually cost more money given the high costs of replacing burnt-out nurses and caring for patients with poor outcomes.
- In Health Care at the Crossroads: Strategies for Addressing the Evolving Nursing Crisis, a report released in August 2002 by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO), the authors found that a shortage of nurses in America's hospitals is putting patient lives in danger. JCAHO examined 1609 hospital reports of patient deaths and injuries since 1996 and found that low nursing staff levels were a contributing factor in 24% of the cases.
- According to a study published in the New England Journal of Medicine in May 2002, a higher proportion of nursing care provided by RNs and a greater number of hours of care by RNs per day are associated with better outcomes for hospitalized patients. This extensive study was conducted by Drs. Jack Needleman and Peter Buerhaus.

Strategies to Address the Nursing Shortage

- In July 2007, PricewaterhouseCoopers' Health Research Institute released a report titled What Works: Healing the Healthcare Staffing Shortage which advanced several strategies for addressing the nursing shortage, including developing more public-private partnerships, creating healthy work environments,

using technology as a training tool, and designing more flexible roles for advanced practice nurses given their increased use as primary care providers.

- Many statewide initiatives are underway to address both the shortage of RNs and nurse educators. For example, Tennessee Governor Philip Bredesen and state health officials launched a campaign in January 2007 to raise \$1.4 million in funding for a scholarship program to help RNs earn graduate degrees needed to teach nursing, titled the Graduate Nursing Loan Forgiveness Program. In November 2006, Illinois Governor Rod R. Blagojevich opened the Illinois Center for Nursing which is responsible for assessing the current supply and demand for nurses in Illinois and developing a strategic plan to ensure that the state can educate, recruit and retain nurses. For details on these state initiatives and others, see <http://www.aacn.nche.edu/Publications/issues/Oct06.htm> and <http://www.aacn.nche.edu/Media/PartnershipsResource.htm>
- In an article published in the June 2006 issue of Health Affairs titled "Hospitals' Responses to Nurse Staffing Shortages," the authors found that 97% of surveyed hospitals were using educational strategies to address the shortage of nurses. Specific strategies include partnering with schools of nursing, subsidizing nurse faculty salaries, reimbursing nurses for advancing their education in exchange for a work commitment, and providing scheduling flexibility to enable staff to attend classes. The paper ends with a call for more public financing support for the nursing educational system to expand student capacity.
- Nursing colleges and universities are also forming strategic partnerships and seeking private support to help expand student capacity and strengthen the nursing workforce. For example, Blue Cross and Blue Shield of Florida donated \$600,000 in funding to both the University of North Florida and the University of Florida in an effort to address critical issues in nursing education. The State of Florida matched each gift at \$420,000. In September 2005, the Osteopathic Heritage Society awarded almost \$1 million in funding to five Columbus, Ohio area schools of nursing to recruit more faculty and equip more training facilities. In June 2005, Georgia Baptist College of Nursing is partnering with Piedmont Healthcare in Atlanta to help recruit, educate and ultimately place more nurses in the health system and the community at large.
- In July 2005, Reps. Nita Lowey (D-NY), Peter King (R-NY), and Lois Capps (D-CA), introduced the Nurse Education, Expansion and Development (NEED) Act (H.R. 3569) to assist schools of nursing in increasing the number of students and faculty. The bill calls for capitation grants for schools to hire new and retain current faculty, purchase educational equipment, enhance audiovisual and clinical laboratories, expand infrastructure, or recruit students. Sens. Jeff Bingaman (D-NM) and John Cornyn (R-TX) also introduced the Nurse Faculty Education Act (S. 1575) to increase the number of doctorally-prepared nurses serving as faculty. Grant funding would be used by schools to hire new or retain existing faculty, purchase educational resources, and support transition into the faculty role.
- In June 2005, the US Department of Labor awarded more than \$12 million in grant-funding through the President's High Growth Job Training Initiative, \$3 million of which will help to address the nurse faculty shortage. This latest round of funding brings the DOL's commitment to health care workforce through the High-Growth program to more than \$43 million. Details on all grant-funded programs are posted online.
- In 2002, the Nurse Reinvestment Act (P.L. 107-205) expanded existing law in Nursing Workforce Development (Title VIII, Public Health Service Act) to create new and expanded programs targeted to resolving the nursing shortage. Every year Congress must fund these programs through the appropriations process to maintain or expand the Nurse Faculty Loan Program, Nurse Scholarship Program, and other critical nursing education programs.
- Two national media campaigns have been launched to help polish the image of nursing. Nurses for a Healthier Tomorrow is a coalition of 44 nursing and health care organizations working together to raise interest in nursing careers among middle and high school students. The coalition has conducted nationwide focus groups with students ages 6-15 years; secured over \$600,000 in sponsorship; launched a Web site; created a televised public service announcement, and designed print ads that can be downloaded for free from the Web. In February 2002, Johnson & Johnson launched the Campaign for Nursing's Future, a multimedia initiative to promote careers in nursing that includes paid

television commercials, a recruitment video, a Web site, and brochures, and other visuals.

- The **Call to the Profession** is a group of top leaders from national nursing organizations who are working together to ensure safe, quality nursing care for consumers and a sufficient supply of registered nurses to deliver that care. The group released an action plan called *Nursing's Agenda for the Future* in April 2002.
- The **TriCouncil for Nursing**, an alliance of four autonomous nursing organizations (AACN, ANA, AONE, NLN) each focused on leadership for education, practice and research, issued a joint policy statement in January 2001 on *Strategies to Reverse the New Nursing Shortage*.

Last Update: October 1, 2007

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DATA ANALYSIS

G. OUTCOMES ASSESSMENT

OUTCOMES ASSESSMENT REVIEW SUMMARY:

The program's Outcomes Assessment Plan for Nursing is currently being revised. The newly revised plan is included. There are ten Learning Outcomes with 45 Benchmarks. Most of the learning outcomes share the same basic benchmarks and assessment methods, including direct measures of student performance and indirect measures involving surveys.

The previous edition of the Outcomes Assessment Plan had 51 benchmarks and was assessed between January 2007 and February 2008. Forty of the 51 benchmarks (78%) were assessed. Ninety percent of these were met. Ten percent had no supporting raw data to determine if they had been met. Several benchmarks (5) were not assessed due to the assessment plan using the Mosby Assessment Test. It is no longer used in the program.

Outcome #1: Integrate knowledge synthesized from . . .

Benchmark 1: 100% of the graduates will pass the National Council Licensure Exam (NCLEX) for registered nurse programs on the first writing at the pass/fail standards set by the National Council of State Boards of Nursing.

Result: An average of 90% of the ADN graduates over four reported quarters passed the NCLEX on the first writing. PNE graduates that passed the NCLEX-PN did so with 100% over the past three years on the first writing.

Benchmark 2: 100% of the students will write nursing care plans (NCP) $\geq 75\%$ (pass rate) following the nursing grading tool.

Result: Met. Satisfactory grades on 100% of NCPs are required to pass the clinical portion of the course.

Benchmark 3: 100% of the students will pass the theory component of the nursing courses at $\geq 75\%$ (pass rate) following the nursing program course criterion.

Result: Course Summary Reports of the NUR courses demonstrate pass rates 90% to 100%.

Benchmark 4: 100% of the students will pass the lab/clinical component of the nursing courses at $\geq 75\%$ following the nursing program course criterion.

Result: Met. The lab component pass rate is 96% to 100%. The clinical component is pass/fail and affects theory pass rates.

Learning Outcome #2: Use the nursing process in providing individualized care for clients at various points along the continuum and across the life span in a variety of clinical settings.

Benchmark 2: 100% of the responding employers surveyed will rate the students use of the nursing process at ≥ 3 on a scale of 1-5.

Result: Met. Employers' survey rate the use of nursing process at 4.24 with 38.1% rating it as "Very Good" (5).

Learning Outcome #3: Utilize clinical judgment and critical thinking in the practice of nursing.

Benchmark 2: 100% of the responding graduates surveyed will rate their use of clinical judgment and critical thinking at ≥ 3 on a scale of 1-5.

Result: Not measured. Must include on graduate survey.

Benchmark 3: 100% of the responding employers/advisory committee surveyed will rate the students' use of clinical judgment and critical thinking at ≥ 3 on a scale of 1-5.

Result: Met. Employers' survey rate the use of critical thinking at 4.00 with 39.1% "Very Good".

Benchmark 5: 100% of the students will write term papers at $\geq 75\%$ (pass rate) following the nursing grading tool.

Result: Met. All courses require a term paper. Students must get $\geq 75\%$ to pass course. (See Learning Outcome #1, Benchmark 3 and 4 results).

Learning Outcome: Utilize principles of caring in the practice of nursing.

Benchmark #1: 100% of the responding employers surveyed will rate the students' use of the principles of caring in the practice of nursing at \geq on a scale of 1-5.

Result: Not measured: Must include on employer survey.

Learning Outcome: Perform competently the clinical skills required for safe nursing care.

Benchmark # 1: 100% of the responding employers surveyed will rate the students ability to perform the clinical skills required for safe nursing care at ≥ 3 on a scale of 1-5.

Result: Met. Employers rate clinical skill at 4.57 with 61.9% "Very Good".

Learning Outcome: Communicate effectively with culturally diverse clients, families and/or significant others.

Communicate effectively with members of the health care team.

Benchmark #3: 100% of the responding employers surveyed will rate the students abilities to communicate effectively at ≥ 3 on a scale of 1-5.

Result: Met. Employer survey rates graduates at 4.05.

Learning Outcome: Teach clients and families to promote, maintain, or restore health.

Benchmark #3: 100% of the responding employers surveyed will rate the students abilities to teach clients and families health related topics at ≥ 3 on a scale of 1-5.

Result: Met. Employers rate graduates on developing and implementing a teaching plan at 3.91.

Benchmark #3 (p.10): 100% of the students will write a teaching plan on a healthy pregnant woman following the nursing grading tool.

Result: Met. Course requirement to pass the course.

Learning Outcome: Develop an understanding of legal and ethical principles of nursing.

Develop an understanding of the importance of research and the impact of political, economic, and social forces on nursing practice.

Benchmark #1: 100% of the responding employers surveyed will rate the students understanding of legal and ethical principles at ≥ 3 on a scale of 1-5.

Result: The only performance criteria that relates on the employer survey is "Respecting individuals' right, beliefs, and values." This was rated at 4.23. Need to include specific benchmark criteria in the employer survey.

Benchmark #3: 100% of the students will write a letter to a legislator(s) supporting or not supporting a piece of current state of federal legislation.

Result: Met. A course requirement in NUR 2540 to pass the course.

Benchmark #2: 100% of the students will identify ethical concepts for an ethical issue(s) at $\geq 75\%$ (pass rate) following the nursing grading tool.

Result: Met. Course requirement includes a journal entry of an ethical issue observed or encountered during a clinical rotation.

Learning Outcome: Manage nursing care for a group of clients experiencing altered functional health patterns of varying complexity in acute or long term setting.

Benchmark # 5: 100% of the responding employers surveyed will rate the students' abilities to manage the nursing care for clients experiencing altered functional health patterns of varying complexity at ≥ 3 on a scale of 1-5.

Result: Met. Employer survey rates graduates at 4.32.

Learning Outcome: Assume personal responsibility for professional growth, continued learning and self development.

Benchmark # 1: 100% of students will identify areas for professional growth, self-development and educational goals as well as strategies.

Result: Met. NUR 2540 student journal entries require discussion of "Describe your strengths and areas for growth as a nurse. . . . Discuss your plan for professional growth beyond graduation."

Faculty will continue to monitor NCLEX pass rates and strive to improve student learning through classroom and clinical experiences that allow for increased critical thinking. The use of the nursing process will continue to be the basis for decision making in the curriculum. The Department of Nursing must continue to work with the Office of Assessment and Effectiveness to revise the Outcomes Assessment Program Plan and identify more specific measurements of the benchmarks.

Program Assessment Plan

Nursing

Learning Outcomes (851)

Integrate knowledge synthesized from nursing, the humanities, and the biological, behavioral and social sciences to meet the needs of adult clients.

Benchmark	Assessment Method	Timeline
1. 100% of the graduates will pass the National Council of Nursing Exam (NCLEX) for associate degree programs on the first writing at the pass/ fail standards set by the National Council of State Boards of Nursing.	NCLEX Test results sent from the National Council of Nursing	05/08
2. 100% of the students will write nursing care plans (NCP) \geq 75% following the Nursing grading tool.	Students nursing care plans (NCP) reviewed by the Nursing Faculty for integration of knowledge from nursing, the humanities, and the sciences written for adult clients.	05/08
3. 100% of the students will pass the theory component of the nursing courses at \geq 75% following the Nursing program course criterion.	Course grades for NUR 1410, 1520, 2520, 2540	09/08
4. 100% of the students will pass the lab/clinical component of the nursing courses at \geq 75% following the Nursing program course criterion.	Course grades for NUR 1450, 1460, 1470	09/08

Program Assessment Plan

Nursing

Learning Outcomes (853)

Use the nursing process in providing individualized care for clients at various points along the continuum and across the life span in a variety of clinical settings.

Benchmark	Assessment Method	Timeline
1. 100% of the graduates will pass the National Council of Nursing Exam (NCLEX) for associate degree programs on the first writing at the pass/ fail standard set by the National Council of State Boards of Nursing.	NCLEX Test results sent from the National Council of Nursing.	05/08
2. 100% of the responding employers surveyed will rate the students use of the nursing process at ≥ 3 on a scale of 1-5.	The employer survey developed by the Department of Nursing with the assistance of the OCC Office of Institutional Research.	bi-annual
3. 100% of the students will produce Nursing Care Plans at $\geq 75\%$ following the Nursing grading tool.	Students nursing care plans (NCP) reviewed by the Nursing Faculty for inclusion of the nursing process in developing individualized care for clients in various clinical settings.	05/08
4. 100% of the students will pass the theory component program course criterion.	Course grades for NUR 1410, 1520, 2530, 2540.	09/08
5. 100% of the students will pass the lab/clinical component of the nursing courses at $\geq 75\%$ following the Nursing program course criterion.	Course grades for NUR 1410, 1520, 2530, 2540	09/08

Program Assessment Plan

Nursing

Learning Outcomes (855)

Utilize clinical judgment and critical thinking in the practice of nursing.

Benchmark	Assessment Method	Timeline
1. 100% of the graduates will pass the National Council of Nursing Exam (NCLEX) for associate degree programs on the first writing at the pass/ fail standard set by the National Council of State Boards of Nursing.	NCLEX Test results sent from the National Council of Nursing	05/08
2. 100% of the responding graduates surveyed will rate their use of clinical judgment and critical thinking at ≥ 3 on a scale of 1-5.	Graduate survey developed by the Department of Nursing with the assistance of the OCC Office of Institutional Research.	08/08
3. 100% of the responding employers/advisory committee surveyed will rate the students use of critical judgment and critical thinking at ≥ 3 on a scale of 1-5.	Employer survey developed by the Department of Nursing with the assistance of the OCC Office of Institutional Research	biannually
4. 100% of the students will write nursing care plans (NCP) at $\geq 75\%$ following the Nursing grading tool.	Students nursing care plans (NCP) reviewed by the Nursing Faculty for use of clinical judgment and critical thinking developing the best treatment for a given clients condition.	09/08
5. 100% of the students will write term papers at $\geq 75\%$ following the Nursing grading tool.	Student term papers reviewed by the Nursing Faculty.	09/08

Program Assessment Plan

Nursing

Learning Outcomes

Utilize clinical judgment and critical thinking in the practice of nursing.

	Benchmark	Assessment Method	Timeline
1.	100% of the students will pass the theory component of the nursing courses at $\geq 75\%$ following the Nursing program course criterion	Course grades for NUR 1410, 1520, 2530, 2540	09/08
2.	100% of the students will pass the lab/clinical component of the nursing courses at $\geq 75\%$ following the Nursing program course criterion.	Course grades for NUR 1410, 1520, 2530, 2540	09/08

Program Assessment Plan

Nursing

Learning Outcomes (857)

Utilize principles of caring in the practice of nursing.

Benchmark	Assessment Method	Timeline
1. 100% of the responding employers surveyed will rate the students' use of the principles of caring in the practice of nursing at ≥ 3 on a scale of 1-5.	Employer Survey developed by the department of Nursing with the assistance of the OCC Office of Institutional Research.	biannually
2. 100% of the students will pass the lab/clinical component of the nursing courses at $\geq 75\%$ following the Nursing grading tool.	Course grades for NUR 1410, 1520, 2530, 2540.	09/08

Program Assessment Plan

Nursing

Learning Outcomes (858)

Perform competently the clinical skills required for safe nursing care:

Benchmark	Assessment Method	Timeline
1. 100% of the responding employers surveyed will rate the students ability to perform the clinical skills required for safe nursing care at ≥ 3 on a scale of 1-5.	Employer survey developed by the Department of Nursing with the assistance of the OCC Office of Institutional Research.	biannually
2. 100% of the students will pass the lab/clinical component of the nursing courses at $\geq 75\%$ following the Nursing grading tool.	Course grades for NUR 1520, 2530, 2540.	09/08
3. 100% of the graduates will pass the National Council of Nursing Exam (NCLEX) for associate degree nursing program on the first writing at the pass/fail standard set by the National Council of State Boards of Nursing.	NCLEX test results sent from the National Council of Nursing.	05/08

Program Assessment Plan

Nursing

Learning Outcomes (859)

Communicate effectively with culturally diverse clients, families and/or, significant others.
Communicate effectively with members of the health care team.

Benchmark	Assessment Method	Timeline
1. 100% of the students will pass the lab/clinical component of the nursing course at $\geq 75\%$ following the Nursing grading tool.	Course grades for NUR 1520, 2530, 2540.	09/08
2. 100% of the students will utilize therapeutic communication techniques with clients, families, significant others.	Observation of communication techniques following the clinical evaluation tool.	09/07
3. 100% of the responding employers surveyed will rate the students abilities to communicate effectively at ≥ 3 on a scale of 1-5.	Employer survey developed by the Department of Nursing with the assistance of the OCC Office of Institutional Research.	08/08
4. 100% of the graduates will pass the National Council of Nursing Exam (NCLEX) for associate degree nursing programs on the first writing at the pass/ fail standard set by the National Council of State Boards.	NCLEX test results sent from the National Council of Nursing.	05/08
5. 100% of the students will use appropriate language skills to communicate effectively with members of the health care team at $\geq 75\%$ following the Nursing grading tool.	Course grades for NUR 1520, 2530, 2540:	08/08
6. 100% of the employers surveyed will rate the students use of appropriate language skills to communicate effectively with members of the health care team at ≥ 3 on a scale of 1-5	Employer survey developed by the Department of Nursing with the assistance of the OCC Office of Institutional Research	08/08

Program Assessment Plan

Nursing

Learning Outcomes (860)

Teach clients and families to promote, maintain or restore health.

Benchmark	Assessment Method	Timeline
1. 100% of the graduates will pass the National Council of Nursing Exam (NCLEX) for associate degree nursing programs on the first writing at the pass/ fail standard set by the National Council of State Boards.	NCLEX test results sent from the National Council of Nursing.	05/08
2. 100% of the responding graduates surveyed will rate their ability to teach clients and families on health related topics at ≥ 3 on a scale of 1-5.	Graduate Survey developed by the Department of Nursing with the assistance of the OCC Office of Institutional Research.	08/08
3. 100% of the responding employers surveyed will rate the students abilities to teach clients and families health related topics at ≥ 3 on a scale of 1-5.	Employer Survey developed by the Department of Nursing with the assistance of the OCC Office of Institutional Research	08/08
4. 100% of the students will design nursing care plans (NCP) at $\geq 75\%$ following the Nursing grading tool.	Students nursing care plans (NCP) reviewed by the Nursing Faculty for strategies focused on promoting, maintaining, and/or restoring health to be taught to clients and their families.	09/08

Program Assessment Plan

NURSING

Learning Outcomes (860)

Teach clients and families to promote, maintain or restore health.

Benchmark	Assessment Method	Timeline
1. 100% of the students will pass the theory component of each nursing course at $\geq 75\%$ following the Nursing grading tool.	Course grades for NUR 1410, 1520, 2530, 2540	09/08
2. 100% of the students will pass the lab/clinical component of each nursing course at $\geq 75\%$ following the Nursing grading tool.	Course grades for NUR 1410, 1520, 2530, 2540	09/08
3. 100% of the students will write a teaching plan on a healthy pregnant woman following the Nursing grading tool.	Course grades for NUR 1510.	09/08

Program Assessment Plan

NURSING

Learning Outcomes (843)

Develop an understanding of ethical and legal principles of nursing.

Develop an understanding of the importance of research, and the impact of political, economic and social forces on nursing practice.

Benchmark	Assessment Method	Timeline
1. 100% of the responding employers surveyed will rate the students understanding of the ethical and legal	Employer survey developed by the Department of Nursing with the assistance of the OCC Office of Institutional Research. principles of nursing at ≥ 3 on a scale of 1-5.	08/08
2. 100% of the students will identify ethical concepts for an ethical issue(s) at $\geq 75\%$ following the Nursing grading tool.	Course grade for NUR 1520, 2530, 2540	09/08
3. 100% of the students will write a letter to legislator(s) supporting or not supporting a piece of current state or federal legislation.	A review of the NUR 2540 students journals by the clinical faculty for inclusion of ethical/legal/political/social issue(s).	09/08
4. 100% of the students will pass the theory component of each nursing course at $\geq 75\%$ following the Nursing grading tool.	Course grade for NUR 1520, 2530, 2540.	09/08
5. 100% of the students will pass the clinical component of each nursing course at $\geq 75\%$ following the Nursing grading tool.	Course grade for NUR 1520, 2530, 2540	09/08

Program Assessment Plan

NURSING

Learning Outcomes (845)

Manage nursing care for a group of clients experiencing altered functional health patterns of varying complexity in acute or long term setting.

