

NHTI – Concord’s Community College

Academic Department Program Review

Academic Department: NURSING Date: 07-07-20

Submitted by: Mary Jean Byer, Nursing Department Chair

I. DEPARTMENT OVERVIEW

*Include a brief description of the program addressing alignment with NHTI Mission, Educated Person Statement, and strategic plan. **

*For the Academic Year 19-20, alignment with the strategic plan is not expected.

A. Mission Statement

1. Alignment of department mission with NHTI Mission, Vision, Values (MVV)

The program of nursing has a clear philosophy and program competencies/program student learning outcomes/role-specific graduate competencies, which are found in the ADN Student Handbook. They are appropriate to postsecondary and higher education in nursing and are congruent with the College’s MVV Statement and Educated Person Statement of Philosophy. The common values of learning and engagement are examples of preparing graduates for participation in life-long learning and career advancement as well as qualifying as collaborative members of the interdisciplinary health care team to meet the needs of a diverse community in an evolving world. Graduates receive the degree of Associate in Science with a major in Nursing and are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). See Table I.A for congruency between NHTI MVV and Nursing Philosophy.

The NHTI Educated Person Statement of Philosophy: “Acknowledging that students will not only be workers but also citizens, family members, consumers, and life-long learners in a democratic society, NHTI integrates academic, technical, experiential, and work-based learning, grounded in a general education core, to prepare graduates with the knowledge and skills for successful engagement in their communities, the workplace, and all of their life roles and educational and career endeavors.” While our students learn not only the technical theory and practice which will make them successful in their work, they also learn to analyze those ideas and values which will enable them to participate fully in the culture of their community. With this philosophy as a guide, the College commits to stressing the acquisition of knowledge, attitudes/values and skills. Nursing Program Student Learning Outcomes maintain congruency with the outcomes of the educated person as noted in Table I.B.

**Table I.A
Congruency Between NHTI Mission and Nursing Philosophy**

NHTI Mission/Vision/Values Statement	ADN Program Philosophy
WE ARE ALL TEACHERS; WE ARE ALL LEARNERS	
<p><u>MISSION</u> NHTI is a dynamic public institution of higher learning providing accessible, rigorous education, serving students, businesses, and the community by creating pathways for lifelong learning, career advancement, and civic engagement.</p>	<p>NHTI-Concord’s Community College emphasizes quality, rigorous education, which reflects contemporary principles and practice. The Department of Nursing is an integral part of NHTI-Concord’s Community College and accepts the mission, vision, and values of the College. The goal of the Nursing Department is to prepare graduates to qualify as collaborative members of the interdisciplinary health care team to meet the needs of a diverse community in an evolving world.</p>
<p><u>VISION</u> By strengthening and expanding partnerships across the education and business spectrum, NHTI will create an environment that fosters innovative teaching and learning, supports economic vitality, and meets the needs of a diverse community of global citizens.</p>	
<p><u>VALUES</u> These values support our Mission and Vision:</p> <p>Learning We foster intellectual curiosity and the application of knowledge to promote lifelong critical and creative thinking.</p>	<p>The faculty believes that nursing is a scholarly profession and practice-based discipline built upon the dual components of science and art. Nursing knowledge combined with a liberal arts education prepares the graduate to enter the practice of nursing. Through the educational process, the student develops a specific knowledge base related to competencies, critical thinking, clinical reasoning, and humanistic values essential to nursing.</p> <p>Nursing is an applied science and caring art. It is a person-centered, intellectual and an interactive discipline whose goal is the promotion, maintenance, or restoration of health or the support during the end of life process. The nursing process serves as a foundation for clinical reasoning and evidence-based practice.</p>

**Table I.A
Congruency Between NHTI Mission and Nursing Philosophy**

NHTI Mission/Vision/Values Statement	ADN Program Philosophy
WE ARE ALL TEACHERS; WE ARE ALL LEARNERS	
<p>VALUES These values support our Mission and Vision:</p> <p>Learning (continued) We foster intellectual curiosity and the application of knowledge to promote lifelong critical and creative thinking.</p>	<p>The interactive process of teaching/learning is directed toward producing changes in the cognitive, affective, and psychomotor behavior of the student.</p> <p>The Associate Degree graduate nurse is prepared for participation in life-long learning and career advancement.</p>
<p>Mutual Respect We encourage an environment in which civility, humor, kindness, and collegiality cultivate an open exchange of ideas.</p>	<p>Learning is most effective in an environment that promotes mutual respect and when planned in a sequence from simple to complex with consideration of individual learning abilities. The student maintains primary responsibility for learning. This responsibility includes active participation in the learning experience and development of knowledge, attitudes, and skills necessary to provide holistic and culturally-sensitive patient-centered care. The faculty facilitates student success in the learning process by creating a learning experience that fosters innovative teaching and learning, supports and enhances student development, promotes the use of institutional resources, and encourages civic engagement.</p>
<p>Engagement We actively seek interaction, collaboration, and partnership with individuals, businesses, and community organizations for mutual enrichment in a diverse community and global economy.</p>	<p>Utilizing critical thinking, the nurse designs and implements a nursing system to meet the self-care requirements in collaboration with the patient and the health care team to ensure continuity of care. The art of nursing is based on caring and respect for human dignity. Effective therapeutic and collegial communication is needed to enhance health outcomes.</p>