Benchmark	Assessment Method	Timeline
1. 100% of the graduates will pass the National Council of Nursing Exam (NCLEX) for associate degree nursing programs on the first writing at the pass/ fail standard set by the National Council of State Boards.	NCLEX test results sent from the National Council of Nursing.	05/08
2. 100% of the students will pass the theory component of each nursing course at $\geq 75\%$ following the Nursing grading tool.	Course grade for NUR 1520, 2530, 2540.	09/08
3. 100% of the students will pass the lab/clinical component of each nursing course at $\geq 75\%$ following the Nursing grading tool.	Course grade for NUR 1520, 2530, 2540	09/08
4. 100% of the students will design nursing care plans (NCP) at $\geq 75\%$ following the Nursing grading tool.	Students nursing care plans (NCP) reviewed by the Nursing Faculty for elements of managed nursing care for a variety of clients with altered functional health patterns.	09/08
5. 100% of the responding employers surveyed will rate the students abilities to manage the nursing care for clients experiencing altered functional health patterns of varying complexity at ≥ 3 on a scale of 1-5.	Employer Survey developed by the Department of Nursing with the assistance of the OCC Office of Institutional Research	08/08

Program Assessment Plan

NURSING

Learning Outcomes

Assume personal responsibility for professional growth, continued learning and self-development.

Benchmark	Assessment Method	Timeline
1. 100% of the students will identify areas for professional growth, self development and educational goals as well as strategies for achievement.	Students' NUR 2540 Journal entries reviewed by the clinical faculty for statements of professional growth, continued learning and strategies for achievement.	05/08



Course Summary Report

Page 1								
Course:	NUR 1410							
Academic Year	2006-2007							
Date:	2/27/2008							
Course Facilitator:								
	Fall 1 '06	Fall 2 '06	Winter 1 '07	Winter 2 '07	Summer 1 '07	Summer 2 '07	Total	Total (%)
Enrolled		213			27		240	
Passed		188			25		213	89%
Failed		18			0		18	8%
Incompletes		1			1		2	1%
Withdrawals		6			1		7	3%
Total		213	0	0	27	0	240	
Completing "I" from previous term							0	
	Fall 1 '06	Fall 2 '06	Winter 1 '07	Winter 2 '07	Summer 1 '07	Summer 2 '07		Total (%)
A		20			2		22	9%
A-		33					33	14%
B+		39			6		45	19%
B		60			11		71	30%
B-		27			2		29	12%
C+		4			3		7	3%
C		5			1		6	3%
Failing		24			1		25	10%
Incomplete		1			1		2	1%
Total	0	213	0	0	27	0	240	100%
Completed "I" from previous term								



Course Summary Report Grade Distribution By Section

Course Summary Report												
Grade Distribution By Section												
Course:	Nurs 1520											
Academic Year:	2006-2007											
GRADE	Section #	Section #	Section #	Section #	Section #	Section #	Section #	Section #	Section #	Section #	Total	Total %
	H8201	H8113	H8114	H8115	H7224	H7223	H8130	H8131				
	Fall II	WI	WI	WI	WII	WII	SumI	SumI				
	Instructor:	Instructor:	Instructor:	Instructor:	Instructor:	Instructor:	Instructor:	Instructor:	Instructor:	Instructor:		
	J. Weller	G. Even	G. Even	J. Weller	J. Weller	G. Even	J. Weller	J. Weller				
A	6	3	7	8	8	3	6	7			48	24%
A-	3	7	5	7	4	2	10	8			46	23%
B+	8	10	5	3	9	10	6	6			57	29%
B	3	5	6	7	6	8	2	1			38	19%
B-		1	1	1		3					6	3%
C+				1		2					3	2%
C											0	0%
C-											0	0%
D+											0	0%
D											0	0%
F											0	0%
I											0	0%
W											0	0%
WF											0	0%
	20	26	24	27	27	28	24	22	0	0	198	Grand Total



Course Summary Report Grade Distribution By Section

Course: NUR2540												
Academic Year: 2006/2007												
GRADE	Section #	Section #	Section #	Section #	Section #	Section #	Section #	Section #	Section #	Section #	Total	Total %
	S8203	H8241	H7232	H7236	H7234	H7237	H7233	H7235				
	Instructor:	Instructor:	Instructor:	Instructor:	Instructor:	Instructor:	Instructor:	Instructor:	Instructor:	Instructor:		
	schulte	schulte	schulte	schulte	Przymusinski	Even	Kuzak	Kuzak				
A	7	10	9	14	4	17	18	19			98	51%
A-	5	4	7	5	2	4	4	3			34	18%
B+	5	5	4	2	10	3	3	5			37	19%
B	3	3	4	1	4	3	1				19	10%
B-	1	1			2						4	2%
C+											0	0%
C											0	0%
C-											0	0%
D+											0	0%
D											0	0%
F											0	0%
I	1		1								2	1%
W											0	0%
WF	1	1									2	1%
	23	24	25	22	22	27	26	27	0	0	194	Grand Total

06F2 S8203 WF Paul Wehner (0339919) & Incomplete Alkeisha Wilson (0556883) completed WI'07

06F2 H8241 WF Euphemia Nwobi (0059841)

06W2H7232 Incomplete Kevan Weiland (0559020) 4/28/08



OAKLAND
COMMUNITY
COLLEGE

**Oakland Community College
Nursing Program Employer Survey
Spring 2006**

Final Report

Prepared for:
Dr. Nadia Boulos
Dean, OCC Nursing Program

Prepared by:
The Office of Institutional Research
Ghausia M. Ali, Primary Researcher

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Executive Summary

- A total of twenty-four (24) agencies responded to the Nursing Employer Survey in the Spring of 2006. Of these agencies, almost two-thirds (66.7%) of the respondents were hospitals (acute care). Twenty-nine percent (29.2%) were long-term/extended care facilities. Also included within the sample were community health/public health agencies, home health care facilities, private office/clinics, and other health and educational related agencies.
- The position, specialization, and service area profile of employers who participated in the Nursing Employer Survey were as follows (respondents were allowed to choose more than one response):
 - Position/Title of Clinical Placement Contact: Other*: 79.2%; Administrator of Chief Nursing Executive: 12.5%; Nursing Educator: 12.5%; Nurse Manager or Assistant Nurse Manager: 8.3%.
 - Area of Specialization of Clinical Placement Contact: Other*: 58.3%; Critical Care/Emergency: 37.5%; Medical or Surgical: 37.5%; Mental Health: 33.3%; Perioperative: 20.8%.
 - Service Area: Adult Services: 58.3%; Geriatric Services: 45.8%; Education/Administration: 33.3%; Pediatric Services: 33.3%; Other: 20.8%; Family Health Services: 16.7%.
- In the next three to five years, employer demand for Registered Nurses will be increasing, with 83.3% of the respondents indicating such an increase.
- Similarly, demand for Practical Nurses will be increasing, with 41.7% of the employers indicating such an increase in the next three to five years.
- Almost all of the respondents (95.8%) have indicated that advancement opportunities do exist for Nurses. Such opportunities include*: administration, management, and staff development nurse.
- Almost two-thirds (62.5%) of the employers felt that the overall preparation received by OCC Nursing graduates with an Associate or Practical Nursing degree was "very good," with 25.0% indicating a rating of "somewhat good."
- Overall ratings of respondents on OCC Nursing graduates were generally good on almost all of the thirteen performance measures addressed in the survey. Some of the specific ratings included: "Utilizing the nursing process as a basis for decision-making," (54.2% - Somewhat Good) and "Communicating effectively with health team members and individuals with cultural diversity." (45.8% - Somewhat Good).

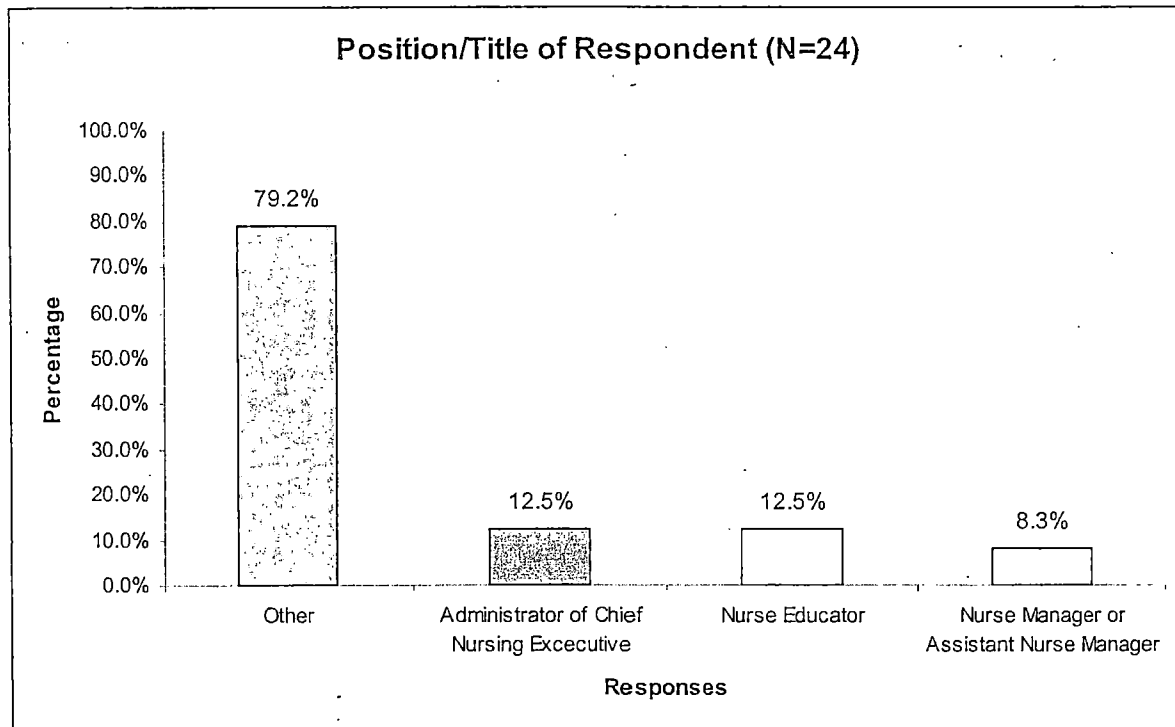
* Full listing of "Other" responses will be included in Appendices at the end of this report.

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Nursing Program Employer Survey
Spring 2006

- Respondents provided suggestions on how to foster education within the OCC Nursing Program. Of these suggestions, employers emphasized the need to incorporate more clinical training in the program and an emphasis on building critical thinking skills*.
- More than half of the employers (58.3%) provided positive feedback regarding the OCC Nursing Program, instructors, and graduates. Some of the comments included*: "The OCC student nurses are well prepared and we want to see more of them," and "OCC's Nursing Program has very good instructors."

* Full listing of "Other" responses will be included in Appendices at the end of this report.

Chart 1: Position/Title of Respondent

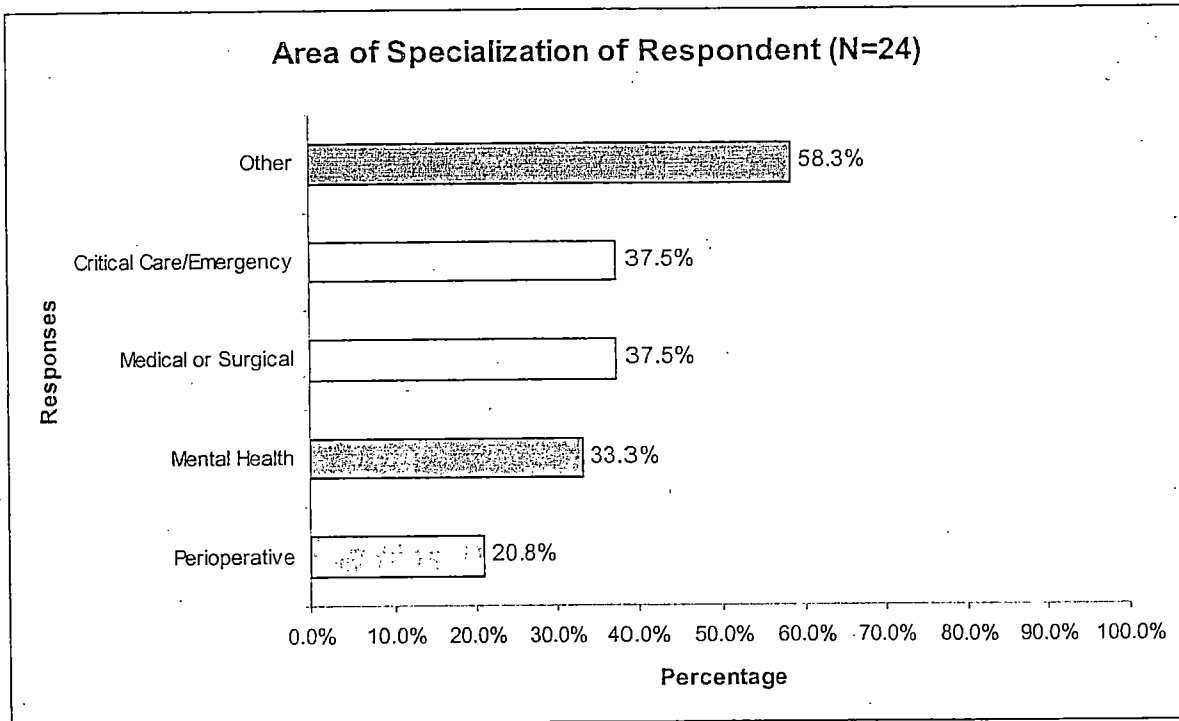


*Respondents were allowed to choose more than one response.
Position/Title listed may not be primary position of respondent.
Please see Appendix A for a full detail listing of "other" responses to this question.*

Summary:

- More than three-fourths (79.2%) of the employers surveyed were in the "Other" clinical positions category such as, Clinical Nurse Recruiter, Director of Nursing, and Recruitment Retention Specialist.
- Less than one quarter (12.5%) of the respondents was Administrator of Chief Nursing Executive and Nurse Educator.

Chart 2: Area of Specialization of Respondent

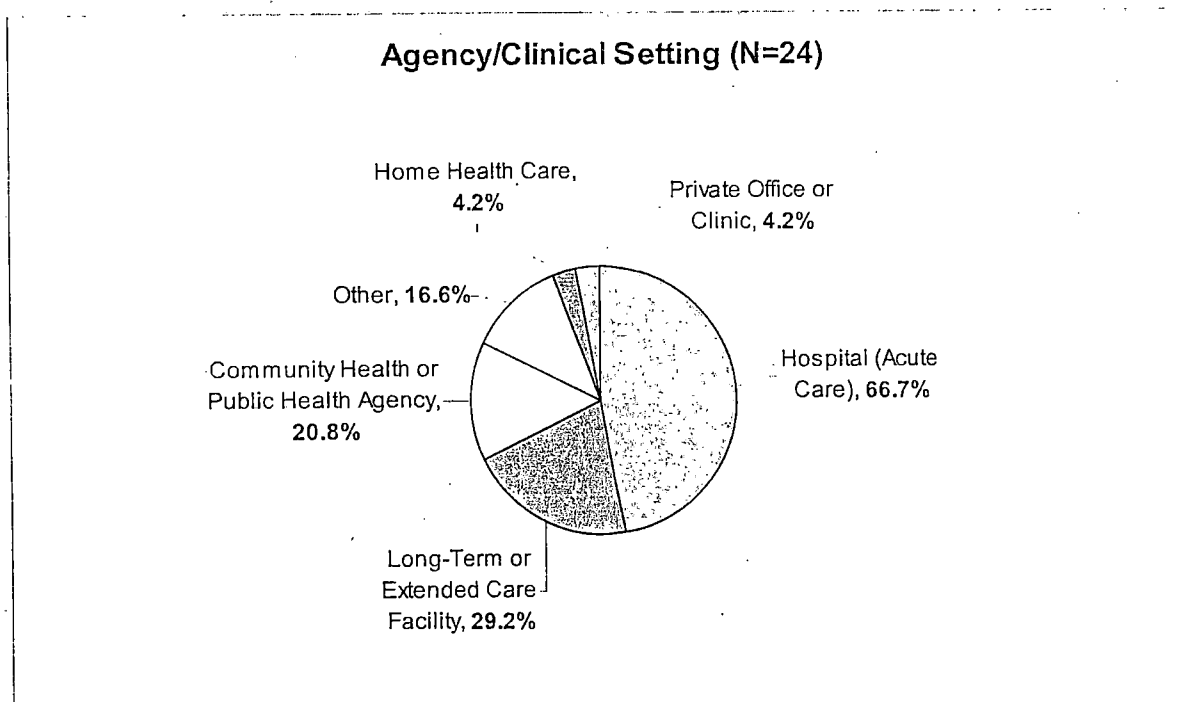


*Respondents were allowed to choose more than one response.
Specialization listed may not be primary specialty of respondent.
Please see Appendix B for a full detail listing of "other" responses to this question.*

Summary:

- More than half of the OCC Nursing Program Employers (58.3%) were in other clinical specializations such as, Child Adolescent Psychology Nurse Practitioner, Education Development, and Quality and Compliance.

Chart 3: Agency/Clinical Setting

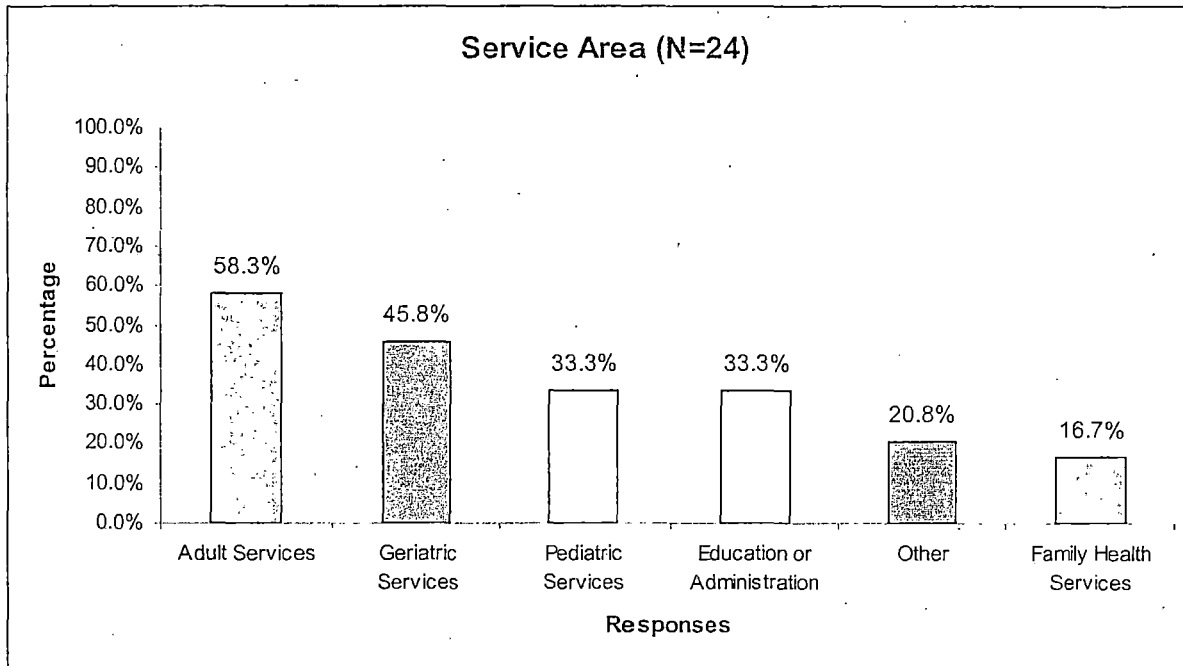


*Respondents were allowed to choose more than one response.
Agency/Clinical Setting listed may not be primary agency of respondent.*

Summary:

- Almost two-thirds of the agencies surveyed (66.7%) were Hospital (Acute Care) facilities, while 29.2% were Long-Term or Extended Care facilities.
- Also to be noted, 29.2% of the employers surveyed were Long-Term or Extended Care facilities.

Chart 4: Service Area



*Respondents were allowed to choose more than one response.
Service Area listed may not be primary area of respondent.*

Summary:

- More than half of the participants (58.3%) were in the service area of Adult Services, with 45.8% in Geriatric Services.
- Less than a quarter (20.8%) indicated other service areas which included: Human Resources (Clinical Recruiter), Nursing Education, and OB-GYN Neonatal.

Table 1: OCC Graduates Hired in the Past Twelve Months (N=24)

Graduates Hired	Count	Percent
0-4 Graduates	8	33.4%
5-9 Graduates	3	12.5%
10-14 Graduates	3	12.5%
15-19 Graduates	4	16.6%
20-24 Graduates	0	0.0%
25 Plus (Graduates)	5	20.9%
Unknown	1	4.2%

Table will not add up to 100% due to rounding calculations.

Summary:

- Almost one-third (33.4%) of the sample hired between 0-4 graduates in the past 12 months.
- When employers were asked how this number of graduates hired (in the past 12 months) has changed from previous hiring patterns over the last five years, 41.7% (10 out of 24 employers) of the sample indicated that this particular number has stayed the same, while 33.3% (8 out of 24 employers) of the sample felt that this number has increased.
- Hiring patterns in the past twelve months indicate that employers are continuing to show an interest in hiring OCC Nursing Program graduates.

Reasons for Increase/Decrease in OCC Graduates Hired

Increase (N=8)

Almost one-third of the employers (33.3%) indicated there was an increase in the hiring of new OCC Graduates in the past twelve months. Looking at the responses, there is an indication that the increase in OCC graduates hired was due to facility modifications or the need to hire more nurses at their agency. The reasons for the increase included:

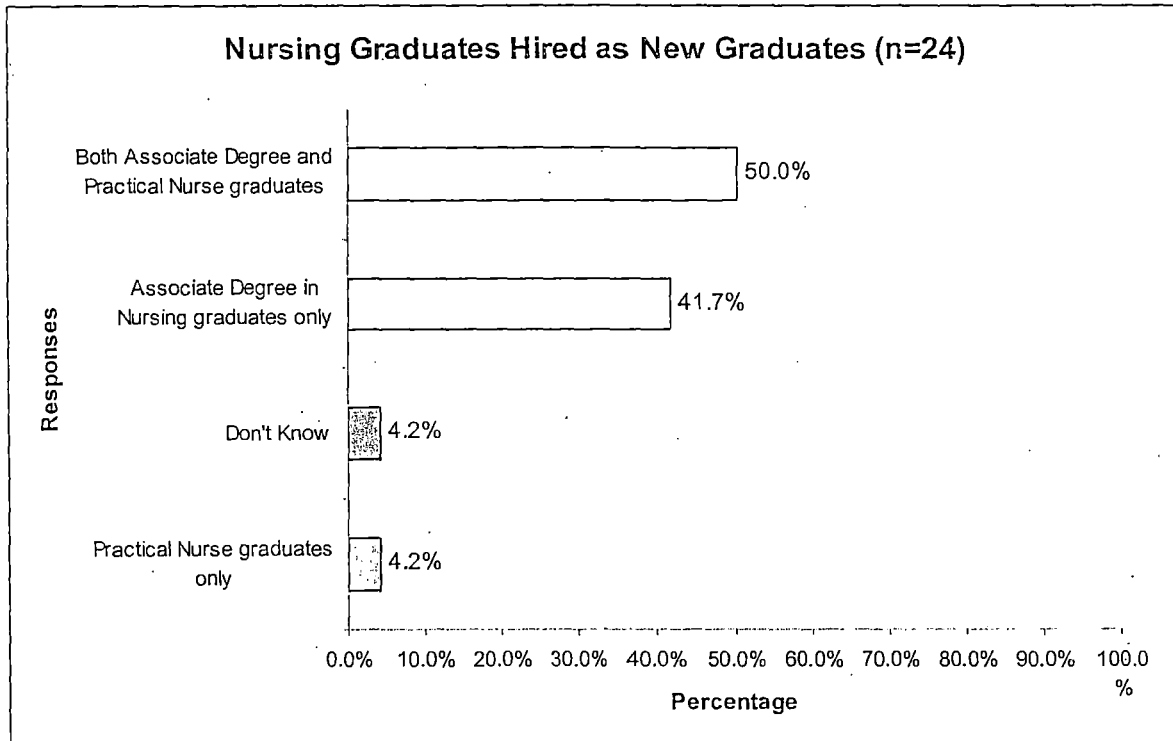
- "More people are wanting to work at Genesys."
- "They cleaned house and then hired more."
- "We advertise now so the student nurses and trainers know more about us. We also have a very good place to work."
- "We aggressively pursue OCC graduates."
- "We did more recruiting and we have an extern program that once the graduates go through it, we hire them."
- "We had a shortage so we hired."
- "We made many improvements to our hospital and nurses find this is a good place to work."
- "We trained more students this time."

Decrease (N=3)

Less than a quarter of the respondents (12.5%) indicated there was a decrease in the hiring of new OCC Graduates in the past twelve months. Again, looking at the responses, there is an indication that the decrease in hiring is due to the lack of students or the lack of openings. The reasons for the decrease included:

- "The students are not applying."
- "There were fewer students in the program."
- "We had no openings."

Chart 5: Nursing Graduates Hired as New Graduates



Graph will not add up to 100% due to rounding calculations.

Summary:

- Half of the respondents (50.0%) indicated that they tend to hire OCC graduates who possess both an Associate and Practical Nursing degree, while 41.7% hire Nursing graduates with an Associate Degree as new graduates.
- Hiring patterns indicate that employers are interested in graduates who possess more than an Associate degree.
- One employer indicated that they only hire Licensed Practical Nurses because they possess a Napes Certificate.

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Table 2: Percent of Facility Nurses that are OCC Graduates (N=23)

Percentage (Nurses-OCC Graduates)	Count	Percent
0-10% (Graduates)	11	47.6%
20-30% (Graduates)	7	30.3%
40-50% (Graduates)	2	8.6%
60-70% (Graduates)	2	8.6%
Don't Know	1	4.3%

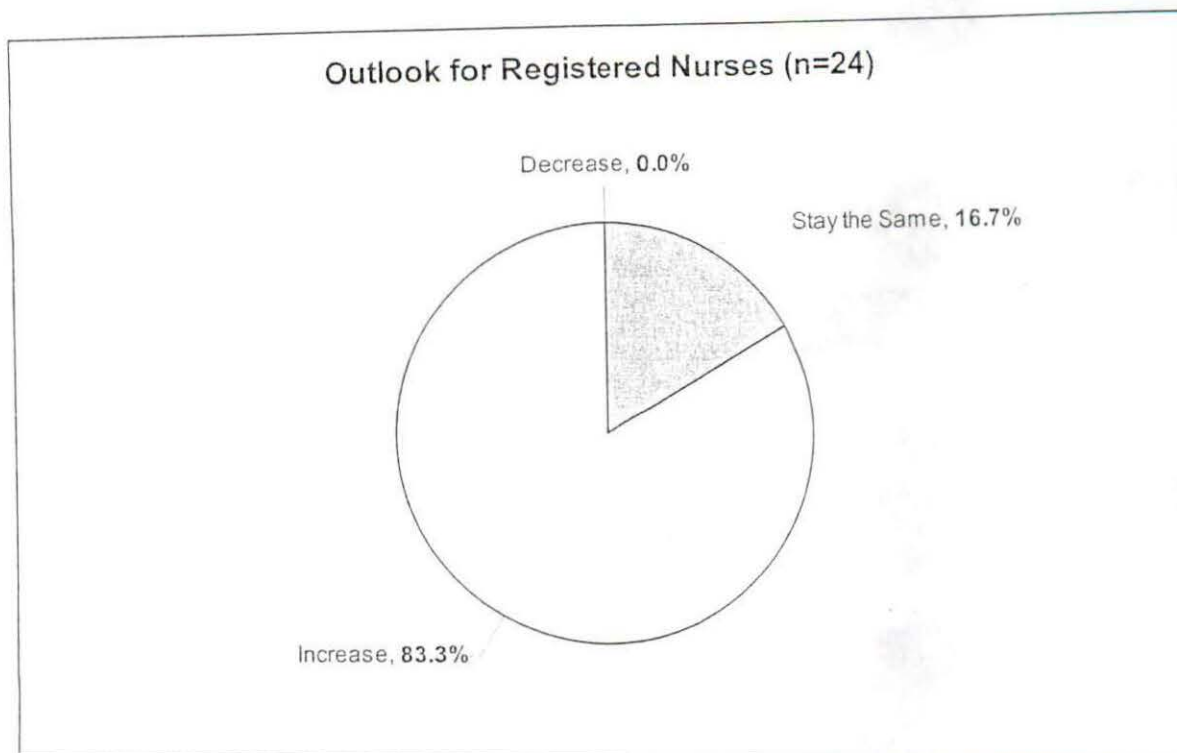
Table will not add up to 100% due to rounding calculations.

Summary:

- Almost half of the employers (47.6%) indicated that between 0 to 10 percent of the nurses at their facility are OCC graduates.
- Responses indicate that OCC Nursing Program graduates are represented in various facilities in the metropolitan area.

Oakland Community College
Nursing Program Employer Survey
Spring 2006

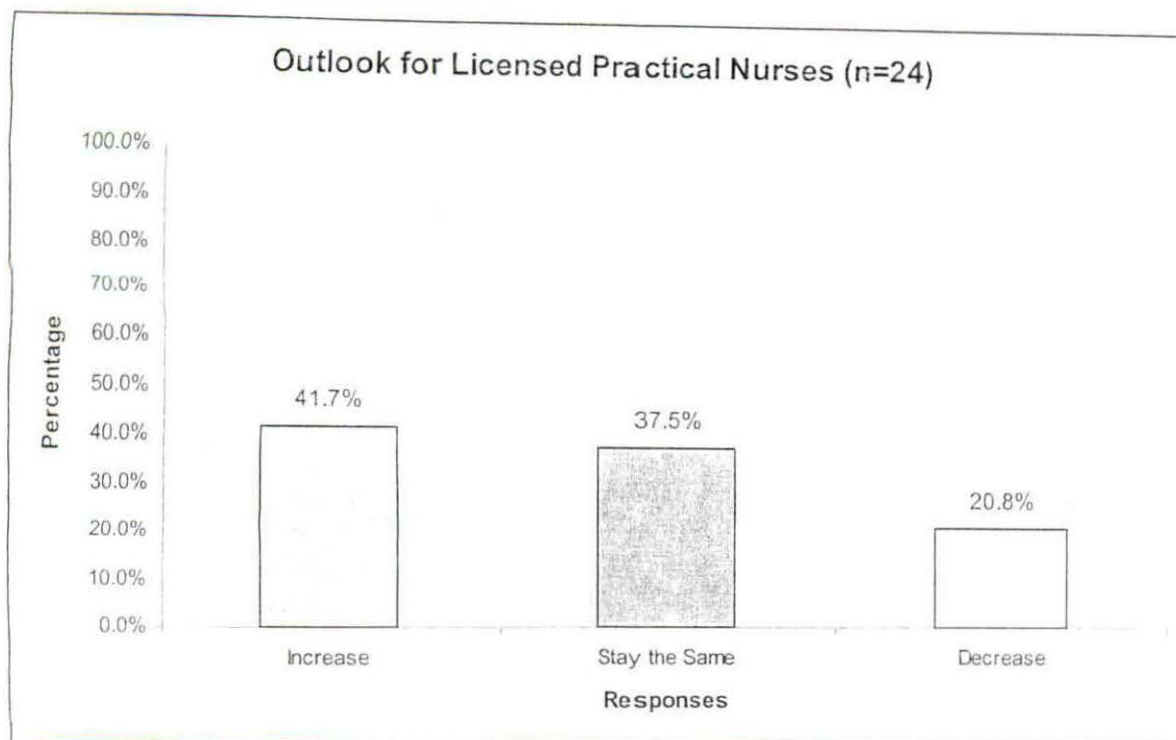
Chart 6: Outlook for Registered Nurses



Summary:

- More than three-quarters of the employers (83.3%) felt that the present and short-term outlook for Registered Nursing positions at their facility will increase over the next three to five years.

Chart 7: Outlook for Licensed Practical Nurses



Summary:

- Less than half of the employers (41.7%) felt that the present and short-term outlook for Licensed Practical Nursing positions at their facility will increase over the next three to five years, while 37.5% of these positions will stay the same.

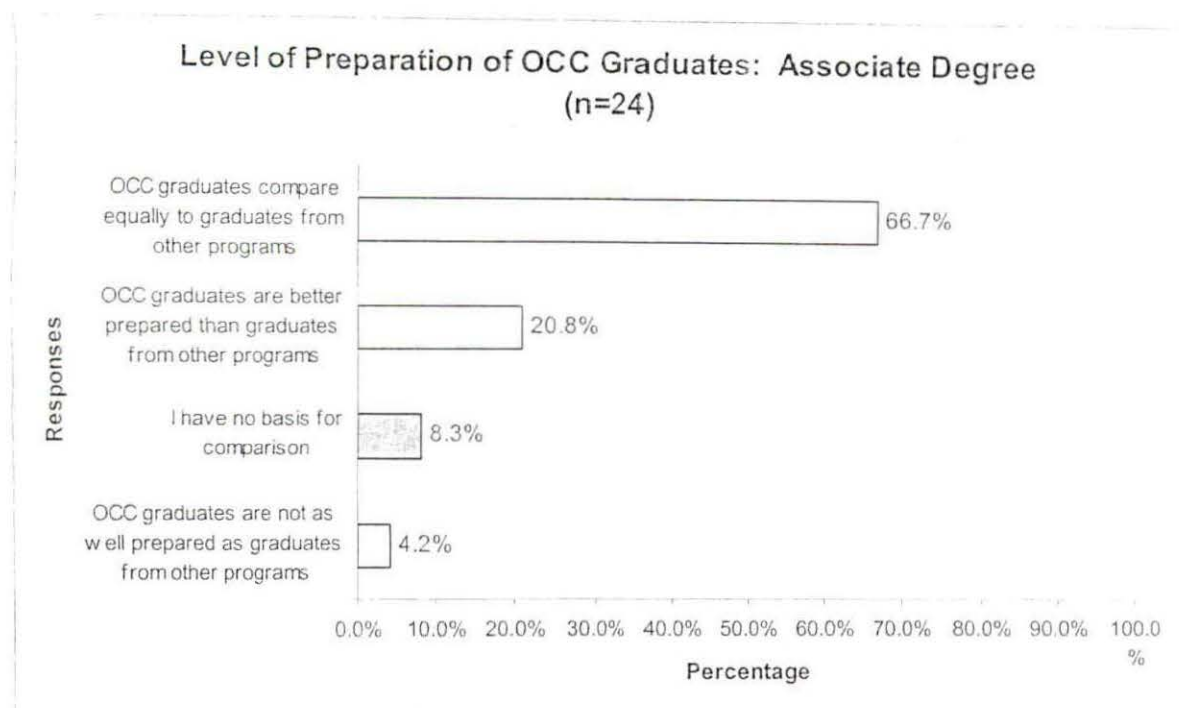
Oakland Community College
Nursing Program Employer Survey
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Advancement Opportunities (N=23)

- Almost all of the employers (95.8%) felt that nurses will have opportunities for advancement at their facilities.
- Employers who felt that advancement opportunities for nurses existed provided input on the types of jobs that were available for advancement. Some of these jobs included: Clinical Nurse Specialist, Charge Nurse or Manager, Manager Educator, and Nurse Practitioner.
- Responses from employers indicate that there will be a considerable amount of opportunities for advancement available at their facilities for Nursing graduates.

* Full listing of "Jobs available for advancement" is included in Appendix C.

Chart 8: Level of Preparation of OCC Graduates: Associate Degree

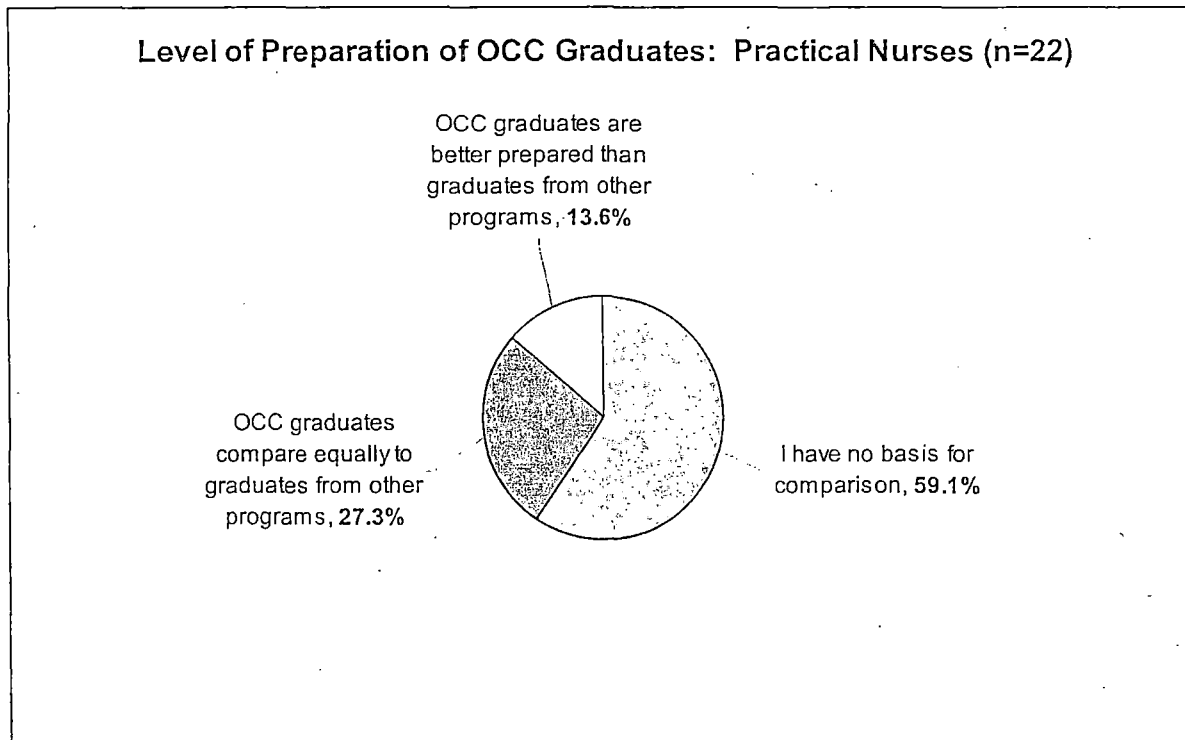


Summary:

- Almost two-thirds (66.7%) of the OCC Nursing Program employers felt that OCC graduates compare equally to graduates from other programs; 20.8% felt that OCC graduates were better prepared than other graduates.

Oakland Community College
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Spring 2006

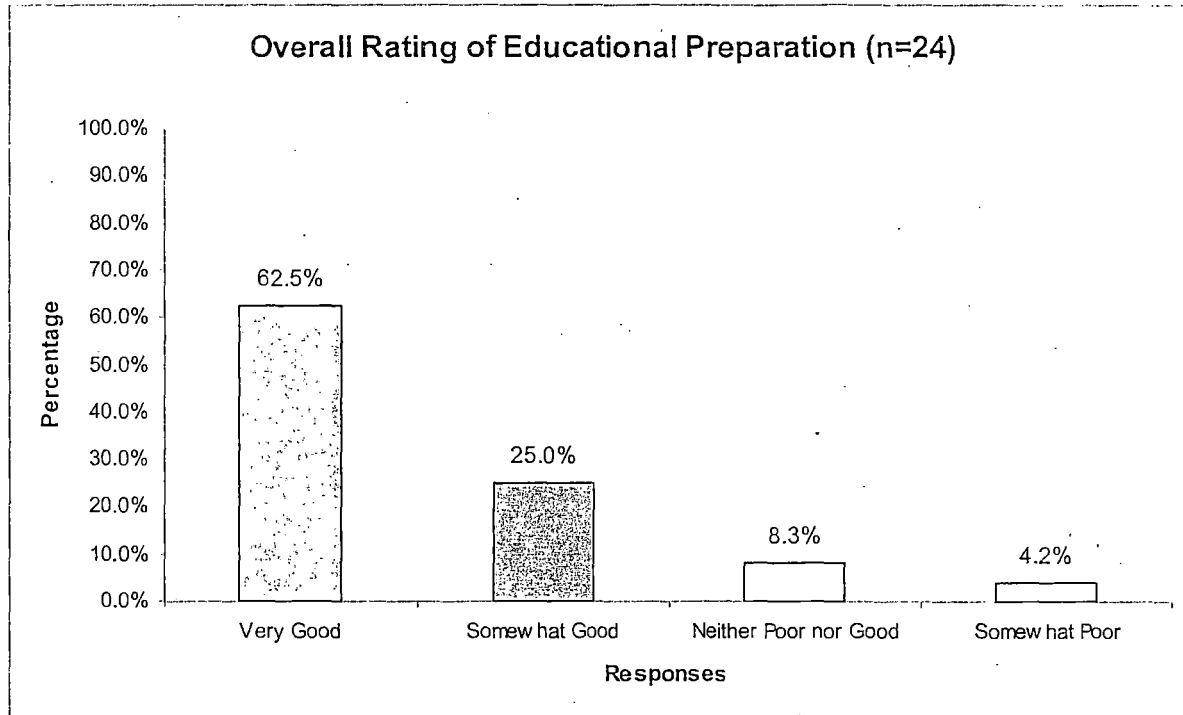
Chart 9: Level of Preparation of OCC Graduates: Practical Nurses



Summary:

- More than half of the employers (59.1%) felt that they had no basis for comparison regarding the level of preparation of Practical Nurse graduates, while 27.3% felt that OCC graduates were better prepared than other graduates.