**Table I.A
Congruency Between NHTI Mission and Nursing Philosophy**

NHTI Mission/Vision/Values Statement		ADN Program Philosophy
WE ARE ALL TEACHERS, WE ARE ALL LEARNERS		
Engagement (continued)	We actively seek interaction, collaboration, and partnership with individuals, businesses, and community organizations for mutual enrichment in a diverse community and global economy.	Nursing care is provided and accomplished through independent, interdependent, collaborative practice and delegation. The Associate Degree nurse functions in a variety of settings as a professional and collaborative member of the health care team. The emphasis of this nursing practice is to provide holistic and culturally-sensitive patient-centered care for those with commonly occurring illnesses in diverse populations.
Accountability	We are committed to individual and institutional responsibility in the stewardship of our human, physical, and fiscal resources.	The nurse will advocate and utilize microsystem resources to provide care that is of optimal quality and value. This care is based upon evidence-based practice, information technology skills, quality improvement processes, and patient safety standards. The student maintains primary responsibility for learning. The nurse demonstrates accountability for standard-based nursing care given by self and delegated to others adhering to professional, ethical, and legal standards within nursing.
Innovation	We support responsible risk-taking and the pursuit of new ideas to thrive in an evolving world.	The nurse will advocate and utilize microsystem resources to provide care that is of optimal quality and value. This care is based upon evidence-based practice, information technology skills, quality improvement processes, and patient safety standards. The faculty facilitates student success in the learning process by creating a learning experience that fosters innovative teaching and learning, supports and enhances student development, promotes the use of institutional resources, and encourages civic engagement.

**Table I.A
Congruency Between NHTI Mission and Nursing Philosophy**

NHTI Mission/Vision/Values Statement		ADN Program Philosophy
WE ARE ALL TEACHERS; WE ARE ALL LEARNERS		
Integrity	We expect all members of the college community to demonstrate fairness, honesty, and ethical behavior in all of their actions and interactions.	<p>Through the educational process, the student develops a specific knowledge base related to competencies, critical thinking, clinical reasoning, and humanistic values essential to nursing.</p> <p>The faculty believes that a person is a unique, complex being with inherent dignity, worth, and the right to respect and self-determination.</p> <p>The Associate Degree nurse functions in a variety of settings as a professional and collaborative member of the health care team. The nurse demonstrates accountability for standard-based nursing care given by self and delegated to others adhering to professional, ethical and legal standards within nursing.</p> <p><i>Faculty Approved: 09/20/89</i> <i>Revised: 04/12/11; 03/10/14; 08/27/14</i> <i>Reviewed: 03/22/05; 10/22/18</i></p>
<i>Revised: Fall 2013</i>		

NHTI Educated Person Philosophy Statement and Institutional Learning Outcomes*

Acknowledging that students will not only be workers, but also citizens, family members, consumers, and life-long learners in a democratic society, NHTI – Concord’s Community College integrates academic, technical, experiential, and work-based learning, grounded in a general education core, to prepare graduates with the knowledge and skills for successful engagement in their communities, the workplace, and all of their life roles and educational and career endeavors. Therefore, we commit ourselves to educating graduates to be:

Table I.B Congruency Between NHTI Institutional Learning Outcomes and Nursing Program Student Learning Outcomes	
NHTI Institutional Learning Outcomes*	Nursing Program Student Learning Outcomes/NURS 215 Competencies/Role-Specific Graduate Competencies
<p>1. Knowledgeable of Human Cultures and the Physical and Natural World Graduates evaluate the effects of historical trends and events on institutions and social systems; demonstrate respect for and understanding of diverse ideas and modes of expression as conveyed through the humanities.</p>	<p>2. Incorporate principles and concepts from nursing knowledge and liberal arts education utilizing critical thinking, clinical reasoning, and humanistic values.</p> <p>4. Evaluate effective therapeutic and collegial communication needed to enhance health outcomes.</p> <p>6. Create an optimal environment for the patient utilizing microsystem resources, evidence-based practice, quality improvement processes, and patient safety standards.</p>
<p>2. Thinkers, Problem Solvers, and Innovators Graduates evaluate and apply information rationally and consistently to guide decision-making. They apply critical and creative thinking skills to the analysis of problems; demonstrate scientific thought, both quantitatively and qualitatively, by evaluating human and technical problems; generate ideas by consolidating knowledge; and reflect critically on their learning.</p>	<p>1. Utilize the nursing process, clinical reasoning, and evidence-based practice to design, implement, and evaluate care focusing on the self-care requirements for the patient with commonly occurring illness.</p> <p>2. Incorporate principles and concepts from nursing knowledge and liberal arts education utilizing critical thinking, clinical reasoning, and humanistic values.</p> <p>3. Design and implement a plan of care in collaboration with the patient and health care team with a focus on wholly compensatory nursing system.</p>