Chart 10: Overall Rating of Educational Preparation



Summary:

- Average Score (Mean): 4.46 (Index Scale: 1=Very Poor; 2=Somewhat Poor; 3=Neither Poor nor Good; 4=Somewhat Good; 5=Very Good).
- Almost two thirds of the respondents (62.5%) rated the overall educational preparation of OCC Nursing Graduates (both Associate Degree and Practical Nursing Graduates) as it relates to the requirements of their positions at their facilities as "very good," indicating satisfaction with the level of education Nursing graduates are receiving from OCC.

Oakland Community College
Nursing Program Employer Survey
Spring 2006

Table 3: Hourly Entry-Level Pay Rate for Registered Nurses (N=24)

Hourly Pay Rate	Count	Percent
\$21.00	2	8.7%
\$22.00	11	47.8%
\$23.00	5	21.7%
\$24.00	3	13.0%
\$25.00	1	4.3%
\$27.00	1	4.3%

Summary:

- Range: \$21.00 to \$27.00; Mean: \$22.74; Median: \$22.00; Mode: \$22.00
- Less than half of the employers (47.8%) indicated that the average hourly pay rate for entry-level Registered Nursing positions was \$22.00, while 21.7% indicated an average pay rate of \$23.00 per hour.

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Table 4: Hourly Entry-Level Pay Rate for Practical Nurses (N=23)

Hourly Pay Rate	Count	Percent
\$0.00	2	8.7%
\$14.00	1	4.3%
\$15.00	5	21.7%
\$17.00	7	30.4%
\$18.00	3	13.0%
\$20.00	1	4.3%
\$22.00	2	8.7%
\$23.00	1	4.3%
Don't Know	1	4.3%

Summary:

- Range: \$0.00 to \$23.00; Mean: \$15.17; Median: \$17.00; Mode: \$17.00
- Less than half of the respondents (47.8%) indicated that the average hourly pay rate for entry-level Practical Nursing positions was \$17.00, while 21.7% indicated an average pay rate of \$15.00 per hour.
- Two employers indicated an average hourly pay rate of \$0.00. Possible theories as to why these employers indicated \$0.00 as a pay rate may be due to the fact that these individuals were unaware of the hourly pay rate, they may not hire Practical Nurses at their facility, or, perhaps, they have nurses who work as interns at their facility.
- When comparing the hourly pay rate or both Registered and Practical Nurses, Registered Nurses appear to earn slightly more than Practical Nurses.

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Table 5: Employer Rating of OCC Nursing Program

Performance Criteria	Mean/5.00	Percent "Very Good"
Utilizing the nursing process as a basis for decision-making. (n=24)	4.24	38.1%
Establishing the priorities for the delivery of care related to the client needs and available resources. (n=24)	4.38	42.9%
Planning and implementing individualized nursing care in accordance with scientific principles. (n=19)	4.37	47.4%
Performing nursing skills or procedures skillfully (n=24)	4.57	61.9%
Documenting and communicating data to assist in the provision of nursing care (n=24)	4.30	39.1%
Utilizing the critical thinking for problem-solving (n=24)	4.00	22.7%
Communicating effectively with health team members and individuals with cultural diversity. (n=24)	4.05	28.6%
Respecting individuals' rights, beliefs, and values. (n=24)	4.23	40.9%
Developing and implementing a teaching plan with individuals and families. (n=24)	3.91	13.0%
Collaborating and working effectively with team members in providing care. (n=24)	4.36	40.9%
Recognizing the need and value for educational learning. (n=24)	4.22	39.1%
Managing the nursing care of a group of patients. (n=24)	4.32	36.4%
Incorporating the standards of professional nursing practice in providing care. (n=24)	4.13	30.4%

Index Scale: 1=Very Poor; 2=Somewhat Poor; 3=Neither Poor nor Good; 4=Somewhat Good; 5=Very Good.

Summary:

- Looking at the thirteen performance measures, OCC program graduates tend to be rated positively ("somewhat good" to "very good") on areas of performing nursing skills, patient care, communication, and other associated skills. (Average Score Index: 4.24).

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Suggestions for Education: OCC Nursing Program (N=18)

- Three-fourths of the respondents (75.0%) provided suggestions on additional areas of education that should be incorporated in the Nursing Program. Employers appeared to be satisfied with the OCC Nursing Program curriculum, offering few modifications. Suggestions included:
 - Increasing emphasis on critical thinking skills,
 - Incorporating more clinical training, and
 - Promoting professional behavior in the program.

Full listing of "Suggestions for OCC Nursing Program" is included in Appendix D.

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Additional Comments/Observations (N=15)

- Three-fourths of the respondents (75.0%) provided comments/observations regarding the OCC Nursing Program graduates.
- More than half of the employers (58.3%) provided positive feedback regarding the program, instructors, and graduates.
- Some of the comments included:
 - "We love OCC graduates and we hire many of them."
 - "We enjoying having the OCC nursing students, and later nurses, here at our facility."
 - "OCC's Nursing program has very good instructors."

Full listing of "Comments/Observations" is included in Appendix E

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Discussion

After careful analysis of the survey responses, the data suggests that employers are, overall, satisfied with the OCC Nursing Program graduates and the quality of education they have received from the OCC Nursing Program.

The typical respondent holds a position/title of Administrator of Chief Nursing Executive, is in the specialization of various specialties, and works in the area of Adult Services.

Although the survey sample size was twenty-four respondents, the responses do indicate that employers felt OCC Nursing Program graduates were adequately trained to perform in various areas of nursing care. However, some employers have suggested possible modifications on how to foster education and the program's efficacy. Employers have recommended that there is a need to incorporate more clinical training into the program, with some respondents indicating an emphasis on enhancing the student's ability to think critically.

The program may consider such recommendations; and the employers' desire to see more professionalism in graduates, as possible changes that may assist the college in appealing to a broader population of employers.

Appendix A: Other Position/Title of Respondent (N=18) (Full-Text)

The following are a listing of "other" position/title indicated by respondents' (Responses are written verbatim):

- Clinical Nurse Recruiter
- Clinical Nurse Specialist
- College Nursing Recruiter (Heather Beher)/Management of Nurse Recruitment (Susan Locke)
- Director of Nurse Education and Recipients Rights Advisor for Mental Health
- Director of Nursing (4)
- Director of Nursing Education
- Director of Quality and Compliance
- Education Manager for Nursing Services
- Manger of Human Services
- Nurse Recruiter for Detroit Medical Center
- Program Manager
- Recruitment Retention Specialist
- Secretary
- Senior Education Specialist
- Staff Development-Infection Control

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Appendix B: Other Area of Specialization (N=13) (Full-Text)

The following are a listing of "other" area of specialization indicated by respondents' (Responses are written verbatim):

- Acute Care
- Child Adolescent Psychology Nurse Practitioner
- Education Development
- Geriatrics (3)
- Long-term Care (2)
- Manager of Education Department
- Nurse Educator
- Quality and Compliance
- Rehab
- Women's Health Baby Delivery and New-Natal Care

Appendix C: Advancement Opportunities (N=23) (Full-Text)

The following are a listing of the "types of jobs that are available for advancement" indicated by respondents' (Responses are written verbatim):

- A RN with a Bachelor's Degree can go into most management positions. A LPN can go to advancement if she will continue in to become an RN. We also offer them (pay for their classes) if they want to become RN's.
- Administration (Management, Admissions, Clinical Nurse, Training Nurse, and Staff Development Nurse).
- Case Manager (has to have a Bachelor's Degree) Management positions and the Education Field.
- Charge Nurse – all the way to a CEO.
- Charge Nurse or Manager.
- Charge Position Nurse, Nurse Manager, and a Preceptor.
- Clinical Nurse Specialist, Management, Staff Development.
- Hall Manager Assessment Nurse.
- Leadership programs in Service Director, Case Manager, and Supervisor.
- Management – Clinical Nurse Supervisor/Case Management – Nurse Coordinator.
- Management – Assistant Manager, Admissions, Supervisors, and Training Nurses.
- Management Supervision, Team Builders, Mentoring Coordinators, and Educators.

Appendix D: Suggestions for Education (N=18): OCC Nursing Program (Full-Text)

The following are a listing of "suggestions for education": OCC Nursing Program" indicated by respondents (Responses are written verbatim):

- A little bit more of time management. Being able to supervise other people.
- All students who want to become RN's should get their baccalaureate first.
- Care Planning and Infection Control.
- Customer Services.
- I think the graduates are good with cultural diversity but they could be better. The schools need to emphasize that a little more. It would nice if they could carry around a pocket guide book on that subject in case they into a sit.
- I think they need a little bit more of critical thinking skills.
- I think they need a little more help with their IV's and their critical thinking.
- I would like to see a higher level of professionalism with the new nurses coming in.
- IV Training, I wish they had a little more of this procedure.
- OCC graduate nurses plus all graduate (not just graduate nurses) need to grow professionally, use more critical thinking to prioritize care of the patients, and to individualize treatment plans.
- The graduate nurses need more keyboard skills and direct patient care. We have notified the OCC Nursing program in the past about doing "drug screens" and "background checks" but have not seen the change in the program yet.
- The graduates need to think independently.
- The new nurses need more computer training because almost everything is done on computers today.
- They need a little more help on pain management, Patient Rights and the psychology of Geriatrics, especially when it comes to older people and Diabetes.
- They need more challenging critical thinking and they need to manage changing scenarios better.

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- They need more practice in communication skills and documentation. They do not do enough documentation on their charts. They also need to learn to take control of the whole unit and work with all the nurses in their units.
- We are using NIC and NOC at our facility now. Are you using this procedure in your nursing classes now?
- We wish the graduates knew a little bit more about putting IV's and telemetry. We also would like the students to spend a little time in several hospitals while training so that they can establish a stronger bond with their patients.

Appendix E: Additional Comments/Observations (N=15) (Full-Text)

The following are a listing of "additional comments/observations" indicated by respondents' (Responses are written verbatim):

- I've really enjoyed working with the OCC graduates. They are very eager to perform their duties and are very reliable.
- I think the OCC Nursing Program puts out great entry level nurses.
- In general, we are very pleased with the graduates from OCC.
- Keep up the good work!
- OCC's Nursing Program has very good instructors.
- OCC's student nurses are really good with their skills.
- OCC's graduates attend our employment seminars and we definitely welcome them.
- OCC has really nice program of nurses training.
- Send me all the graduates you have to me!
- The graduates need to think independently and need to have some theology training.
- The OCC student nurses are well prepared and we want to see more of them. We want to see all nurses with Bachelors Degrees, so, after they have been with us for four months we pay for two classes a semester per student until they get a degree.
- We enjoy having the OCC nursing students, and later nurses, here at our facility.
- We love all of our nurses and we hardly have any turnover.
- We love OCC graduates and we hire many of them.
- We would have to have more OCC graduate nurses.

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Appendix F: Contact Information of Participant

The following is a complete listing of employer contact information who responded to the survey:

Name/Title	Agency	Address	Phone
Marge Hasler (Administrator of Nursing)	Botsford Hospital	28050 Grand River, 2 Central Farmington Hills, MI 48836	(248) 471-8554
Lynn Hillman (RN Program Manager)	Children's Hospital	3909 Beaubien Detroit, MI 48201	(313) 745-5568
*Mary Ann Lynch (Education Specialist)	Children's Hospital	3909 Beaubien Detroit, MI 48201	(313) 745-5669
Deb Sak (Clinical Nurse Specialist)	Crittenton Hospital	1101 W. University Drive Rochester, MI 48307	(248) 652-5481
Galina Petlakh (Director of Nursing)	Evergreen Health & Living Center	19933 N. 13 Mile Road Southfield, MI 48076	(248) 203-9000 ext. 226
Laurie Hawkins (Manager of Nursing Education & Services)	Genesys Regional Medical Center	One Genesys Parkway Grand Blanc, MI 48439	(810) 606-5763
Debbie Davis (Director of Nursing)	Georgian Bloomfield Nursing Home	2975 N. Adams Rd. Bloomfield Hills, MI 48307	(248) 645-2900
Yvonne Stumpf (Staff Development & Infection Control)	Havenwyck Hospital	1525 University Hospital Auburn Hills, MI 48326	(248) 371-2213
Lisa Dimitrie (Administrator)	HCR-Manorcare (Danto)	6800 Maple West Bloomfield, MI 48322	(248) 788-5300
Heather Beher (College of Nursing Recruiter)	Henry Ford Medical Center	Center for Academic Nursing-2B, One Ford Place Detroit, MI 48202	(313) 874-3894
*Susan Locke (Manager of Nurse Recruitment)	Henry Ford Medical Center	Center for Academic Nursing-2B, One Ford Place Detroit, MI 48202	(313) 874-5427
Penny McPhee (Nursing Education)	Huron Valley Sinai Hospital	1 Williams Carls Drive Commerce, MI 48382	(248) 452-3649
Patrick Morris (Recruitment and Retention Specialist)	Hutzel Hospital	4707 St. Antoine Detroit, MI 48201	(313) 745-8137
*Teresa Martin (Employment Assistant)	Hutzel Hospital	4707 St. Antoine Detroit, MI 48201	(313) 578-3930
John Knisley (Staff Development)	Kingswood Hospital	10300 West Eight Mile Road Ferndale, MI 48220	(248) 691-4837
Linda Walter (Director of Nursing)	Lake Orion Nursing Center	P.O. Box 129, 585 E. Flint Street Lake Orion, MI 48361	(248) 693-0505
Judith Murray (Director of Nursing)	Lourdes Nursing Home	2300 Watkins Lake Road Waterford, MI 48238	(248) 671-2241
Anne Byrne (Director of Education)	North Oakland Medical Center	461 W. Huron Street Pontiac, MI 48341	(248) 857-7129
Jean Grantz (Nursing Educator)	Pontiac Osteopathic Hospital	50 N. Perry Street Pontiac, MI 48342	(248) 338-5464
*Lynn Warner (Nursing Educator)	Pontiac Osteopathic Hospital	50 N. Perry Street Pontiac, MI 48342	(248) 338-5464
Rochelle Ingrisan (Director of Nursing)	Providence Hospital	16001 W. Nine Mile Road Southfield, MI 48037	(248) 849-2706
Patti Thorton (Manager of Employment)	Providence Hospital	16001 W. Nine Mile Road Southfield, MI 48037	(248) 849-8273

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Sharlita Dedmond (Nurse Recruiter)	Sinai Grace Hospital	6071 W. Outer Drive, 7 Lourdes Room Detroit, MI 48235	(313) 966-9702
*Brenda Billman (Nurse Educator)	Sinai Grace Hospital	6071 W. Outer Drive, 7 Lourdes Room Detroit, MI 48235	(313) 966-3507
Lenora Ward (Education Specialist)	St. John Oakland Hospital	27351 Dequindre Avenue Madison Heights, MI 48071	(248) 967-7865
Susan Schultz (Education Manager-Nursing Services)	St. Joseph Mercy Oakland Hospital	44405 Woodward Avenue Pontiac, MI 48341	(248) 858-6515
JoLynn Pulliam (Clinical Nurse Recruiter)	St. Mary's Mercy Hospital	36475 Five Mile Road Livonia, MI 48154	(735) 655-2932
Terry Labadie (Nurse Coordinator)	West Hickory Haven	3310 W. Commerce Road Milford, MI 48380	(248) 685-1400
*Jean Tate (Inservice Director & Program Coordinator)	West Hickory Haven	3310 W. Commerce Road Milford, MI 48380	(248) 685-1400
LaRonda Gillyard (Nurse Recruitment)	William Beaumont Hospital	3601 W. Thirteen Mile Road Royal Oak, MI 48073	(248) 551-0950
*Barbara Kotal (Director of Nursing Development and Education Resources)	William Beaumont Hospital	3601 W. Thirteen Mile Road Royal Oak, MI 48073	(248) 551-0955
Sue McCalden (Director of Nursing)	Woodward Hills Nursing Home	39312 Woodward Avenue Bloomfield Hills, MI 48034	(248) 644-5522

**Indicates alternate contact person*

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Appendix G: 2006 Nursing Employer Survey (Original)

1. Would you please state your position or title?

Administrator of Chief Nursing Executive
Nurse Manager or Assistant Nurse Manager
Nurse Educator
Shift Supervisor
Other

2. Other position or title explanation

3. What is your area of specialization?

Medical or Surgical
Critical Care/Emergency
Perioperative
Mental Health
Other

4. Other area of specialization explanation

5. What type of agency or clinical setting is your facility?

Hospital (Acute Care)
Long-term or Extended Care Facility
Community Health or Public Health Agency
Home Health Care
Assisted Living
Private Office or Clinic
Other



OAKLAND
COMMUNITY
COLLEGE

Oakland Community College
Nursing Accreditation Summary
From Graduate Follow-up Survey (GFS) Data
August 2005 through June 2006

Preliminary Report

Prepared for:
Dr. Nadia Boulos
Dean, Nursing

Prepared by:
The Office of Institutional Research
Tammy Tollen

August 2007

Key Findings

The following is a summary of the key findings for the 2005-06 Nursing graduates.

General Findings of Nursing Graduates

- A total of 192 Nursing students graduated during the 2005-06 academic year:
 - 118 of the Nursing graduates responded to the Graduate Follow-up Survey
 - 73 of the Nursing graduates responded to the Supplemental Nursing Survey
- The average age of nursing graduates for this study was 36 years of age.
- The gender for the 2005-06 Nursing graduates broke down as follows
 - 71.4% female;
 - 27.3% male; and
 - 1.3 % unreported.

Satisfaction with the OCC Nursing Program

Overall Satisfaction

- Nearly all of respondents (91.6%) said that they were somewhat to very satisfied (33.3% and 58.3%, respectively) with their overall experience at OCC.
- When asked if given the chance to start school over again, the majority of those polled said they would choose OCC again (92.6% overall). Nearly three quarters of those surveyed stated that they would still choose the OCC Nursing program (73.4% overall).
- The majority (95.9%) of respondents said they were somewhat to very satisfied (31.7% and 64.2%, respectively) with the overall quality of their education at OCC.
- The majority (92.1%) of respondents said they were somewhat to very satisfied (34.5% and 58.0% respectively) with the overall quality of teaching at OCC.

Preparedness

- Nearly a quarter of respondents (73.0%) somewhat to strongly agreed that they frequently use the knowledge gained from their nursing education in their current jobs (35.1% and 38.4% respectively).
- Further, almost three-fourths of respondents somewhat or strongly agreed that their OCC degree helped to better prepare them for their current positions (34.0% and 38.6% respectively) and over half (54.1%) somewhat or strongly agreed that their OCC degree helped them to advance in their current jobs (22.8% and 31.3% respectively).

Preparedness (continued)

- The areas in which respondents felt most prepared were 'accepting personal responsibility for growth' (3.88/4.00); 'respecting individual rights, beliefs and values' (3.85/4.00); and 'recognizing the need and value for educational training' (3.81/4.00). They felt least prepared in 'understanding the impact of political, economic, and social situations' (3.63/4.00) and with 'understanding the ethical and legal principles of nursing' (3.66/4.00). However, it is important to note that mean scores above 3.00 represent positive scores overall.

Importance¹ and Satisfaction Ratings of Specific Elements of the OCC Experience

- Respondents considered the 'overall quality of education' (3.81/4.00), 'courses in their major field' (3.72/4.00), and the 'quality of teaching' (3.72/4.00) the most important aspects of their experience at OCC. They assigned less importance to 'general education/support courses' (3.31/4.00) and 'relevance of coursework to everyday life', (3.35/4.00).
 - All of the items were considered at least "somewhat important".
- Respondents were most satisfied with the 'courses in their major field' (3.58/4.00) and 'overall quality of their education' (3.58/4.00) and 'quality of OCC library facilities' (3.58/4.00). Nursing graduates were least satisfied with 'career planning services' (2.87/4.00), 'classes offered at convenient times' (3.18/4.00), and the 'academic advising by counselors' (3.25/4.00).
 - Respondents were at least "somewhat satisfied" with all aspects of their experience at OCC with the exception of 'career planning services'.

Employment

- All of the 72 respondents to the supplemental survey stated they were employed in the nursing profession.
 - Nearly eighty percent (79.5%) of respondents said that they were employed in the nursing profession for the first time.
- On average, respondents had been licensed for 14.1 months at the time they completed the survey which was up from 11.5 months in the 2004-05 academic year.

Employment (continued)

- Respondents indicated that they work an average of 35.5 hours per week compared to 37 hours per week in the 2004-05 academic year.

¹ Importance items were rated according to the following 4-point Likert scale: 1=Very Unimportant, 2=Somewhat Unimportant, 3=Somewhat Important, and 4=Very Important. Similarly, Satisfaction items were rated according to the following 4-point Likert scale: 1=Very Dissatisfied, 2=Somewhat Dissatisfied, 3=Somewhat Satisfied, and 4=Very Satisfied.

- The majority (90.3%) of those currently employed in the nursing profession said that they work in an acute hospital or health care setting. Another 5.6% said that they work in a long-term health care facility.
- Medical or Surgical Nurses comprise the largest group of respondents (48.6%), followed by Pediatric (4.2%), and Gerontology (2.8%).
- The majority (93.2%) of respondents stated they are Staff Nurses.
- The mean salary reported was \$46,956 per year which was a slight decrease of \$167 from the 2004-05 academic year. The increase in the 2004-05 academic year from 2003-04 was \$3,600. The most frequently reported salary for the 2004-05 academic year was \$50,000 per year.