**Table I.B
Congruency Between NHTI Institutional Learning Outcomes and
Nursing Program Student Learning Outcomes**

NHTI Institutional Learning Outcomes*	Nursing Program Student Learning Outcomes/NURS 215 Competencies/Role-Specific Graduate Competencies
<p>2. Thinkers, Problem Solvers, and Innovators (continued) Graduates evaluate and apply information rationally and consistently to guide decision-making. They apply critical and creative thinking skills to the analysis of problems; demonstrate scientific thought, both quantitatively and qualitatively, by evaluating human and technical problems; generate ideas by consolidating knowledge; and reflect critically on their learning.</p>	<p>5. Manage nursing care directly and/or through delegation for the patient with a range of self-care deficits throughout the life cycle.</p> <p>6. Create an optimal environment for the patient utilizing microsystem resources, evidence-based practice, quality improvement processes, and patient safety standards.</p>
<p>3. Collaborators Graduates demonstrate cultural competence, work effectively in teams, and can negotiate and manage conflict; they demonstrate constructive engagement with diverse populations and viewpoints; they exhibit empathy in their work with others and demonstrate the ability to motivate and/or follow others.</p>	<p>3. Design and implement a plan of care in collaboration with the patient and health care team with a focus on wholly compensatory nursing system.</p> <p>4. Evaluate effective therapeutic and collegial communication needed to enhance health outcomes.</p> <p>7. Establish a caring relationship with the patient to provide holistic and culturally-sensitive nursing care throughout the life cycle.</p>
<p>4. Communicators Graduates are active listeners and respond constructively; they read, write, speak, listen and present on a level that facilitates engagement with others.</p>	<p>2. Incorporate principles and concepts from nursing knowledge and liberal arts education utilizing critical thinking, clinical reasoning, and humanistic values.</p> <p>4. Evaluate effective therapeutic and collegial communication needed to enhance health outcomes.</p>
<p>5. Principled and Ethical Citizens Graduates make reasoned, ethical decisions and learn from their mistakes; they demonstrate the values of integrity, responsibility, perseverance, and tolerance of ambiguity.</p>	<p>7. Establish a caring relationship with the patient to provide holistic and culturally-sensitive nursing care throughout the life cycle.</p> <p>8. Demonstrate accountability for standard-based nursing care given by self and delegated to others adhering to professional, ethical and legal standards within nursing.</p>

Table I.B Congruency Between NHTI Institutional Learning Outcomes and Nursing Program Student Learning Outcomes	
NHTI Institutional Learning Outcomes*	Nursing Program Student Learning Outcomes/NURS 215 Competencies/Role-Specific Graduate Competencies
<p>6. Career-Ready Professionals Graduates are able to organize and prioritize their work; they translate acquired knowledge and skills to real world applications, are competent in the use of technology and mathematical/numerical operations, actively develop strategies for continuous improvement in the areas of time management, documentation, self-evaluation, self-determination, and personal and professional growth.</p> <p>*Each outcome listed is of equal importance.</p> <p>Revision Approved 12-06-19</p>	<p>1. Utilize the nursing process, clinical reasoning, and evidence-based practice to design, implement, and evaluate care focusing on the self-care requirements for the patient with commonly occurring illness.</p> <p>2. Incorporate principles and concepts from nursing knowledge and liberal arts education utilizing critical thinking, clinical reasoning, and humanistic values.</p> <p>5. Manage nursing care directly and/or through delegation for the patient with a range of self-care deficits throughout the life cycle.</p> <p>8. Demonstrate accountability for standard-based nursing care given by self and delegated to others adhering to professional, ethical and legal standards within nursing.</p>

Source: NHTI Educated Person Philosophy Statement and Institutional Learning Outcomes*; [Educated Person Statement of Philosophy](#); ADN Student Handbook

II. PROGRAM ASSESSMENT

This entire Program Assessment section reflects the department’s on-going efforts to continually improve the program by specifying and analyzing data gathered from assessment tools, and outcome measures overall. Describe how program learning outcomes link to the Educated Person Statement.

- A. Program Concerns (may summarize elements of section IV, as well as include progress on previously identified concerns, academic, programmatic, structural, etc.).
 - Lack of experienced faculty: in August 2019, we hired two (2) new faculty; 64% of our full-time faculty are novice to advanced beginner educators. They need to be oriented and mentored for the transition from expert clinician to the nurse educator role. There is a limited amount of expert faculty to facilitate this process. We have 11 full-time faculty:
 - 2/11 (18%) have > 10 years’ experience
 - 2/11 (18%) have 6-7 years’ experience
 - 2/11 (18%) have 1.5-3 years’ experience
 - 5/11 (46%) have 0-1-year experience

- Need to hire an Executive Secretary as soon as possible; Ruth Finch resigned and relocated in February 2020;
- Need Nursing Department budget line item for faculty professional development to attend conferences and out-of-state travel. This was cited in our 2016 ACEN Accreditation Site Visit. We currently have access to Nurse Tim Online Webinars.
- Rapidly changing expectations for nursing practice and education; still waiting approval and requirements from hospitals/clinical agencies regarding the return of students in fall 2020 due to COVID-19;
- NCLEX licensing exam changing to reflect enhanced clinical judgement, “The Next Gen NCLEX”;
- 2020 Graduates have late (after August) 2020 NCLEX testing dates due to closure of Pearson Vue sites from COVID-19; statistics show that the longer a student waits to test, the lesser the probability of passing the NCLEX on the first attempt which is one of the criteria in which the program is evaluated by the NH Board of Nursing and ACEN;
- Lack of qualified students for generic and LPN-RN completion options; competition with other CCSNH nursing programs (go through waitlist);
- Students have many personal issues affecting attrition and retention;
- Need consistent college distribution of all course and all faculty (FT and adjunct) clinical/classroom evaluations that are done each semester for program improvement;

B. Program Enrollment/Persistence/Retention/Completion (**information from Institutional Research Office**, ideally this information will be distributed immediately upon the end of the spring semester).

Data provided by Gary Gonthier: 05-26-20

Department	Registered Fall 2019	Registered Spring 20* (persistence)		Registered Fall 20* (retention)		Graduated AY2019 **
Nursing						
NUCO	8	5	62.5%			6
NURS	122	93	76.2%	57	78.0%	51
Nursing Total	130	98	75.4%	57	78.0%	57

* % is less graduates

*Fall 2019 Cohort

- C. Program Learning Outcomes-Program Learning Outcomes (use LOA form and steps 1-7). *Accredited programs may substitute current program-specific accreditation forms for this section only.*
- Every May, the entire faculty have three (3) planned working days as a group, after final exams, to complete the program's Systematic Plan for Evaluation (SPE) which evaluates students' expected level of achievement for each end-of-program student learning outcome (EPSLO). Appropriate direct and indirect assessment method(s) such as exam grades, ATI Proctored Assessments, Clinical Performance Evaluation, Final Exam Questions, and Senior Exit Survey are utilized for each EPSLO. This year, May 12-14 was planned for the SPE completion, analysis and action plan. However, CCSNH abruptly changed the last day of faculty responsibility to May 12 due to work that was completed over March break because of COVID-19, and the SPE was only partially completed. Some data has been collected. However, we need to further collect and analyze data to measure achievement of each EPSLO for AY2020.

Learning Outcome Analysis – AY: '2019 - ' _2020

To be submitted with the Annual Departmental Report. Complete one form for each Program Learning Outcome reviewed and analyzed.

EPSLO #2 review and analysis below.

Systematic Program Evaluation (SPE)

End-of-program Student Learning Outcomes and Program Outcomes

PLAN				IMPLEMENTATION	
Component	Assessment Method(s)*	Expected Level(s) of Achievement	Data Collection and Assessment Frequency; Responsible Party	Results of Data Collection Including actual level(s) of achievement	Analysis and Actions for Program Development, Maintenance, or Revision
<p>EPSLO and correlating concepts in the nursing program</p> <p>*Clinical Performance Objectives used to assess achievement of the EPSLO's in parentheses.</p>	<p>Direct:</p> <ol style="list-style-type: none"> 1. ATI Assessment 2. Clinical Performance Evaluation 3. Final Exam <p>Indirect:</p> <ol style="list-style-type: none"> 4. Student Survey 				
<p>EPSLO #2: Incorporate principles and concepts from nursing knowledge and liberal arts education utilizing critical thinking, clinical reasoning, and humanistic values.</p> <p>Concept(s) in Curriculum:</p> <p>Nursing Knowledge: (CPO 2.1; 2.8) {liberal arts}; Critical Thinking: (CPO 2.2) Clinical Reasoning: (CPO 2.6) Information Technology: (CPO 2.3; 2.4; 2.5; 2.7)</p>	<p>NURS 215: ATI Comprehensive Predictor- Clinical Judgment/Critical Thinking</p>	<p>ELA: The cohort average will be at least 75% or higher on the clinical judgement/critical thinking content area of the ATI Comprehensive Predictor (initial and or retake assessment)</p>	<p>Yearly in May</p> <p>Total Faculty</p> <p>Curriculum & Evaluation Committee</p>	<p>2020: Class of 2020 Seniors- N=58 Generic Option- N=52 LPN-RN Option- N=6</p> <p>ELA partially met.</p> <p>Aggregate score for all (144 attempts) Comprehensive Predictor "Practice" 2019 B is 84.5% for clinical judgment/critical thinking content areas.</p> <p>First attempt for exam #4 was a "Proctored" Comprehensive Predictor "Practice" Assessment 2019 B. Students were able to practice the assessment with a 24-hour lockout, as many times as they chose, prior to the actual practice assessment that counted for exam grade.</p> <p>Students only took the actual "Proctored" Comprehensive Predictor x1, during the week of final exams, due to COVID-19 and extra charge per student.</p>	<p>2020: Term Graduate changed to Seniors to include all students who participated prior to Graduation.</p> <p>Did not administer the ATI Critical Thinking Assessment; Entrance to NURS 115 in Fall 2019. Exit Assessment will not be administered in NURS 215 Spring 2021, due to ATI Representatives stating that the assessment is not a strong predictor and all ATI Proctored Assessments provide a score for clinical judgment/critical thinking.</p> <p>Data is not accurate or comparable between the "practice" and "proctored" assessments. Students were able to have several attempts on the "practice" assessment to achieve a score of 84.5% that exceeded the ELA. The "proctored" assessment score of 73.4% was below the ELA benchmark. They did not have opportunity to retake a proctored assessment.</p>