CEUs, Professional Memberships

- Eighty-seven percent (87.3%) of respondents have participated in staff development training, up from 77.2% in the 2004-05 academic year. Another 69.1% participated in educational offerings such as workshops, seminars, or conferences, up nearly 3% from the 2004-05 academic year. Eighty-seven percent (87.3%) of respondents have participated in non-academic credit-granting courses.
- Only nineteen percent (18.8%) of respondents reported that they belong to the Michigan Nurses Association (MNA), a decrease of 3% from the 2004-05 academic year. None of the respondents reported belonging to the Michigan League for Nursing (MLN) for the 2005-06 academic year. In the 2004-05 academic year, only three percent (2.6%) stated they belonged to the Michigan League for Nursing (MLN).
- Other professional memberships mentioned included the Emergency Nurse Association (ENA), National Association of Orthopedic Nurses, Oncology Nurses Association, and the American Association of Critical Care Nurses.

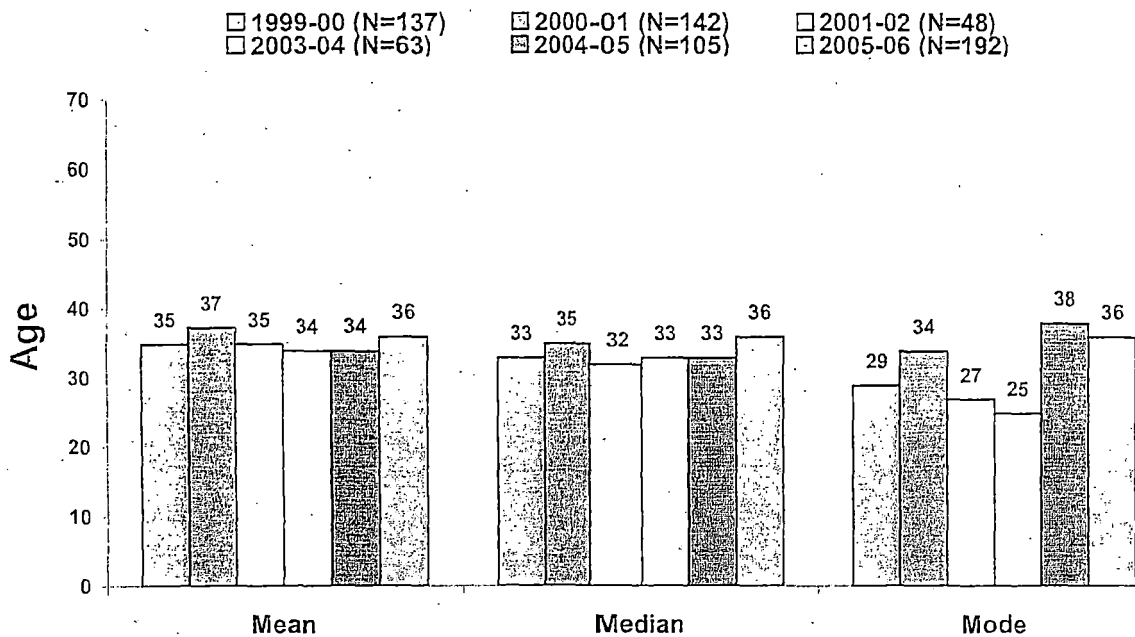
Nursing Subscriptions

- About 3 in 10 (33.9%) of respondents subscribe to the *Nursing Journal*, down from only 44.3% in the 2004-05 academic year.
- Over half (51.6%) of respondents subscribe to the *American Journal of Nursing (AJN)*, up from 35.5% in the 2004-05 academic year.
- Thirty percent (30.4%) of respondents subscribe to the *RN Journal*, up from 23.0% in the 2004-05 academic year.
- Other nursing journals mentioned include: *Nursing Spectrum*, *Nursing Incredibly Made Easy*, and *Nursing 2007*.

Findings from Graduate Follow-up Survey

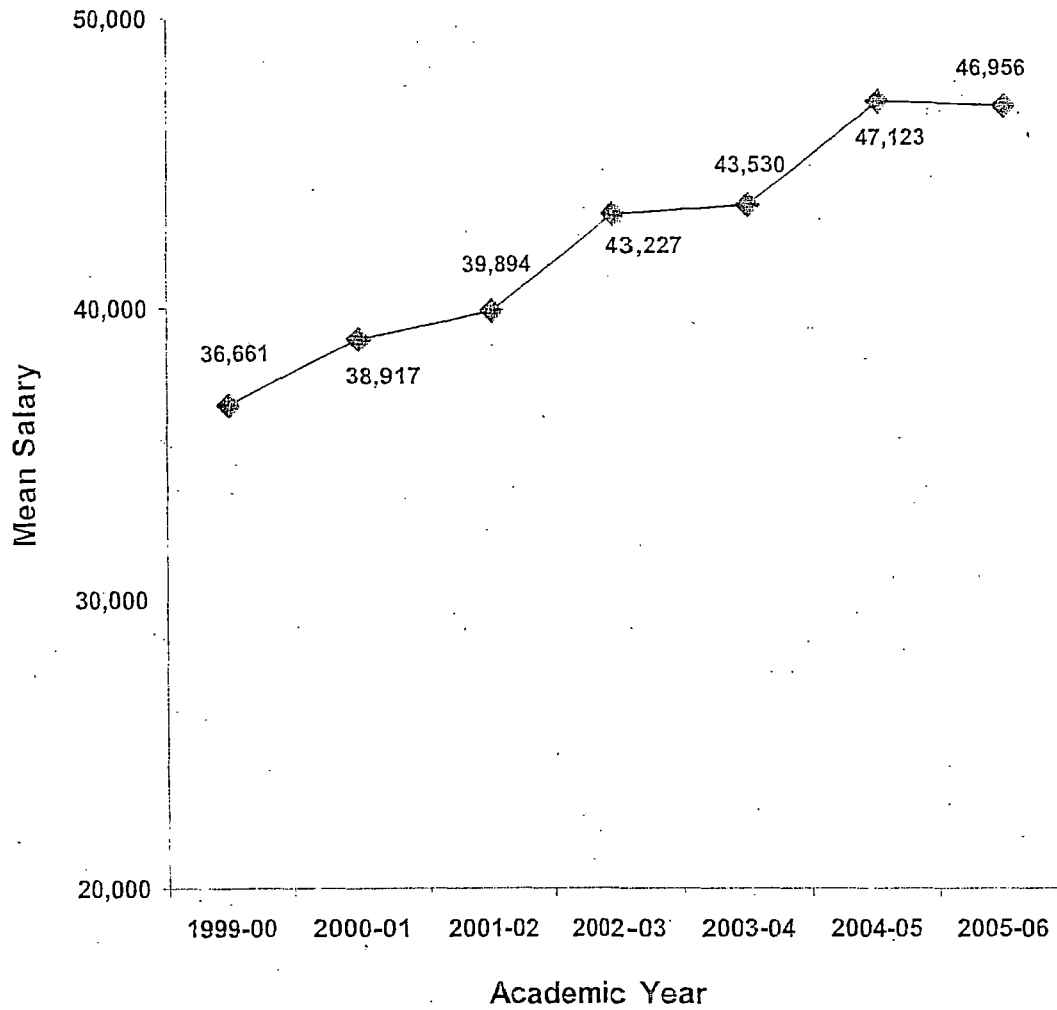
Data from the GFS provided several insights into nursing graduates' personal and professional demographic characteristics, as outlined below:

Age of Nursing Graduates by Academic Year



- The average age of respondents in 2005-06 was 36 years of age.
- The most common age (mode) of respondents in 2005-06 was 36 years.

Mean Annual Salary of Nursing Graduates by Academic Year



- The mean salary of 2005-06 respondents (who provided salary information) was \$46,956. This was a slight decrease of \$167 from 2004-05. However, the most common salary for both 2004-05 and 2005-06 was \$50,000.
- The average number of hours worked per week for nursing graduates in 2005-06 was 36 hours.

Students were asked if they would still choose to attend OCC and take the Nursing Program at OCC if given the chance to start school over again.

Table 1: Percent of Respondents Who Would Choose OCC Program Again										
Respondent Rating	Would You Still Choose OCC?					Would You Still Choose the OCC Nursing Program?				
	2001-02 (N=48)	2002-03 (N=55)	2003-04 (N=63)	2004-05 (N=105)	2005-06 (N=107)	2001-02 (N=48)	2002-03 (N=55)	2003-04 (N=63)	2004-05 (N=105)	2005-06 (N=107)
Definitely Yes	61%	43%	49%	61%	49%	60%	58%	52%	76%	42%
Probably Yes	31%	51%	42%	36%	43%	21%	29%	37%	20%	32%
Probably Not	6%	4%	5%	3%	6%	13%	11%	8%	4%	20%
Definitely Not	2%	2%	3%	0%	2%	6%	2%	3%	0%	6%

- The majority of those polled for the 2005-06 academic year said that they would choose OCC again (92% overall) which was a slight increase of 1% from the 2004-05 academic year.
- Nearly a quarter (74%) of respondents for the 2005-06 academic year stated that they would probably or definitely choose the OCC Nursing Program again, which was a decrease of 22% from the 2004-05 academic year.

Mean Importance Scores

This table displays respondents' mean importance ratings of various aspects of the OCC experience².

Importance of:	2003-04 N=61	2004-05 N=107	2005-06 N=120	Difference from previous year	% Change
Overall quality of education	3.78	3.87	3.81	-.06	-1.5%
Courses in your major field	3.82	3.79	3.72	-.09	-2.4%
Overall quality of teaching	3.67	3.79	3.72	-.07	-1.8%
Classes offered at convenient times	3.59	3.72	3.72	+0	0%
Clarity of program requirements	3.56	3.84	3.71	-.13	-3.5%
Overall level of intellectual growth	3.73	3.79	3.70	-.09	-2.4%
Academic advising by counselors	3.44	3.53	3.65	+.12	+3.2%
Quality of internships/practical experiences	3.52	3.82	3.64	-.18	-4.9%
Quality of OCC library facilities	3.67	3.69	3.62	+.07	+1.8%
Ease of general registration process	3.56	3.69	3.61	-.08	-2.2%
Quality of OCC computer facilities	3.60	3.64	3.55	-.09	-2.4%
Overall experience as an OCC student	3.66	3.67	3.54	-.13	-3.5%
Quality of classroom facilities	3.46	3.58	3.53	-.05	-1.4%
Overall relationship with faculty	3.47	3.55	3.53	-.02	-.05%
Career planning services	3.43	3.33	3.53	+.20	+5.6%
Out of class access to faculty	3.33	3.41	3.47	+.06	+1.5%
Relevance of coursework to everyday life	3.45	3.61	3.35	-.26	-7.7%
General education/support courses	3.31	3.38	3.31	+.07	+1.8%

- The items rated most important by respondents for the 2005-06 academic year include the 'overall quality of education' (3.81/4.00), 'courses in your major field' (3.72/4.00), and the 'quality of teaching' (3.72/4.00) and 'classes offered at convenient times' (3.72/4.00).
- Items with lower importance scores include the 'general education/support courses' (3.31/4.00), 'relevance of coursework to everyday life' (3.35/4.00), and 'out of class access to faculty' (3.47/4.00). It is important to note any mean score over 3.00 indicates an overall rating of at least "somewhat important."
- The largest increase in importance was for "career planning services" which increased 5.6% from 3.33 in 2004-05 to 3.53 in 2005-06. The largest decrease was 'relevance of coursework to everyday life' which decreased 7.7% from 3.61 in 2004-05 to 3.35 in 200-06.

² Importance scores were rated according to the following scale: 1 = Very unimportant; 2 = Somewhat unimportant; 3 = Somewhat Important; 4 = Very Important; 5 = Does Not Apply.

Mean Satisfaction Scores

This table displays respondents' mean satisfaction ratings of various aspects of the OCC experience.³

Satisfaction With:	2003-04 N=61	2004-05 N=107	2005-06 N=120	Difference from previous year	% Change
Courses in your major field	3.69	3.75	3.58	-.17	-4.7%
Overall quality of education	3.62	3.69	3.58	-.11	-3.0%
Quality of OCC library facilities	3.57	3.63	3.58	-.05	-1.4%
Quality of OCC computer facilities	3.56	3.61	3.55	-.06	-1.5%
Overall level of intellectual growth	3.67	3.61	3.51	-.10	-3.0%
Overall quality of teaching	3.38	3.56	3.49	-.07	-1.8%
Overall experience as an OCC student	3.56	3.57	3.48	-.09	-2.4%
Overall relationship with faculty	3.31	3.30	3.48	+.18	+4.9%
Quality of classroom facilities	3.30	3.39	3.44	+.05	+1.4%
Clarity of program requirements	3.56	3.47	3.42	-.05	-1.4%
Out of class access to faculty	3.11	3.38	3.41	+.03	+8%
Ease of general registration process	3.44	3.59	3.39	-.20	-5.6%
General education/support courses	3.42	3.36	3.37	+.01	+2%
Quality of internships/practical experiences	3.44	3.49	3.36	-.13	-3.5%
Attitude of college staff toward students	3.14	3.30	3.32	+.02	+5%
Relevance of coursework to everyday life	3.38	3.41	3.31	-.10	-3.0%
Academic advising by counselors	3.19	3.31	3.25	+.06	+1.5%
Classes offered at convenient times	3.27	3.72	3.18	-.54	-16.9%
Career planning services	3.08	3.19	2.87	-.32	-11.5%

- As the table above illustrates, nursing students were most satisfied 'with the courses in their major field' (3.58/4.00), 'overall quality of their education' (3.58/4.00) and the 'overall quality of library facilities' (3.58/4.00) at OCC. In addition, respondents gave high satisfaction ratings to 'overall quality of computer facilities' (3.55/4.00) at OCC.
- Items with lower satisfaction ratings include the 'career planning services' (3.19/4.00), 'overall relationship with faculty' (2.87/4.00), and 'classes offered at convenient times' (3.18/4.00).
- The largest increase in satisfaction was for 'overall relationship to faculty' which increased 4.9% from 3.30 in 2004-05 to 3.48 in 2005-06. The largest decrease in satisfaction was for 'classes offered at convenient times' which decreased 16.9% from 3.72 in 2004-05 to 3.18 in 2005-06.

³ Satisfaction scores were rated according to a 4-point Likert scale: 1 = Very Dissatisfied; 2 = Somewhat Dissatisfied; 3 = Somewhat Satisfied; 4 = Very Satisfied; 8 = Does Not Apply.

Oakland Community College
Nursing Accreditation Summary – GFS
August 2007

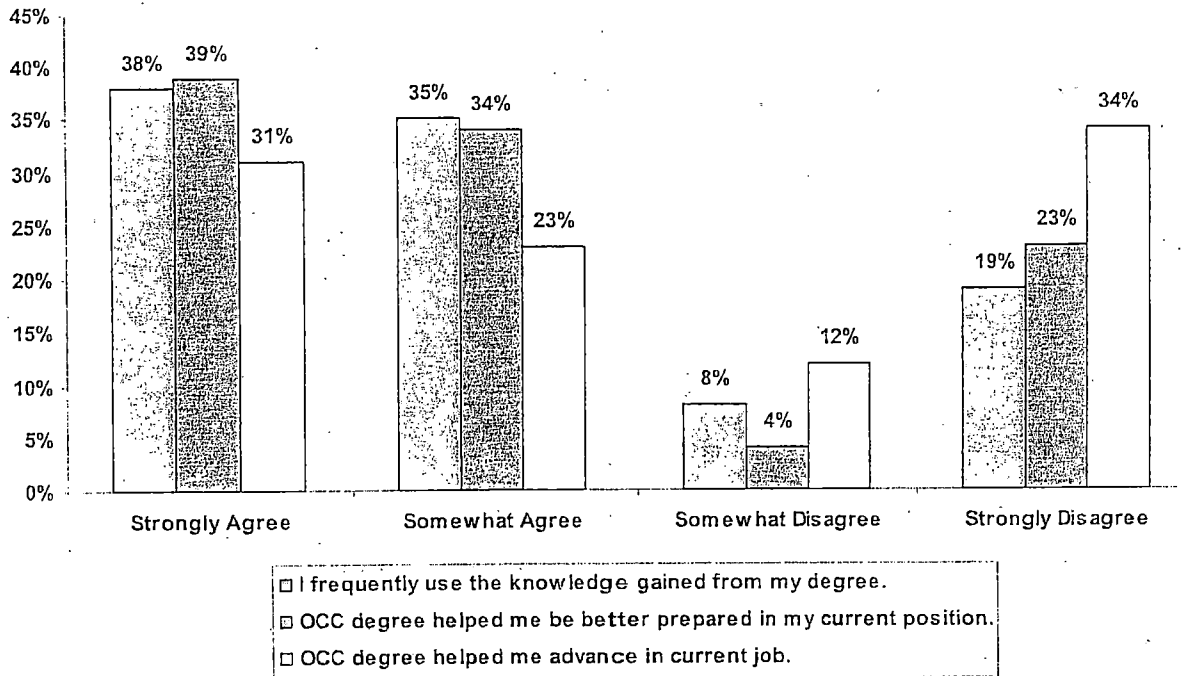
Satisfaction and Importance Rating Comparison for 2005-06

Satisfaction Ratings Compared with Importance Ratings (N=120)	Satisfaction	Importance
Overall quality of education	3.58	3.81
Courses in your major field	3.58	3.72
Quality of OCC library facilities	3.58	3.62
Quality of OCC computer facilities	3.55	3.55
Overall level of intellectual growth	3.51	3.70
Overall quality of teaching	3.49	3.72
Overall experience as an OCC student	3.48	3.54
Overall relationship with faculty	3.48	3.53
Quality of classroom facilities	3.44	3.53
Clarity of program requirements	3.42	3.71
Out of class access to faculty	3.41	3.47
Ease of general registration process	3.39	3.61
General education/support courses	3.37	3.31
Quality of internships/practical experiences	3.36	3.64
Attitude of college staff toward students	3.32	3.36
Relevance of coursework to everyday life	3.31	3.35
Academic advising by counselors	3.25	3.65
Classes offered at convenient times	3.18	3.72
Career planning services	2.87	3.53

- The top 5 items respondents were most satisfied with included: '*courses in their major field*', '*overall quality of education*', '*quality of OC library facilities*', '*overall quality of OCC computer facilities*' and '*overall level of intellectual growth*'. These same items also received high importance ratings by respondents.
- It is important to note that any mean score over 3.00 indicates an overall rating of at least 'somewhat satisfied'.

Graduate Follow-Up Survey

Job Preparation 2005-06 Academic Year

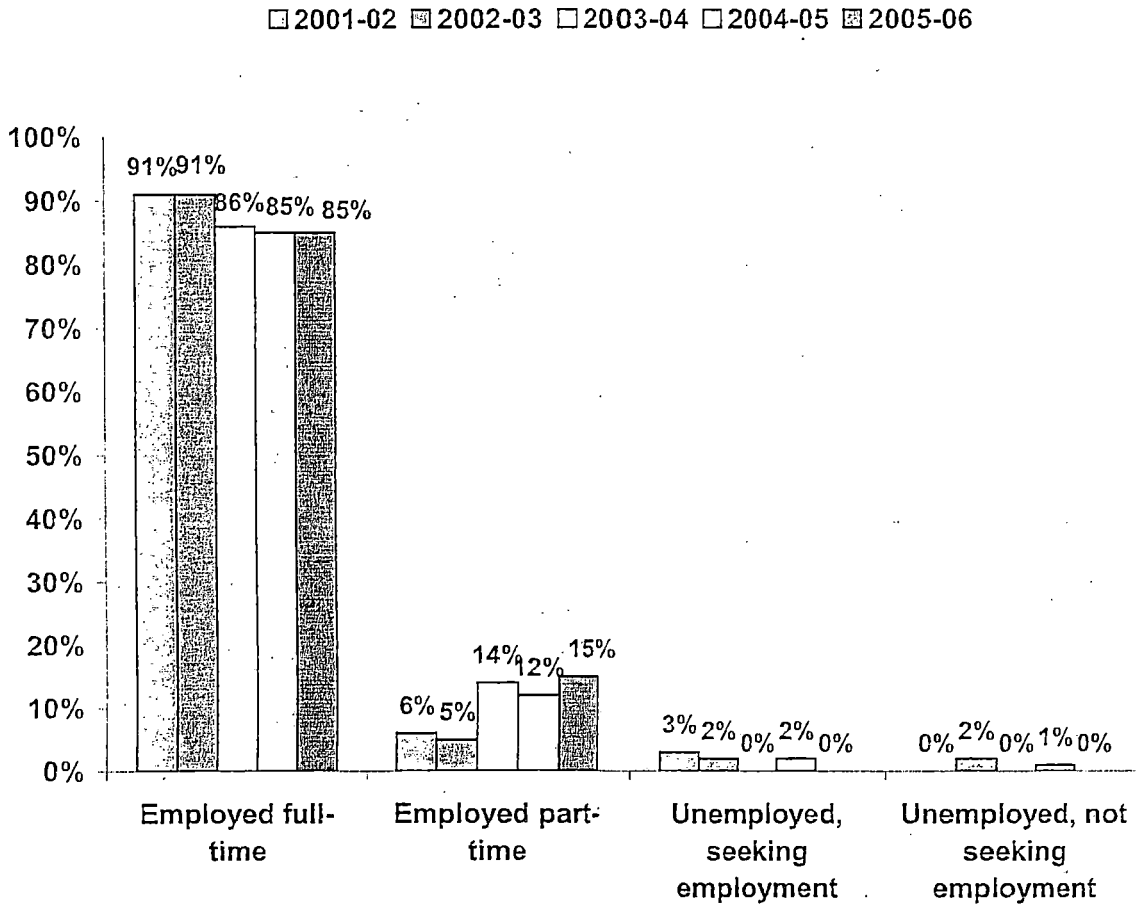


- Nearly three-quarters of the respondents (73%) either strongly agreed or somewhat agreed that they frequently use the knowledge gained from their nursing degree in their current jobs (38% and 35%, respectively).⁴
- Another three-quarters (73%) of respondents indicated that their OCC degree helped them to be better prepared in their present positions (39% and 34%, respectively).
- Just over half of respondents (54%) either strongly agreed or somewhat agreed that their OCC degree helped them advance in their current jobs (31% and 23%, respectively).

⁴ See Appendix B Table 6, page for a breakdown regarding specific job preparedness skills by academic year.

Graduate Follow-Up Survey (Continued)

Employment Status of Nursing Graduates
 (N=73)



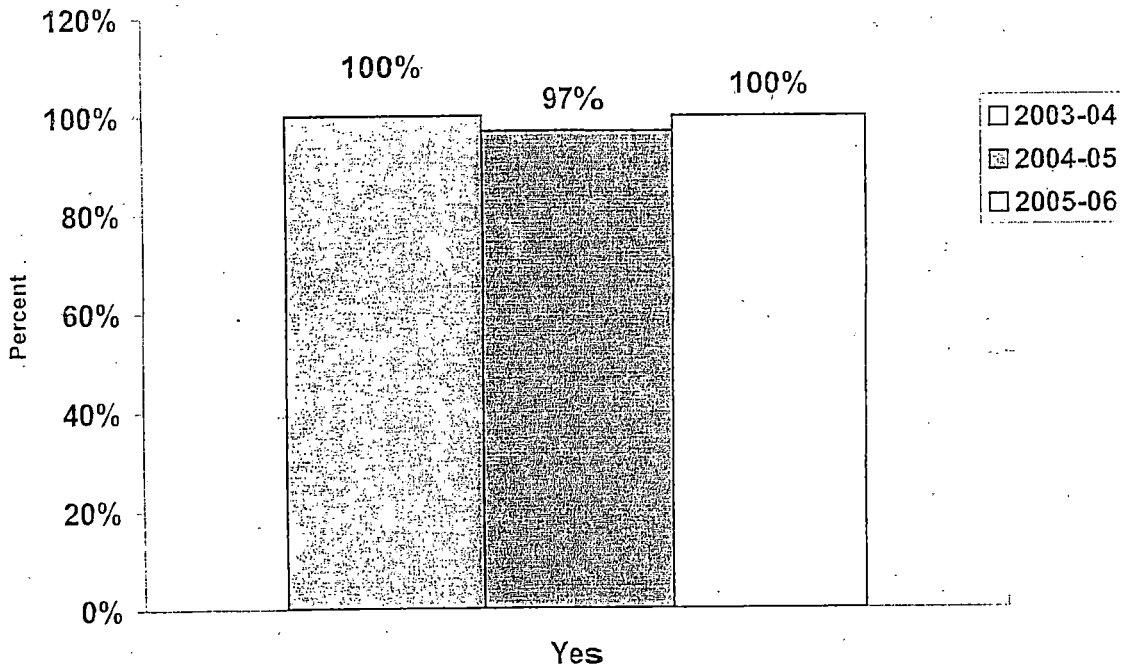
- The majority (85%) of 2005-06 nursing alumni were working full-time when they completed the GFS Survey. This was the same as last year's survey results. Another 15% were employed part-time.
- None of the nursing alumni in the 2005-06 academic year reported being unemployed.

Findings from the Nursing Supplemental Survey

Current Employment Data⁵

- All of the respondents to the Nursing Supplemental Survey for 2005-06 stated they were employed in the nursing profession. This was an increase of 3% from the 2004-05 academic year.

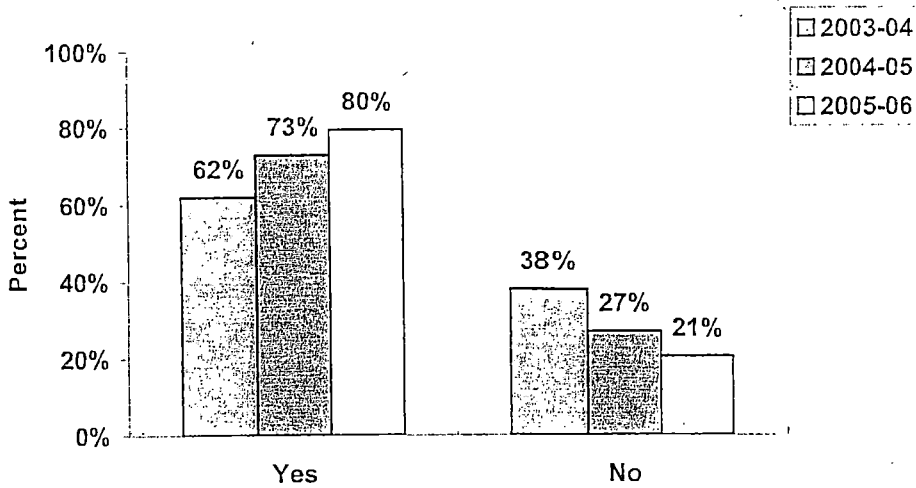
Are You Currently Employed in the Nursing Profession?
(2003-04 N=70; 2004-05 N=96; 2005-06 N=73)



⁵ Note: See Appendix A for an analysis of employment data for several academic graduation years.
Source: OCC, Office of Institutional Research

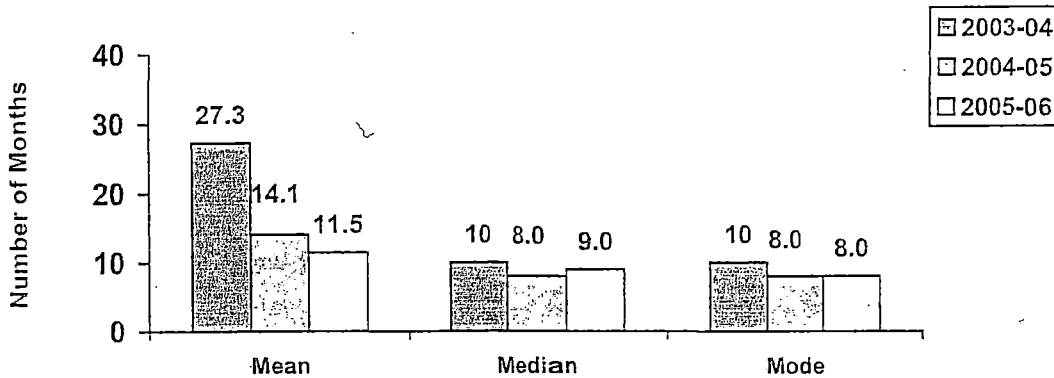
Supplemental Survey Findings (Continued)

First Nursing Job?
 (2003-04 N=70; 2004-05 N=96; 2005-06 N=73)



- Eighty percent (79.5%) of respondents for the 2005-06 academic year indicated that this was their first nursing position, compared to seventy-three percent (72.8%) in the 2004-05 academic year.

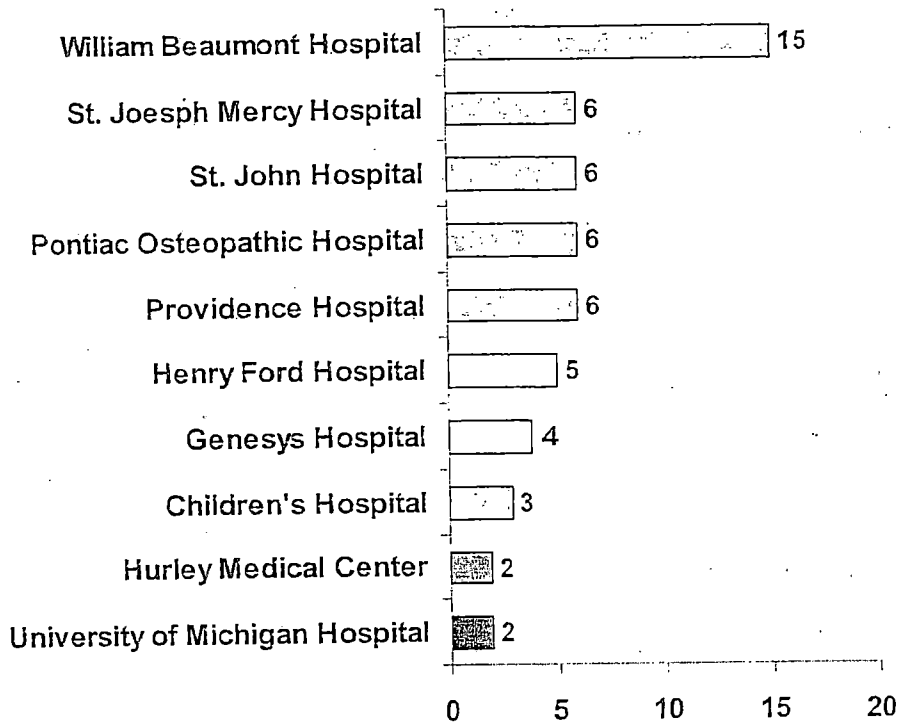
How Many Months Have You Been a Licensed Nurse?
 (2003-04 N=70; 2004-05 N=96; 2005-06 N=70)



- Respondents for the 2005-06 academic year were employed an average of 14.1 months at the time they completed the Graduate Follow-up Survey. This was an increase of 2.6 months over the 2004-05 academic year. The median time was 9 months and the mode was 8 months for the current academic year.

Supplemental Survey Findings (Continued)

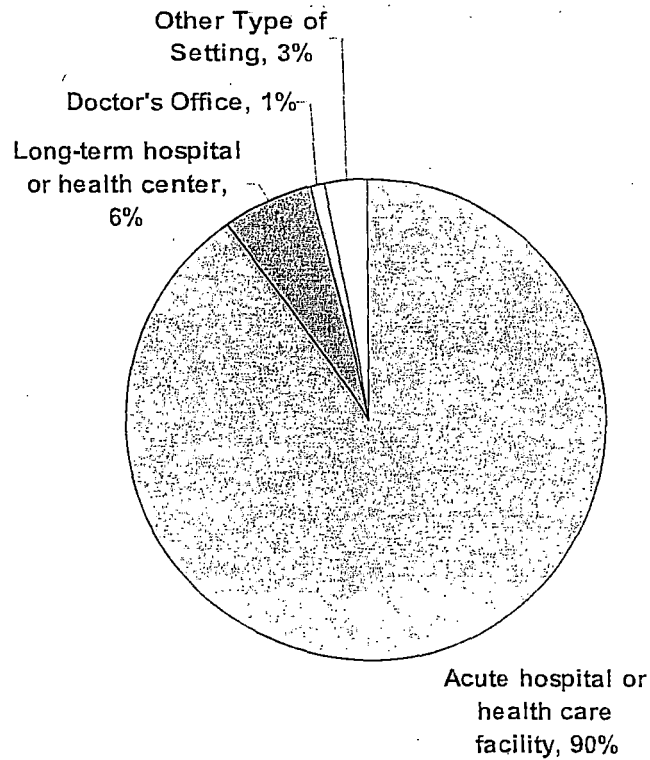
Top 10 Current Places of Employment for 2005-06
(N=72)



Some of the other hospitals mentioned include:

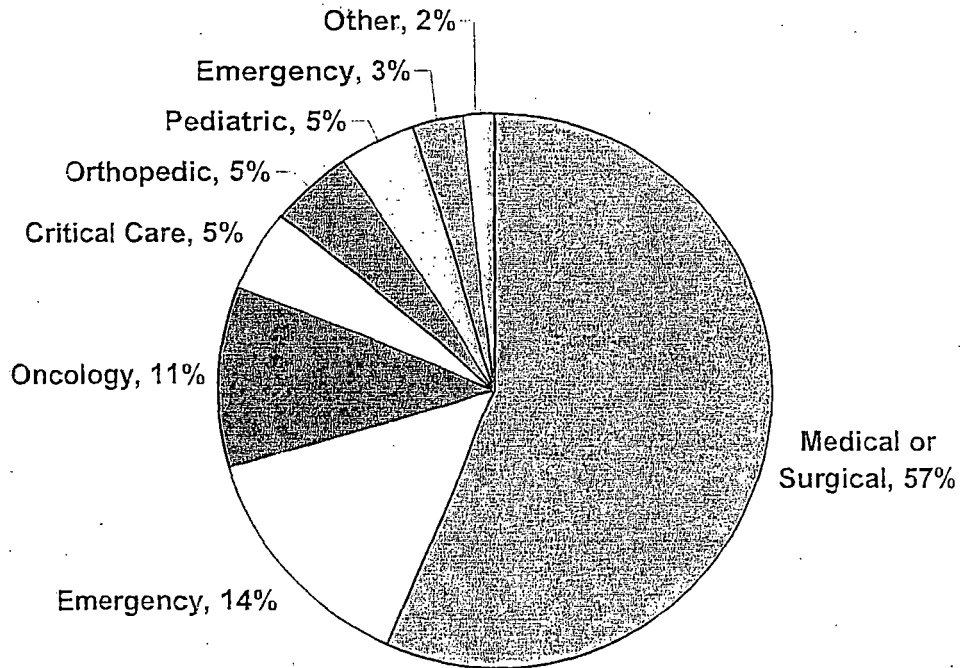
- Angela Hospice;
- Botsford General Hospital;
- Burtz Health Care;
- Cherrywood Nursing Center;
- Harper Hospital;
- Huron Valley ;
- Karmanos;
- McLaren Regional Medical Center; and
- Oakwood Hospital.

Type of Employment Setting for 2005-06 Graduates



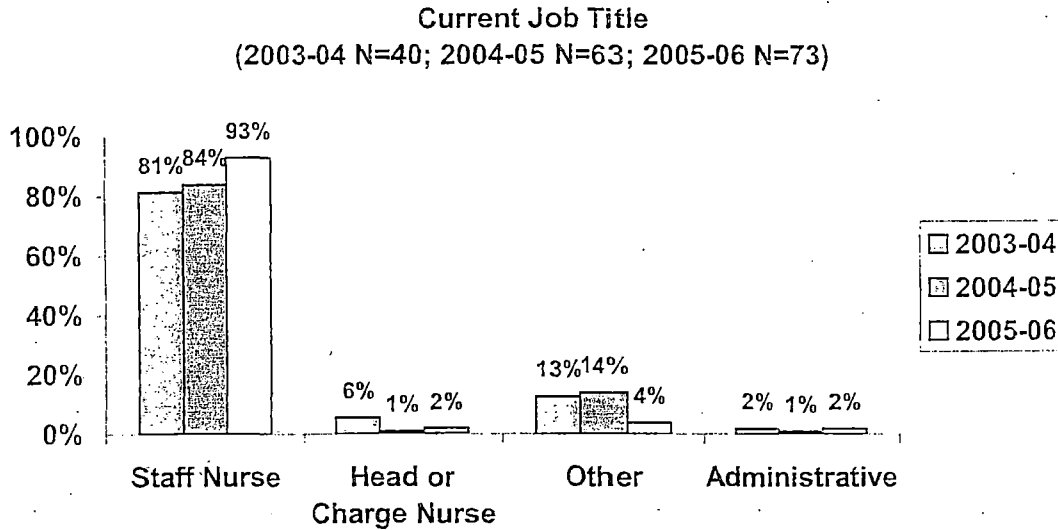
- Approximately ninety percent (90.2 %) of respondents employed in the nursing profession stated that they work in an acute hospital or health care setting. The second largest group of respondents indicated that they work in a long-term hospital or health center (5.6%).
- Other 'type' of setting included a Hospice group.

Focus of Current Practice for 2005-06



- In 2005-06, Medical or Surgical nurses comprised over half of respondents (57%).
- In the 'other' category for focus of current practice, telemetry was mentioned.

Supplemental Survey Findings (Continued)



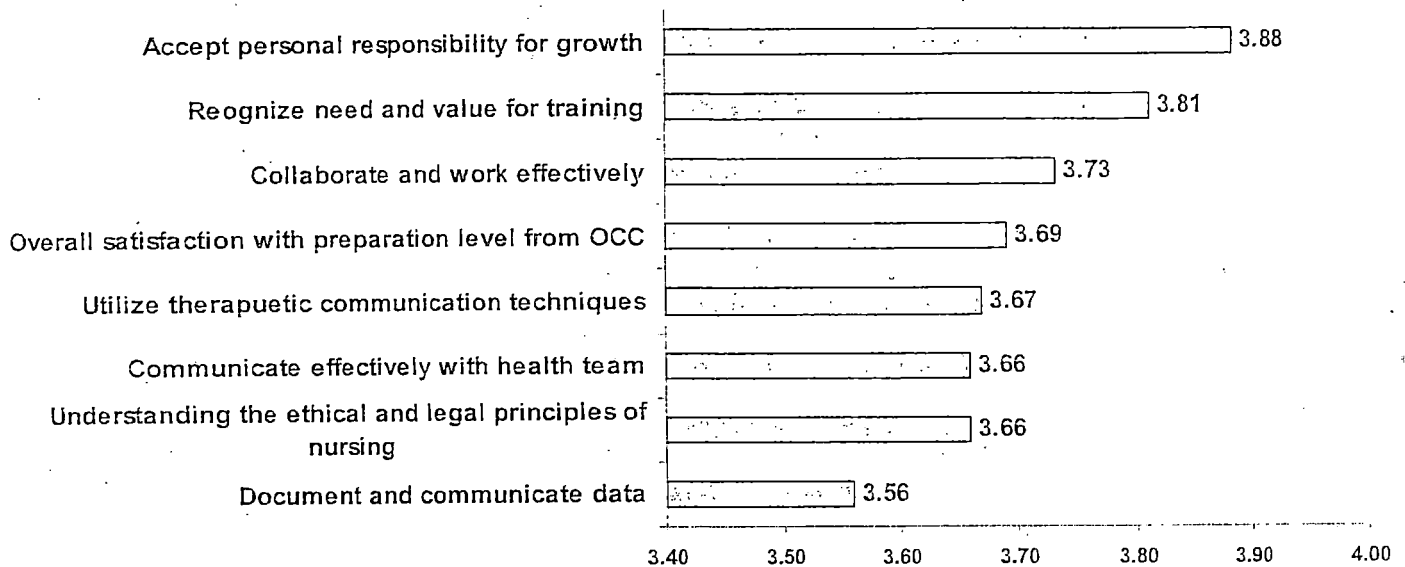
- The largest majority of respondents (93%) indicated that they are Staff Nurses. This was an increase of 9% compared to the 2004-05 academic year.
- For the 2005-06 academic year, only 2% of respondents reported their current job title as Head or Charge Nurses, this was a slight increase of 1% when compared to 2004-05.
- Another 2% of respondents indicated their title as administrative.
- The 'other' types of job titles given included: case manager and coordinator.

Supplemental Survey Findings (Continued)

Job Preparation Skills

The GFS Nursing Supplemental Survey asked graduates to evaluate the preparation they received from OCC in several key areas. A five-point Likert scale was utilized with 1=Very Poor; 2=Somewhat Poor; 3=Somewhat Good; and 4=Very Good. Following are the mean scores of graduates' responses:

Mean Scores of Nursing Graduate Responses to
Preparation Received



- Upon graduation from OCC's nursing program, students stated they were most prepared for 'accepting personal responsibility for growth' (3.88/4.00) 'recognize need and value for training' (3.81/4.00) and 'collaborate and work effectively' (3.73/4.00).
- They felt the least prepared in 'documenting and communicating data' (3.56/4.00), 'understanding the ethical and legal principles of nursing' (3.66/4.00) and in 'communicate effectively with health team' (3.66/4.00). It is important to note that mean scores above 4.00 represent positive scores overall.

National League for Nursing Accrediting Commission

Has Awarded

Accreditation

to

OAKLAND COMMUNITY COLLEGE
Associate Degree Nursing Program

For Achievement of Quality and Excellence in Nursing Education

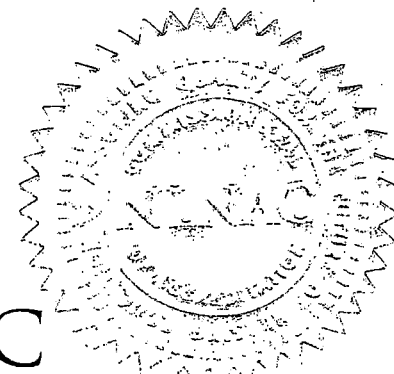
FALL 2006 TO FALL 2014

Grace G. Newsome

Grace G. Newsome, EdD, APRN, BC, FNP
Chair, NLNAC

Sharon J. Tanner

Sharon J. Tanner, EdD, RN
Executive Director, NLNAC



NLNAC

National League for Nursing Accrediting Commission, Inc.

Assuring Quality for the Future of Nursing Education

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SYSTEMATIC PLAN OF EVALUATION -CRITERION 1

Standard I. Mission and Governance: There are clear and publicly stated mission and /or philosophy and purposes appropriate to post secondary or higher education in nursing.