				Aggregate score for Proctorio Proctored Comprehensive Predictor is 73.4% for clinical judgment/critical thinking content areas. One (1) student did not take due to personal reasons.	Continue to monitor for Class 2021; trend data, and make program changes as needed based on data. Seniors need opportunity to take Comprehensive Predictor twice in 2021.
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Systematic Program Evaluation (SPE)

End-of-program Student Learning Outcomes and Program Outcomes

PLAN				IMPLEMENTATION	
Component	Assessment Method(s)*	Expected Level(s) of Achievement	Data Collection and Assessment Frequency; Responsible Party	Results of Data Collection Including actual level(s) of achievement	Analysis and Actions for Program Development, Maintenance, or Revision
<p>EPSLO and correlating concepts in the nursing program</p> <p>*Clinical Performance Objectives used to assess achievement of the EPSLO's in parentheses.</p>	<p>Direct:</p> <ol style="list-style-type: none"> 1. ATI Assessment 2. Clinical Performance Evaluation 3. Final Exam <p>Indirect:</p> <ol style="list-style-type: none"> 4. Student Survey 				
<p>EPSLO #2: Incorporate principles and concepts from nursing knowledge and liberal arts education utilizing critical thinking, clinical reasoning, and humanistic values.</p> <p>Concept(s) in Curriculum:</p> <p>Nursing Knowledge: (CPO 2.1; 2.8) {liberal arts}; Critical Thinking: (CPO 2.2) Clinical Reasoning: (CPO 2.6) Information Technology: (CPO 2.3; 2.4; 2.5; 2.7)</p>	<p>NURS 215: ATI Comprehensive Predictor-Information Technology</p>	<p>ELA: The cohort average will be at least 75% or higher on the Information Technology content area of the ATI Comprehensive Predictor (initial and or retake assessment)</p>	<p>Yearly in May</p> <p>Total Faculty</p> <p>Curriculum & Evaluation Committee</p>	<p>2020: Class of 2020 Seniors- N=58 Generic Option- N=52 LPN-RN Option- N=6</p> <p>ELA not met.</p> <p>Aggregate score for all (144 attempts) Comprehensive Predictor "Practice" 2019 B is not available; NO QSEN Informatics content area.</p> <p>First attempt for exam #4 was a "Proctored" Comprehensive Predictor "Practice" Assessment 2019 B. Students were able to practice the assessment with a 24-hour lockout, as many times as they chose, prior to the actual practice assessment that counted for exam grade.</p> <p>Students only took the actual "Proctored" Comprehensive Predictor x1, during the week of final exams, due to COVID-19 and extra charge per student.</p>	<p>2020: In 2019, data reviewed, increase ELA to 75% from 72% for 2020 because there was increased exposure to and utilization of Information technology increased in Senior Capstone. New EHR system at Concord Hospital, Electronic tracking board at CMC implemented.</p> <p>COVID-19: 3/23/2020-5/1/2020 all clinical/classroom converted to online distance learning secondary to social distancing. The following clinical learning activities were utilized:</p> <ol style="list-style-type: none"> 1. ATI Real Life Scenarios 2. ATI Focused Reviews 3. Swift River/Nurse Think Dosage Calculation/Math Refresher/Med Pass 4. Swift River/Nurse Think Virtual Patients 5. Swift River/Nurse Think ED Patient Triage 5. ISMP Adult IV Medication Safe Practice 6. Unresponsive Patient Home Setting 7. MCI 8. Weekly Discussion Board 9. Post Conference Debrief 10. Capstone