Criterion #1: Mission and/or philosophy of the nursing education unit is congruent with that of the governing organization, or differences are justified by the nursing education purposes.

Expected Level of Achievement:

1. The mission statement/purposes of the program are congruent with the mission/value statement of the College.
2. The program objectives/educational outcomes are congruent with the mission statement/purposes of the Nursing Program and appropriate to the current scope and practices of the registered nurse (RN).
3. The cultural diversity of the program reflects College and community diversity.

PROCESS					IMPLEMENTATION	
Component	Where Documents/ Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision (R)
College mission and purposes Nursing Program philosophy	OCC College Catalog OCC Nursing Web Site OCC Nursing Student Handbook	Dean of Nursing Faculty	Every three years 2003, 2006, or when a change occurs in OCC Mission Statement or the Nursing Program Philosophy	Compare and analyze the mission/value statement of the college to the philosophy of nursing program, to the program goals and educational outcomes for appropriateness to current scope and practices of the RN.	Reviewed mission statement and philosophy of the nursing department is congruent with that of the college. Curriculum Minutes, September 2003, 2006 Goals and educational outcomes are appropriate to current scope & practices. Advisory Committee Meeting minutes September 2005. Graduate Survey results (2003,2004)	(M)Continue to compare & analyze documents to validate congruency
Diversity	Office of Institutional Research Department of Nursing	Dean of Nursing Faculty	Annual	Develop a table comparing college demographics and the Department of Nursing demographics.	Reviewed 2004/2005 and 2005/2006 diversity in the Department of Nursing is higher than the College. LOA: #1, #2 and #3 met	Maintain

SYSTEMATIC PLAN OF EVALUATION -CRITERION 2

Standard I. Mission and Governance: There are clear and publicly stated mission and/or philosophy and purposes appropriate to post secondary or higher education in nursing.

Criterion #2: Faculty, administrators and students participate in governance as defined by the parent organization and nursing education unit.

Level of Achievement:

1. 10% of the full time faculty serve on College wide committees.
2. 100% of the full time faculty serve on Nursing Department committees.
3. Each Fall semester students from the first and second year, are asked to serve on the Nursing Department committees: Curriculum, Diversity, and Resource and 2 students to the Advisory Committee.

PROCESS					IMPLEMENTATION	
Component	Where Documents/Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision (R)
Membership on College Committees	College wide membership list.	Dean of Nursing	Annual	Develop a table to trend faculty participation on College wide and Nursing Department committees	Review of table indicates 25% of the full time faculty serve on college wide committees. 2004, 2005	(M) Ensure faculty remains active on college wide and department committees.
Membership on Nursing Department Committees	Nursing Department Committee Meeting Minutes Faculty CVs	Faculty			Review of table indicates 100% of the full time faculty serve on Nursing Department committees. 2004, 2005, 2006	
Membership on the Nursing Advisory Committee	Advisory Committee Meeting Minutes				Review of Nursing Department Committee meeting minutes indicates 70% student attendance on Nursing Department committees 2004, 2005, 2006	
					LOA: #1, #2 met	
					LOA: #3 met.	

SYSTEMATIC PLAN OF EVALUATION CRITERION 3

PROGRAM EVALUATION PLAN

Standard I. Mission and Governance: There are clear and publicly stated mission and/or philosophy and purposes appropriate to post secondary or higher education in nursing.

Criterion #3: Nursing education unit is administered by a nurse who is academically and experientially qualified, and who has authority and responsibility for development and administration of the program.

Level of Achievement:

1. The Dean of Nursing holds a graduate degree with a major in Nursing.
2. The Dean of Nursing has experience in Nursing Education and Nursing Management.
3. The Dean of Nursing has authority and responsibility for the development, revision and maintenance of the Nursing Program, per job description.
4. The Dean of Nursing is evaluated annually.

PROCESS

IMPLEMENTATION

Component	Where Documents /Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision (R)
Dean of Nursing's Qualifications	Academic Transcript and HR personnel file. Curriculum vitae	Dean of Nursing	Time of appointment	Review of academic transcripts, and curriculum vitae for academic achievements and past experiences	Review of CV at time of appointment revealed expected qualifications were met. LOA: #1 and #2 met	Maintain
Dean of Nursing's Authority and Responsibilities	Position Description Highland Lakes Organizational Chart	Dean of Nursing	Annual	Review position description for responsibilities Review organizational chart to determine hierarchy of authority	Reviewed in 2005. LOA: #3, met.	Maintain
Dean of Nursing's ongoing expertise	Annual Review	Dean of Nursing/President/Vice Chancellor	Annual	Review file to verify annual review including documentation of achievements and professional development	Dean of Nursing's evaluation completed in 2004, 2005, 2006 LOA: #4 met.	Maintain

SYSTEMATIC PLAN OF EVALUATION - CRITERION 4

Standard I. Mission and Governance: There are clear and publicly stated mission and/or philosophy and purposes appropriate to post secondary or higher education in nursing.

Criterion #4: Policies of the nursing education unit are consistent with those of the governing organization, or differences are justified by nursing education purposes.

Level of Achievement:

1. All faculty policies are the same for the nursing and other College faculty; differences are justified by program purposes.

PROCESS					IMPLEMENTATION	
Component	Where Documents/ Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision (R)
Consistency of Policies:	Faculty Master Agreement (FMA Contract)	Dean of Nursing	Every one to three years or when contract is renewed	Compare the FMA for nursing position requirements with other OCC faculty position requirements	<p>Policies are consistent with the governing institution. 2003, 2004, 2005, 2006</p> <p>Additional requirements: CPR; malpractice insurance; immunizations; Michigan RN licensure; and criminal background check, are related to the purposes of the unit, MBN and agency contracts.</p> <p>LOA: #1 met</p>	<p>(M) Continue to monitor for congruence with FMA</p> <p>(R) Bargaining is currently occurring for new contract to begin Fall semester, 2006</p>

SYSTEMATIC PLAN OF EVALUATION -CRITERION 5

Standard II. Faculty: There are qualified and credentialed faculty appropriate to accomplish the nursing education unit purposes and strengthen its educational effectiveness.

Criterion #5: Faculty members (full and part-time) are academically and experientially qualified, and maintain expertise in their areas of responsibility.

Level of Achievement:

1. 100% of the full time nursing faculty possess a graduate degree with a major in nursing.
2. 100% of the part-time (adjunct) faculty possess at a minimum the state requirement of a baccalaureate degree in nursing.
3. 100% of the full time faculty engage in annual Professional Development activities as evidenced through compliance with MBN CEU and college requirements.
4. Nursing faculty credentials or experiences reflect all major program content areas (e.g. Fundamentals, Maternal/Child Health, Medical Surgical, Mental Health, Pediatrics and Management).

PROCESS					IMPLEMENTATION	
Component	Where Documents /Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision (R)
Academic qualifications	Academic transcripts, Human Resources, personnel file and Department of Nursing.	Dean of Nursing	Prior to appointment	Review of academic transcripts, resume/CV, for academic preparation, degree earned. Michigan licensure	Review of the full time faculty files identified all have credentials of an MSN and clinical practice in their area of expertise 2003, 2004, 2005 LOA: #1 met. Review of the part-time faculty files identified 38 have an MSN; 11 are currently enrolled in an MSN program; all 66 meet the state requirement of a BSN degree. 2005, 2006 LOA: #2 met	Maintain (M) 100% of the part-time faculty are in compliance with the MI BON Rules and Regulations for clinical instruction (C) Continue to actively recruit MSN prepared clinical faculty

Professional development and experience	Licensure validation book Individual faculty file	Dean of Nursing	Every 2 years or when licensure renews	Review of licensure book Review of individual faculty file	Review of the faculty files reveals experience in area of teaching assignments. 2003, 2005, 2006 LOA: #4 met Review of the faculty files reveals evidence of continuing education activity as required by the State of Michigan. (25 CEU's per 2 years). 2003, 2005, 2006 LOA: #3 met.	(M) Maintain (M) Maintain
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SYSTEMATIC PLAN OF EVALUATION -CRITERION 6

Standard II. Faculty: There are qualified and credentialed faculty appropriate to accomplish the nursing education and purposes and strengthen its educational effectiveness.

Criterion #6: Number and utilization of full- and part-time faculty meet the needs of the nursing education unit to fulfill its purposes.

Level of Achievement:

1. The teaching workload of faculty is: 12:12:6 or 15:15 credit hours per semester
2. Faculty/student ratio in the classroom does not exceed 1:27 (Schedule B classes) or 1:37 (Schedule A classes) as required by the FMA.
3. Faculty/student ratio in the clinical area does not exceed 1:10.

PROCESS					IMPLEMENTATION	
Component	Where Documents/ Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision (R)
Faculty workload (full-time)	Faculty contract (FMA) Annual Faculty schedules Workload sheets Clinical Schedules	Department Chair Dean of Nursing and individual Faculty	Every semester or when contract change occurs	Review faculty workload sheets. Review of FMA workload policy	Review of Workload sheets demonstrates compliance with the FMA: 12:12:6 or 15:15 Faculty was compensated for overload. 2003, 2004, 2005, LOA: #1 and #2 met	(M) Continue to review FMA workload policies and compensate (R) Continue requests to the College Vacancy Committee for 2 additional faculty members to maintain enrollment to meet nursing shortage & supervise patients with higher level of acuity.
Faculty/ Student ratio for Full-time and Part-time faculty	Clinical schedule	Dean of Nursing and individual faculty	Every 7 ½ weeks	Examine clinical assignment schedule Review MI BON Rules and Regulations of Michigan	Clinical schedule indicates a usual faculty/student ratio of 1:6-9. 2003, 2004, 2005, 2006. Review of the MI BON Rules and Regulations indicates a faculty/student ratio of 1:10. 2003, 2004, 2005 LOA: #3 met.	(M) Continue to monitor faculty/student ratios with increasing level of client acuity. (M) Continue to monitor Rules and Regulations for faculty/student ratio.

SYSTEMATIC PLAN OF EVALUATION -CRITERION 7

Standard II. Faculty: There are qualified and credentialed faculty, appropriate to accomplish the nursing education unit purposes and strengthen its educational effectiveness.

Criterion #7: Faculty performance is periodically evaluated to assure ongoing development and competence.

Level of Achievement:

1. 100% of the full-time faculty is evaluated as required by the FMA.
2. 100% of the full-time faculty complete Board of Nursing (BON) continuing education contact hours requirements.
3. Students have the opportunity to evaluate the course, theory faculty, clinical faculty, clinical agency and the nursing laboratory (as appropriate) at the completion of each nursing course.

PROCESS					IMPLEMENTATION	
Component	Where Documents/ Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision (R)
Continuing contract full time faculty performance	Faculty evaluation per FMA filed in Human Resources Department	Dean of Nursing	Every 3 years Per FMA	Review Faculty Appraisal Form Appendix K in FMA	Compliance with FMA requirements. 2003, 2006	Maintain
Probationary contract full-time faculty performance		Department Chair	Annual for 3 years	Faculty Appraisal Form Appendix K in FMA		
	Licensure validation book.	Dean of Nursing	Every 2 years or when licensure renews	Review of Faculty files	LOA: #1 and #2 met.	
Full time, part time faculty theory and clinical performance	Dean of Nursing's office	Course Coordinator	Every 7 ½ weeks	Review summary of Theory Faculty Evaluation Tool by students Review summary of Clinical Faculty Evaluation Tool by students	Review of summary of evaluations completed by students indicates satisfaction with faculty's performance. The tool utilizes a Likert scale. An average <3 requires investigation by the course coordinator (discussion with faculty, review of graded papers, care plans, and/or visit to the clinical agency). 2003, 2004, 2005, 2006.	(M) Continue administration of evaluations at the completion of a course (R) Tools are currently being reviewed by the Nursing

					LOA: #3 met	Resources Committee
Part-time faculty	Dean of Nursing's office	Dean of Nursing Department Chair and Course Coordinator	Every 2 years	Review of Agency Evaluation Tool for Adjunct Faculty per evaluation schedule	47 out of 52 agencies (Nurse Managers) responded by completing the tool. The average results indicated faculty above average in performance and role. Winter, 2005/2006 LOA: #3 met.	(R) Process currently under discussion

SYSTEMATIC PLAN OF EVALUATION -CRITERION 8

Standard II. Faculty: There are qualified and credentialed faculty appropriate to accomplish the nursing education unit purposes and strengthen its educational effectiveness.

Criterion #8: The collective talents of the faculty reflect scholarship through teaching, application and the integration and discovery of knowledge as defined by the institution and within the nursing education unit.

Level of Achievement:

1. 100% of the full-time faculty demonstrates scholarship in at least two of the areas: discovery, integration, application and teaching.
2. 30% of the full-time faculty possess specialty certification.

PROCESS					IMPLEMENTATION	
Component	Where Documents/ Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision (R)
Faculty Scholarship activities	Individual faculty files	Dean of Nursing Faculty	Annual	Review of individual faculty file, updated CV, certification or recertification	Faculty demonstrate scholarship through various documented activities: Continuing education programs & conferences; presentations (professional and community), grant writing (Nurse Mobile Clinic, NANDA/NIC/NOC, Obesity in Children, Concept Mapping), professional memberships, professional certifications. Renewal of licensure requires 25 CEU's. 2003, 2005, 2006. 34% of the full time faculty are certified. LOA: #1 and #2 met.	(M) Continue to review faculty's contribution to program effectiveness through scholarship. Faculty are encouraged to develop and pursue scholarly interests and continue with scholarly functions.
	Licensure Validation book	Dean of Nursing Faculty	Every 2 years when licensure renews			

SYSTEMATIC PLAN OF EVALUATION -CRITERION 9

Standard III. Students: The teaching and learning environment is conducive to student academic achievement.

Criterion #9: Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the nursing education unit purposes.

Expected Level of Achievement:

1. Student policies are non-discriminatory and consistently applied as evidenced by statements in the college catalog, student handbook and OCC web site.
2. All nursing student policies in the Nursing Department are congruent with the college except admission, progression and health physical requirements. These differences are justified by "ability to benefit" BON, and contractual obligations.
3. 100% of students sign a statement indicating that they have received and understand the Nursing Handbook.
4. A process to communicate policy change.

PROCESS					IMPLEMENTATION	
Component	Where Documents/ Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision (R)
Congruency, Non-discriminatory and consistent application of student policies.	OCC College Catalog Nursing Student Handbook OCC/Nursing Web Site	Dean of Nursing Selection Committee Chair	Annual	Compare college catalog, nursing student handbook, OCC/Nursing web site for consistencies in policies: Develop a table identifying location of policies, congruence between college and department and reasons for differences.	College catalog, Nursing Student Handbook and OCC/Nursing website found to be congruent. 2004, 2005, 2006 Curriculum/ Department Meeting minutes LOA: #1 and #2 met. Table reviewed at June 2005, 2006 meetings, policies are congruent with College catalog, Nursing Student Handbook and OCC/Nursing website. Policy changes are posted in the Nursing lab, outside the Nursing Office and on the Nursing Website, in writing and as an addendum to the Nursing Handbook.	(M) Continue comparison and revise policies on an annual basis.
Student policies Non-congruency:	OCC College Catalog	Selection Committee Chair	Annual	Examine nursing student handbook for needed revision of policies effecting	College catalog identifies nursing as a program with limited entry. having additional/separate	Maintain

	Nursing Student Handbook Information brochures OCC Nursing Web Site	Dept. of Nursing Chair		nursing students Review meeting minutes for presence/revisions of policies	admission requirements. 2004, 2005, 2006 Additional requirements are: Admission requirements, criminal background check & finger printing, drug screening, malpractice insurance, CPR certification; immunizations; health history and physical, attendance, withdraw/failure policies, readmission/ retention, grading scale LOA: #2 met.	
Public accessibility of student policies	Signed Statement of Receipt of Student Handbook	Manager of Nursing and Health Professions	Annually	Validation of signed statement of receipt.	All students signed Statement of Receipt of Student Handbook	Maintain

SYSTEMATIC PLAN OF EVALUATION –CRITERION 10

Standard: III. Students: The teaching and learning environment is conducive to student academic achievement.

Criterion #10: Students have access to support services administered by qualified individuals that include, but are not limited to: health, counseling, academic advisement, career placement and financial aid.

Level of Achievement:

1. All college support services are available and accessible to all nursing students as identified in the OCC College Catalog.
2. All providers of support services are qualified to perform the service as evidenced by the published credentials of the staff.

PROCESS					IMPLEMENTATION	
Component	Where Documents/ Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision ®
Accessibility of Student Support services	OCC College Catalog, OCC Web site	Dean of Nursing Dept. of Nursing Chair	Annual	Compare the College Catalog, Web Sites and Nursing Student Handbook for statement of availability and process of obtaining available support services.	Review of College Catalog, Web Site and the Nursing Student Handbook discuss support services availability including counseling, academic advisement & financial aid. Information is available to nursing students. 2003, 2004, 2005, 2006	(M) Review College Catalog, Web Site & Nursing Student Handbook for availability of services to nursing students.
	Graduate Follow up Survey	Selection Committee Chair Nursing Curriculum Committee	Annual	Analyze results of the Graduate Follow-Up Survey	LOA: #1 met. Analysis of Graduate Follow-Up Survey (career planning, academic advising) reveals satisfaction. Career Planning: 2003-04: 3.08 Mean 2004-05: 3.19 Mean (Scale 1-4)	Maintain
					Advising: 2003-04: 3.18 Mean 2004-05: 3.31 Mean (Scale: 1-4)	

	OCC Nursing Student Handbook	Dean of Nursing Dept. of Nursing Chair	Annual	Review Nursing Student Handbook for statement of available student support services. Review First Year Orientation Agenda Analyze data from Nursing Career Day (Job Fair)	Review of Nursing Student Handbook reveals location & phone numbers of support services 2003, 2004, 2005, 2006 LOA: #1 met Review of the First Year Nursing Orientation agenda addresses availability of support services. 2003, 2004, 2005, 2006 Nursing Career Day held with 15-20 nurse recruiters and educational recruiters present 2003, 2004, 2005 LOA: #1 met.	(M) Continue to include information in Nursing Student Handbook (M) Continue to invite representatives of each service to address students at orientation (D) Develop a comprehensive evaluation tool for student satisfaction with support services
Qualifications of support staff	Position description College Catalog	Dean of Nursing	Annual	Review memo from the Director of Human Resources that validates credentials of support staff	A memo from the Director of Human Resources validates all support personal meet qualifications. 2006 Discussed at Department meeting June 06. LOA: #2 met.	Maintain

SYSTEMATIC PLAN OF EVALUATION - CRITERION 11

Standard: III. Students: The teaching and learning environment is conducive to student academic achievement.

Criteria #11: Policies concerned with educational and financial records are established and followed.

Level of Achievement:

1. 100% of the student records are secured as evidenced by a memo from the Registrar.
2. 100% compliance with policies related to security of financial records occurs as evidenced by a memo from the Director of Financial Services.

PROCESS					IMPLEMENTATION	
Component	Where Documents/ Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision (R)
Student's educational records	College Catalog Registrar's Office OCC web site	Dean of Nursing	Every 8 years (2006,2014) or when policy changes	Review of college catalog Review of memo from the Registrar regarding privacy and security of records.	Review of the College Catalog reveals FERPA guidelines are stated. The College was found to be appropriate by auditing agencies. Memo from Registrar indicates security and privacy of student records. 2006 Access to Datatel (Collegue is the software program) with student information and records is controlled by the policies of the Security Committee, which identifies the functions college employees need and whom may have access. 2006 LOA: #1 met.	(M) Continue to review and follow FERPA guidelines.
Student's Financial records	Financial Aid Officer College Catalog	Dean of Nursing	Every 8 years (2006, 2014) or when policy changes	Review of college catalog Review memo from Director of Financial Services	Memo from Director of Financial Services states files are in a secured system and are in full compliance with federal requirements. 2006 Minutes of Department Meeting March 2006. LOA: #2 met.	(M) Continue to review that appropriate policies are in place and adhered to.

SYSTEMATIC PLAN OF EVALUATION - CRITERION 12

Standard IV. Curriculum and Instruction: The curriculum is designed to accomplish its educational and related purposes.

Criterion #12: Curriculum developed by nursing faculty flows from the nursing education unit philosophy/mission through an organizing framework into a logical progression of course outcomes and learning activities to achieve desired program objectives/outcomes.

Level of Achievement:

1. All elements of the program philosophy and organizing framework are implemented in the program educational outcomes, level and course objectives, and evaluation methods.
2. Program outcomes are consistent with the professional standards and current trends of nursing practice and performance.
3. Overall satisfaction score of graduates with their OCC preparation is 3.00 or more on a 4-point scale.
4. The mean score for the overall rating of the educational preparation of OCC graduates by the employers is 3.00 or more on a 5-point scale.

PROCESS					IMPLEMENTATION	
Component	Where Documents/ Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision (R)
Philosophy and organizing framework Program outcomes	Student handbook Nursing website	Curriculum Committee	Every 3 years	Table showing implementation of philosophy and organizing framework into program outcomes, level and course objectives.	All elements of the program philosophy and organizing framework are implemented in program outcomes and level and course objectives (Curriculum Meeting minutes: 2003, 2006)	(M)
Level and course objectives and learning activities	Course syllabi	Curriculum Committee Course Coordinators	Annual	Analysis of course syllabi	Progression and level of difficulty present (Curriculum Committee minutes: 2003 and 2006) Need to include community activity in each course. Need to include NIC/NOC format in	(M) Community activity, NIC/NOC and Prep points included in every course.

					care plans. Need to include prep-points in each course except Pharmacology. (Curriculum meeting minutes 2004, 2005, 2006)	(M) and continue to review
Evaluation Methods	Course Syllabi Test items	Nursing faculty Curriculum Committee	Annual	Examination of the evaluation tools for congruence with the program outcomes, level and course objectives.	Clinical evaluation tools developed to reflect course objectives	Test items changed to reflect course level, Bloom's Taxonomy and NCLEX test plan (M) Continue to examine and revise as necessary
Required support courses and college requirements	College catalog	Curriculum Committee	Annual	Examine required support and college graduation courses	Discussion with English faculty addressed APA Style and writing skills; with Biology faculty regarding diseases to be addressed in microbiology; nutrition faculty regarding time limits on nutrition course. (Curriculum Meeting minutes: 2003, 2005, 2006) LOA: #1 Met	(M) And continue to examine required support and college graduation courses.
NLN Educational competencies for ADN graduates ANA Standards of Performance MI BON Rules	Nursing Student Handbook Course Syllabus	Curriculum Committee Nursing Faculty	Annual	Table showing adhering to these standards in OCC ADN Program	All these standards are adhered to in the curriculum	(M) Continue to examine and compare

PEW Competencies for 2005 Current evolving trends		Dean		
OCC Nursing graduate preparation	Graduate Survey	Curriculum Committee Dean	Annual	Analysis of results of Graduate Survey
OCC Nursing graduate preparation	Employer Survey	Curriculum Committee Dean	Annual	Analysis of the results of the Employer Survey

LOA: #2 met	
Overall satisfaction of graduates with their preparation at OCC (2004/05) is 3.83 on a 4-point scale.	(M)
LOA: #3 met	
Mean score for the overall rating of OCC graduates by employers is: 4.46 on a 5-point scale	(M)
LOA: #4 met	

SYSTEMATIC PLAN OF EVALUATION - CRITERION 13

Standard IV. Curriculum and Instruction: The curriculum is designed to accomplish its educational and related purposes.

Criterion #13: Program design provides opportunity for students to achieve program objectives and acquire knowledge, skills, values, and competencies necessary for nursing practice.

Level of Achievement:

1. Knowledge and skill sets identified by NLNAC are included in course syllabi.
2. Graduates agree by a cut score of 3.00 or above (on a 4-point scale) that program objectives and acquisition of knowledge, skills, values and competencies necessary for nursing practice are achieved.
3. Total credits are within the generally accepted levels of 60-72 semester credits.
4. Total credits provide a balanced distribution of credits with no more than 60% of the total credits allocated to nursing courses.
5. All program credits for the generic track can be completed in 4 semesters and one session following admission to the nursing program.

PROCESS					IMPLEMENTATION	
Component	Where Documents/ Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision (R)
Attainment of knowledge and skill sets identified by NLNAC.	Course Syllabi	Curriculum Committee Course Coordinators	Annual	Examine all syllabi for inclusion of NLNAC knowledge and skill sets	All are included in all courses. LOA: #1 met	(M)
Program Outcomes	Graduate Survey	Curriculum Committee Dean	Annual	Analysis of the results of the Graduate Survey	Overall satisfaction of graduates with their preparation at OCC is 3.83 on a 4-point scale LOA: #2 met	(M) Continue with Systematic Plan of Evaluation (SPE)
Program Total Credits	College Catalog Nursing brochure Nursing Student Handbook Nursing Website	Curriculum Committee Dean	Every 5 years or upon curriculum revisions	Review college catalog, nursing brochure, nursing student handbook and nursing website	Program total credits are 72 LOA: #3 met	(M) Continue with SPE

Credit Allocation	College Catalog Nursing brochure Nursing Student Handbook Nursing Website	Curriculum Committee Dean	Every 5 years or upon curriculum revisions	Review college catalog, nursing brochure, nursing student handbook and nursing website	% of nursing to total credits is: 1. 54% for generic track 2. 48% for TPN track 3. 54% for RNE track LOA: #4 met	(M) Continue with SPE
Length of Program and Total Credits	College Catalog Nursing brochure Nursing Student Handbook Nursing Website	Curriculum Committee Dean	Every 5 years or upon curriculum revisions	Review college catalog, nursing brochure, nursing student handbook and nursing website	LOA: #5 met	(M) Continue with SPE

SYSTEMATIC PLAN OF EVALUATION - CRITERION 14

Standard IV. Curriculum and Instruction: The curriculum is designed to accomplish its educational and related purposes.

Criterion #14: Practice learning environments are selected and monitored by faculty and provide opportunities for a variety of learning options appropriate for contemporary nursing

Level of Achievement:

1. 100% of the clinical agency contracts are current and complete with a minimum 45 day termination clause and faculty control of learning experiences.
2. Faculty rate the clinical agencies favorably as evidenced by a mean score of 3 or higher.
3. Students rate the clinical agencies favorably as evidenced by a mean score of 3 or higher.

PROCESS					IMPLEMENTATION	
Component	Where Documents/ Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision (R)
Contracts	Dean of Nursing's Office	Dean of Nursing	Annual or when new contract(s) are initiated	Review agency contracts	A review of all contracts with agencies: are current and identify the responsibilities of the agency and clinical faculty. Mean score for faculty control is 4.60, 2003, 2004, 2005, 2006 LOA #1 met.	(M) Continue to review agency contracts annually.
Clinical Agencies	Summary of Clinical Agency Evaluations	Course Coordinators	Annual	Analyze results of the Annual Faculty Evaluation of Clinical Site Tool	Faculty Evaluation 2005-06: 3.7- 4.6 on a 5-point scale LOA: #2 met.	(M) Continue faculty evaluation every year; aggregate and trend data
Clinical Agencies	Summary of Clinical Agency Evaluations	Course Coordinators	Every 7 ½ weeks	Analyze results of the clinical agencies evaluations by students	Course meeting minutes/clinical agency evaluations by the students identify clinical sites as meeting course objectives. Student Evaluation 2005-06: 3:59-4:39 2004-05: 3.20-4.32 Scale: 1-5 LOA: # 3 met.	(M) Continue to review data regarding selection of clinical sites for meeting course objectives. (M) Continue to investigate new agencies (ex: WBH, Troy) as possible sites for learning

SYSTEMATIC PLAN OF EVALUATION - CRITERION 15

Standard V. Resources: Resources are sufficient to accomplish the nursing education purposes.

Criterion #15: Fiscal resources are sufficient to support the nursing education unit purposes and commensurate with the resources of the governing organization.

Level of Achievement:

1. Faculty rate fiscal resources favorably as evidenced by a cut score of 2.5 or higher on the FPRS.
2. The level of program achievement as measured by the graduation rates licensure/certification, pass rate, job placement rates and program satisfaction by graduates and employers is attained.

PROCESS					IMPLEMENTATION	
Component	Where Documents/ Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision (R)
Fiscal resources	Department minutes	Department Chair	Annual	Review of minutes	Minutes reflect faculty's input in budget and adequacy of allocation	Maintain
	Department Budget	Department Chair Dean	Annual	Review of budget	Minutes reflect faculty's input in budget and adequacy of allocation	Maintain
	FPRS	Faculty Dean	Annual	Analysis of FPRS results (2006)	a) Adequacy for curriculum support: 3.20 b) Faculty input: 3.00 c) Professional faculty development: 2.40 LOA: #1 Met except for professional faculty development	Maintain Explore additional funds to support faculty professional development
Program Outcomes	Dean	Curriculum Committee Dean	Annual	Analysis of outcomes data	Refer to Criterion #23 LOA: #2 met	Maintain

SYSTEMATIC PLAN OF EVALUATION - CRITERION 16

Standard V. Resources: Resources are sufficient to accomplish the nursing education unit purposes.

Criterion #16: Program support services are sufficient for the operation of the nursing education unit.

Level of Achievement:

1. Full-time faculty are satisfied with the clerical and administrative personnel support as evidenced by an average score of 2.5 or above on the Annual Faculty Program Resources Survey.

PROCESS				IMPLEMENTATION			
Component	Where Documents/ Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision (R)	
Clerical and administrative personnel support	Results of Faculty survey	Dean Department Chair	Annual	Analysis of results of the Faculty Program Resources Survey	Average scores are 4.4 for clerical and 4.3 for administrative support (cut score 2.5 or above) LOA: #1 Met	Maintain	

SYSTEMATIC PLAN OF EVALUATION - CRITERION 17

Standard V. Resources: Resources are sufficient to accomplish the nursing education unit purposes.

Criterion #17: Learning resources are comprehensive, current, developed with nursing faculty input, and accessible to faculty and students.

Level of Achievement:

1. Library items on the Annual Faculty Program Resources Survey receive an average score of 2.5 or more.
2. Library items on the Student Evaluation of Learning Resources receive an average score of 2.5 or more.
3. Faculty rate the tutorial services and computer lab resources, accessibility and availability favorably as evidenced by a cut score of 2.5 or above.
4. Students rate the tutorial services and computer lab resources, accessibility and availability favorably as evidenced by a cut score of 2.5 or above.
5. On-campus lab items on the FPRS receive an average score of 2.5 or more.

PROCESS					IMPLEMENTATION	
Component	Where Documents/ Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision (R)
Learning Resources -Library	Results of FPRS Minutes of Resource, Curriculum and Department Meetings	Chair of Resource Committee	Annual	Analysis of the results of the Faculty Survey	All items received scores of 4.3 or higher. LOA: #1 Met	Maintain
Learning Resources -Library	Results of Student Survey Minutes of Resource, Curriculum and Department Meetings	Chair of Resource Committee	Annual	Analysis of the results of the Student Survey	Average score by HL students ranges from 3.9 to 4.2 Average score by SF students ranges from 3.4 to 3.8 LOA: #2 Met	Maintain Investigate why SF scores are lower than HL and intervene accordingly.
-Tutorial Services -Computer Lab Resources	Results of FPRS	Chair of Resource Committee	Annual	Analysis of the results of FPRS	Tutorial services:2.5 Computer Resources availability: 2.2 Computer labs accessibility: 2.1 LOA: #3 Not Met	Resource Committee, New Nursing Technology Committee and Dean explore reasons for low scores and take necessary corrective actions 2006- 2007 academic year.
-Tutorial Services	Results of Student Survey	Chair of Resource	Annual	Analysis of the results of Student	Tutorial Services: HL: 3.6	Maintain

-Computer Lab Resources		Committee		Survey	SF: 3.7 Computer Resources availability and accessibility: HL: 4.0 SF: 3.7 LOA: #4 Met	
On-Campus lab	Results of FPRS Minutes of Resource, Curriculum and Department Meetings	Chair of Resource Committee On-Campus Lab Coordinator	Annual	Analysis of Faculty Evaluation of HL On-campus Lab Survey	Average score for adequate size and adequate seating is 2.1 (cut score 2.5 or above) reflecting their dissatisfaction with the old lab.	Maintain Starting Fall 2006, the new and much larger modern lab in the new building will be ready for instruction.

SYSTEMATIC PLAN OF EVALUATION - CRITERION 18

Standard V. Resources: Resources are sufficient to accomplish the nursing education unit purposes.

Criterion #18: Physical facilities are appropriate to support the purposes of the nursing education unit.

Level of Achievement:

1. Faculty evaluate physical facilities favorably as evidenced by a mean score of 2.5 or higher on the Faculty Program Resource Survey.
2. Graduates evaluate physical facilities favorably as evidenced by a mean score of 2.5 or higher on the Graduate Follow-Up Survey.
3. Students evaluate physical facilities favorably as evidenced by a mean score of 2.5 or higher on the Student Resource Survey.
4. Required program outcomes are met.

PROCESS					IMPLEMENTATION	
Component	Where Documents/ Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision (R)
Physical Facilities	Faculty Program Resource Survey	Dean of Nursing	Annual	Analyze results of the Annual Faculty Program Resource Survey	Results (mean scores): Size: 3.9 Lighting: 2.9 Seating: 3.0 Equipment: 3.1 2006 LOA: #1 Met.	Maintain
	Graduate Follow Up Survey	Dean of Nursing	Annual	Analyze results of the Graduate Follow Up Survey	Results: 3.39 Scale: 1-4 2004-2005 LOA: # 2 met	Maintain
	Student Resource Survey	Dean of Nursing	Annual	Analyze results of the Annual Student Resource Survey	Results: Size: 3.9 Lighting: 4.0 Seating: 3.9 LOA: #3 Met.	Maintain
Program Outcomes	Curriculum Meeting Minutes	Curriculum Committee	Annual	Analyze results of Program Outcomes data	Refer to Criterion 23 LOA: #4 Met	Maintain

SYSTEMATIC PLAN OF EVALUATION - CRITERION 19

Standard VI. Integrity: Integrity is evident in the practices and relationships of the nursing education unit.

Criterion #19: Information about the program, intended to inform the general public, prospective students, current students, employers and other interested parties, is current, accurate, clear and consistent.

Level of Achievement:

1. 100% of the program information is current, accurate, clear and consistent.

PROCESS				IMPLEMENTATION		
Component	Where Documents/ Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision (R)
Program Information	College Catalog	Selection Committee	Annual	Review of college and Department of Nursing documents	Review of the documents shows consistent, accurate, current, clear comprehensive and accessible information. 2002-2006	Maintain Continue to review and update documents
	OCC Web Site	Dean				
	OCC Nursing Web Site	Dept. Chair				
	Nursing Information Brochures	Course Coordinators				
	Nursing Student Handbook					
	Course syllabi					
	Class Schedule					
					Changes made to include information re: criminal background check, drug screening, and selection criteria. 2003- 2006	
					Finger printing included. 2006	
					Change made in student handbook stating ethical conduct, dress code body piercing, tattoos, uniform, immunizations, grades (WF, F) (2003-2005)	
					LOA: #1 Met	

SYSTEMATIC PLAN OF EVALUATION - CRITERION 20

Standard VI. Integrity: Integrity is evident in the practices and relationships of the nursing unit.

Criterion #20: Complaints about the program are addressed and records are maintained and available for review.

Level of Achievement:

1. A written policy for nursing student complaints is published in the College Catalog and Handbook and Nursing Student Handbook.
2. A file of complaints including their disposition is maintained in the Dean of Nursing's Office.

PROCESS				IMPLEMENTATION		
Component	Where Documents/ Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision (R)
Student Complaint policy	Nursing Student Handbook College Catalog and Student Hand book OCC Web Site OCC Nursing Web Site	Dean of Nursing	Annual and On going	Review College Catalog and Student Handbook, Nursing Student Handbook, and College Website	Compliant policy is present, current, & clearly stated in documents. 2003, 2004, 2005, 2006 LOA: # 1 Met	(M) Continue to review compliant policy in College Catalog, Nursing Student Handbook and Web Sites
Compliant file	Office of the Dean of Nursing	Dean of Nursing	On-going	Review complaint file.	Complaint file with resolutions is maintained in Dean's office LOA #2 Met.	(M) Continue to maintain file

SYSTEMATIC PLAN OF EVALUATION - CRITERION 21

Standard VI. Integrity: Integrity is evident in the practices and relationships of the nursing unit.
Criterion #21: Compliance with Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.

Level of Achievement:

1. Student default rates will be below federal standards.
2. The loan program addresses student loan information and student responsibility for loan repayment.

PROCESS					IMPLEMENTATION	
Component	Where Documents/ Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision (R)
Higher Education Act Title IV Compliance	Financial Assistance Records	Director of Financial Assistance and Scholarships	Annual	Review of memo from financial aid	OCC is compliant with Title IV LOA: #1 Met	Maintain
Program to assure student's understanding of responsibilities regarding Financial Assistance	Financial Assistance Office	Director of Financial Assistance and Scholarships	Annual or when revised	Review loan program to validate information and student responsibility for loan repayment	LOA: #2 Met	Maintain

SYSTEMATIC PLAN OF EVALUATION - CRITERION 22

Standard VII. Educational Effectiveness: There is an identified plan for systematic evaluation including of student academic achievement.

Criterion #22: There is a written plan for systematic program evaluation that is used for continuous program improvement.

Level of Achievement:

1. The Systematic Plan of Evaluation contains all required elements for NLNAC.
2. Program evaluation findings are used for decision making, program improvement and revisions.

PROCESS					IMPLEMENTATION	
Component	Where Documents/ Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision (R)
Required elements in Systematic Plan for Evaluation of the Program	Systematic Plan of Evaluation (SPE)	Curriculum Committee (all faculty)	When curriculum, program or NLNAC Interpretive Guidelines are changed	Review of SPE	All required elements by NLNAC are present and used for program evaluation LOA: #1 Met	Maintain
SPE findings	Curriculum and Department Meeting minutes Outcome Survey results Course Reports Results of assessment tools	Curriculum Committee All faculty	Annual	Review of SPE findings	Areas needing improvement or change are identified. LOA: #2 Met	Maintain Actions taken to address areas needing improvement and revision. (detailed in Criterion 22)

SYSTEMATIC PLAN OF EVALUATION - CRITERION 23-a

Standard VII Educational Effectiveness: There is an identified plan for systematic evaluation including student academic achievement.

Criterion #23, a: Student academic achievement by program type is evaluated by:

a: Graduation rates

Level of Achievement:

1. 80% of nursing students complete the nursing program within 3 years of starting the nursing courses.

PROCESS					IMPLEMENTATION	
Component	Where Documents/ Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision (R)
Program completion rates	Graduation records	Dean of Nursing Nursing Faculty Nursing Manager	Annual	Analysis of graduation rates.	<p align="center">Generic ADN:</p> 1999: 85% 2000: 88% 2001: 91% 2002: 88% 2003: 85% 2004:..... LOA: #1 Met	<p align="center">Maintain</p>
					<p align="center">RNE Track:</p> 2000: 100% 2002: 100% 2004: 100% LOA: #1 Met	
					<p align="center">TPN Track:</p> 2001-02: 79% 2002-03: 78% 2003-04: 80% LOA #1 Not met	<p>Continue to monitor TPN Track graduation rate and will implement interventions to increase it.</p>

SYSTEMATIC PLAN OF EVALUATION - CRITERION 23-b

Standard VII Educational Effectiveness: There is an identified plan for systematic evaluation including student academic achievement.

Criterion #23, b: Student academic achievement by program type is evaluated by:

b: Licensure/certification pass rates

Level of Achievement:

- 1. 80% of program graduates pass the NCLEX-RN on the first writing.**

PROCESS				IMPLEMENTATION		
Component	Where Documents/ Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision (R)
NCLEX-RN passing rates on first writing by program graduates.	NCLEX-RN Passing records	Dean of Nursing Faculty	Annual	Analysis of NCLEX-RN passing rates	Passing Rates for Program Graduates 2001: 90.3% 2002: 82.5% 2003: 86.8% 2004: 88.3% 2005: 91.6% LOA #1 met	Maintain

SYSTEMATIC PLAN OF EVALUATION - CRITERION 23-c

**Standard VII Educational Effectiveness: There is an identified plan for systematic evaluation including student academic achievement.
Criterion #23, c: Student academic achievement by program type is evaluated by:**

c: Job placement rates

Level of Achievement:

- 1. Job placement rates within one year of graduation are equal to or greater than 90%.**

PROCESS					IMPLEMENTATION	
Component	Where Documents/ Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision (R)
Job placement rate	Job placement records	Dean of Nursing Faculty	Annual	Analysis of job placement rates	Job placement rates for graduates: 2000-01: 98% 2001-02: 97% 2002-03: 96% 2003-04: 100% 2004-05: 97% LOA: #1 Met	Maintain

SYSTEMATIC PLAN OF EVALUATION - CRITERION 23-d

Standard VII Educational Effectiveness: There is an identified plan for systematic evaluation including student academic achievement.
Criterion #23, d: Student academic achievement by program type is evaluated by:

d: Program satisfaction.

Level of Achievement:

1. Students, upon completing the program, show their satisfaction by an average score of 3.00 or more (on a 5-point scale).
2. Average scores for program satisfaction by the graduates 12-18 months after graduation are 4.00 or more, on a 5-point scale, before 2004-05 and 3.00 or more on a 4-point scale for 2004-05.
3. Employers are satisfied with the graduates performance as evidenced by a cut score of 3.00 or above on the items on the Employer Survey.

PROCESS					IMPLEMENTATION	
Component	Where Documents/ Information is found	Person Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data	Actions for Program Development, Maintenance (M) or Revision (R)
Students' satisfaction upon completing the program	Results of Student Survey	Dean of Nursing Faculty Nursing Manager	Annual	Analysis of results of Student Satisfaction Survey	Average scores for years 2002-03 to 2005-06 are above 3.00 LOA: #1 Met	Maintain
Program satisfaction average scores by graduates on the Graduate Survey	Graduate Survey records	Dean of Nursing Faculty	Annual	Analysis of results of Graduate Survey	Average scores on Graduate Survey are above 4.00 before 2004-05 and above 3.00 for 2004-05. LOA: #2 Met	Maintain
Program satisfaction by employers	Employer Survey Records	Dean of Nursing Faculty	Annual	Analysis of results of Employer Survey	Average scores on Employer Survey are above 3.00 on all items. LOA: #3 Met	Maintain