				<p>Aggregate score for Proctorio Proctored Comprehensive Predictor is 57.6% for QSEN Informatics content area. One (1) student did not take due to personal reasons.</p> <p>Student Scores based upon option to take Comp. Predictor x2: 2017: 75.5-77.3%; ELA 72% 2018: 72.5 - 75%; ELA 72% 2019: 65.8-81.4%; ELA ↑ to 75%</p> <p>Student Scores Practice and Proctored Comp. Predictor: 2020: Practice- no scores available 2020: Proctored- 57.6%</p>	<p>Need to review 2020 ATI Scores in detail upon return to campus in Fall 2020.</p> <p>Continue with ELA 75% and monitor results for 2021. Questionable impact from COVID and last assessment of the semester. Consider Senior Capstone Information Technology requirements as a method of assessment.</p>
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Systematic Program Evaluation (SPE)

End-of-program Student Learning Outcomes and Program Outcomes

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Component	Assessment Method(s)*	Expected Level(s) of Achievement	Data Collection and Assessment Frequency; Responsible Party	Results of Data Collection Including actual level(s) of achievement	Analysis and Actions for Program Development, Maintenance, or Revision
<p>EPSLO and correlating concepts in the nursing program</p> <p>*Clinical Performance Objectives used to assess achievement of the EPSLO's in parentheses.</p>	<p>Direct:</p> <ol style="list-style-type: none"> 1. ATI Assessment 2. Clinical Performance Evaluation 3. Final Exam <p>Indirect:</p> <ol style="list-style-type: none"> 4. Student Survey 				
<p>EPSLO #2: Incorporate principles and concepts from nursing knowledge and liberal arts education utilizing critical thinking, clinical reasoning, and humanistic values.</p> <p>Concept(s) in Curriculum:</p> <p>Nursing Knowledge: (CPO 2.1; 2.8) {liberal arts}; Critical Thinking: (CPO 2.2) Clinical Reasoning: (CPO 2.6) Information Technology: (CPO 2.3; 2.4; 2.5; 2.7)</p>	<p>NURS 215: Clinical Performance Evaluation Tool see 1st column for where EPSLO's concepts are reflected in clinical evaluation tool.</p>	<p>ELA: 98% of students will receive a "Pass" on all Clinical Performance Objectives for EPSOL # 2 at the end of semester</p>	<p>Yearly in May</p> <p>Total Faculty</p> <p>Curriculum & Evaluation Committee</p>	<p>2020: Class of 2020 Seniors- N=58 Generic Option- N=52 LPN-RN Option- N=6</p> <p>ELA met.</p> <p>100% of students did receive a "Pass" on all Clinical Performance Objectives for EPSOL # 2 at the end of semester.</p> <p>Hands on direct patient care clinical experiences converted to distance learning with alternative clinical learning experiences from March 23-May 1, 2020 due to COVID-19.</p>	<p>2020: All courses mapped alternative distance clinical learning activities to clinical performance objectives to reflect new assignments to meet clinical objectives. Zoom used for clinical conferences. Canvas discussion boards implemented weekly.</p> <p>Continue to collect and analyze data.</p>

Systematic Program Evaluation (SPE)

End-of-program Student Learning Outcomes and Program Outcomes

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<p>EPSLO and correlating concepts in the nursing program</p> <p>*Clinical Performance Objectives used to assess achievement of the EPSLO's in parentheses.</p>	<p>Direct:</p> <ol style="list-style-type: none"> 1. ATI Assessment 2. Clinical Performance Evaluation 3. Final Exam <p>Indirect:</p> <ol style="list-style-type: none"> 4. Student Survey 				
<p>EPSLO #2: Incorporate principles and concepts from nursing knowledge and liberal arts education utilizing critical thinking, clinical reasoning, and humanistic values.</p> <p>Concept(s) in Curriculum:</p> <p>Nursing Knowledge: (CPO 2.1; 2.8) {liberal arts}; Critical Thinking: (CPO 2.2) Clinical Reasoning: (CPO 2.6) Information Technology: (CPO 2.3; 2.4; 2.5; 2.7)</p>	<p>NURS 215: Final Exam</p>	<p>ELA: 95% of students will achieve 74% or higher on the critical thinking, clinical reasoning (Competency #2) content area as reflected in our exam map and item analysis on the final exam</p>	<p>Yearly in May</p> <p>Total Faculty</p> <p>Curriculum & Evaluation Committee</p>	<p>2020: Class of 2020 Seniors- N=58 Generic Option- N=52 LPN-RN Option- N=6</p> <p>Unable to assess ELA.</p> <p>No data available due to COVID-19 and CCSNH abruptly changed last day of faculty responsibility to May 12. The 3 planned working days were cancelled.</p> <p>Faculty did not have access to "N" drive where exam bank data is stored in Diploma Software. M. Lambert, NURS 215 Course Coordinator, needs to calculate total number of final exam questions r/t EPSLO #2 for end of semester report.</p> <p>Exams given during COVID-19 were via Canvas, which does not allow for categorizing exam questions by EPSLO.</p>	<p>2020: Need data for total number of EPSLO #2 questions on Final Exam.</p> <p>Complete upon return to campus in Fall 2020 with access to "N" drive. Look up question category in Diploma Software.</p>

Systematic Program Evaluation (SPE)

End-of-program Student Learning Outcomes and Program Outcomes

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Component	Assessment Method(s)*	Expected Level(s) of Achievement	Data Collection and Assessment Frequency; Responsible Party	Results of Data Collection Including actual level(s) of achievement	Analysis and Actions for Program Development, Maintenance, or Revision
<p>EPSLO and correlating concepts in the nursing program</p> <p>*Clinical Performance Objectives used to assess achievement of the EPSLO's in parentheses.</p>	<p>Direct:</p> <ol style="list-style-type: none"> 1. ATI Assessments 2. Clinical Performance Evaluation 3. Final Exam <p>Indirect:</p> <ol style="list-style-type: none"> 4. Student Survey 				
<p>EPSLO #2: Incorporate principles and concepts from nursing knowledge and liberal arts education utilizing critical thinking, clinical reasoning, and humanistic values.</p> <p>Concept(s) in Curriculum:</p> <p>Nursing Knowledge: (CPO 2.1; 2.8) {liberal arts}; Critical Thinking: (CPO 2.2) Clinical Reasoning: (CPO 2.6) Information Technology: (CPO 2.3; 2.4; 2.5; 2.7)</p>	<p>NURS 215: Senior Exit Survey</p>	<p>ELA: 95% of students will agree or strongly agree that they achieved EPSLO #2.</p>	<p>Yearly in May</p> <p>Total Faculty</p> <p>Curriculum & Evaluation Committee</p>	<p>2020: Class of 2020 Seniors- N=58 Generic Option- N=52 LPN-RN Option- N=6</p> <p>ELA Met.</p> <p>100% (58/58) response rate via Survey Monkey. 100% strongly agreed or agreed they achieved EPSLO #2.</p>	<p>2020: Survey changed from paper to Survey Monkey due to COVID-19.</p> <p>Continue to administer Senior Exit Survey via Survey Monkey in NURS 215 in May 2021. Monitor results and keep ELA the same.</p>

Curriculum Actions: Curriculum is regularly reviewed to ensure integrity, rigor and currency to support the achievement of the end-of-program student learning outcomes and program outcomes. It reflects the most commonly occurring health deviations, evidence-based practice and is consistent with safe practice in contemporary healthcare environments.

	Title	Addition/ Elimination	Term of Action/ Implementation
Courses	No nursing courses changed; updated content and learning activities		
Programs -Assoc. Degree	Nursing		
Certificates	N/A		

- Linked the nursing end-of-program student learning outcomes with the revised Educated Person Statement of Philosophy and Institutional Outcomes (revised 12-06-19)
- Identified specific medications on the Created a Medication Grid with specific medications to be taught in each nursing course across the curriculum; will supplement the teaching content outlines
- Begin introduction of labs in Fall 2020 for NURS 115; Lab trending sheet created for NURS 115
- Focused Safety Assessment revised for all courses
- ATI Nurse Logic Prioritization Modules integrated into curriculum
- CRC Teaching Outlines- updated and revised for consistency across all courses
- CRC Skills Competency Checkoff Day- implemented a skills check off day for NURS 116/117 Freshmen students in Spring 2020
- Revised Exam Wrapper to highlight number of hours spent studying for exam
- Clinical Performance Competency Warning and Competency Warning Policy revised
- Attendance Policy revised due to excessive class and clinical absences (1-2020)
- Withdrawal for Medical Illness/Personal Leave Policy revised
- Clinical Evaluation Tools updated to include “Distance education, a method of instructional delivery, occurred for all clinical learning experiences from March 23 to May 1, 2020 due to the Novel Coronavirus (COVID-19) pandemic.” All courses mapped alternative distance clinical learning activities to clinical performance objectives to reflect new assignments to meet clinical objectives. Zoom used for clinical conferences. Canvas discussion boards implemented weekly.
- NHBON Report- On time completion rates: 2018- 37.5%; 2019- 63%; 2020- 63%
- May 12-14, 2020 Faculty Working Days to complete Systematic Plan for Evaluation (SPE)- cancelled due to CCSNH changing last day of faculty responsibility to May 12 due to work that was completed over March break because of COVID-19; need to further collect and analyze data to measure end-of-program student learning outcomes for AY2020.

Accreditation Status:

Degree Program	Accreditation Body	Accreditation Status	Accreditation Year/Term-last	Accreditation Year/Term-Next
Nursing Associate Degree <ul style="list-style-type: none">• Generic Option• LPN to RN Completion Option	New Hampshire Board of Nursing (NHBON)	Full approval for 8 years	Spring 2016	Spring 2024
	Accreditation Commission for Education in Nursing (ACEN)	Continuing accreditation	Spring 2016	Fall 2024

D. Research and Application

1. Survey data (*assurance of program relevancy, responsive to industry demands, graduate surveys, employer surveys, interviews, etc.*)

The nursing program utilizes a variety of student surveys to measure achievement of student learning outcomes in every course. This is in addition to course evaluations which are distributed by the college. Faculty also obtain anecdotal data from students, staff nurses, general education faculty, etc.

NURS 115 Surveys:

- Smart Start
- Course Competency Achievement
- Clinical Learning Activities
- CRC Learning Activities
- Nursing Student Learning Resources

NURS 116/117 Surveys:

- Course Competency Achievement
- Clinical Learning Activities
- Nursing Student Learning Resources
- Student Success Survey (new Spring 2020 due to COVID impact)
 - NURS 116- 84% response rate (26/31) / NURS 117- 72% response rate (23/32)
 - 5%/26% worked more than recommended 20 hrs per week or less
 - 41%/61% agreed to work extra shifts due to COVID
 - 58%/50% work 3 or more days per week
 - 15%/17% impacted by someone who had COVID
 - 65%/39% have family obligations that affect ability to study
 - 38%/13% had to home school children during pandemic
 - 73%/52% sleeping at least 6 hours per night
 - 76%/82% attended online classes regularly; NURS 116 faculty recorded attendance rate decreased to ~32-51 % after April 13; NURS 117 faculty recorded attendance rate remained about 70%
 - 58%/83% skim textbook chapters; 23%/4% don't read
 - 26%/17% study less than recommended 20 hours per week; 42%/39% study over 20 hours per week
 - 65%/43% using ATI Nurse Logic: test-taking strategies or priority setting frameworks
 - 73%/65% felt adequately prepared on their exam
 - 75%/81% identified difficulty choosing between 2 answers on exam after exam review
 - Most effective way to get help from faculty- 46%/17% email, 11%/30% Zoom meeting 1 on 1, 15%/22% Post Conference, 4%/17% did not seek extra help, 0%/0% virtual office hours, 0%/0% discussion boards

NURS 215 Surveys:

- Senior Exit Survey
- Graduate Survey (6-9 months after graduation)
- Class attendance rate remained consistent at 87% during COVID

2. Data from examples of high-impact practices. *Resources for High Impact Practices are available at (Association of American Colleges and Universities, [High-Impact Educational Practices](#)).*

Instructional Practices to Support Engagement & Deep Learning

High Impact Practice	Ongoing, Plans to Introduce, and Plans to Scale Up
Collaborative Assignments and Projects	NURS 215 Senior Capstone Project provided opportunity for students to work together, develop teamwork and collaboration, write a scholarly paper, create an innovative teaching tool, and present their project to peers, faculty and the community. Will continue. Student also create their own study groups.
Diversity/Global Learning	NURS 115/116/117/178 Diversity Assessment- includes behaviors associated with culture, religion/spirituality, developmental level; included with NURS 215 Senior Capstone; also included in Functional Health Patterns Assessment Tool. Will continue.
Portfolios	All students are required to maintain a clinical portfolio throughout the program. Students collect their best work and share with faculty at the beginning of each clinical rotation. Also, may be used with advising and remediation. Would like to integrate an ePortfolio in the future.
Service Learning	Rising seniors are usually given the opportunity to participate in NHTI Campus-wide TB clinics over the summer and Flu/Immunization clinics in the fall. Cancelled summer 2020 due to COVID-19. Students did participate in Fall 2019. Student Nurses' Association Mentor Mentee Program encourages students to actively participate in the campus Wellness Fair in April. Cancelled April 2020 due to COVID-19. All students have clinical experiences with live patients to apply what they learned in hospitals and community clinical agency settings. Will continue.
Senior Capstone	NURS 215- Older Adults Transitions in Care. First implemented in 2019. In April 2020, due to COVID, students were able to work in groups remotely and present via Zoom to peers, faculty, and campus community. Facilitated culmination and achievement of all end-of-program student learning outcomes; development of skills such as self-sufficiency, communication, public speaking, information technology, teamwork and collaboration, use of the nursing process; and integration of geriatric theory. Includes: Self and Peer Evaluation for Group Participation, Discussion Board, Reflective Practice, Group Digital Presentation, Creative Teaching Tool, Professional Paper, Poster Presentation (optional for 2020 due to COVID). Will continue.

III. PARTNERSHIPS/Communities of Interest (list each)

Specify partnerships associated with the program, and how the partnerships enhance the program. Consider the impact of the partnerships on program effectiveness and/or student learning outcomes.

A. High School Partners

- Concord Regional Technical Center (CRTC)- Nursing faculty on their advisory board and their CRTC Teacher is on our Nursing Advisory Board
- Tours of CRC Lab- Concord Regional Technical Center, Huot Technical and Career Center, Admissions Allied Health Day, VT High School
- Assists with meeting Perkins' Career Development and Exploration: provides high school students with an opportunity for career exploration and development in Nursing through collaboration with Admissions Office; aid students in making informed plans and decisions about future education and career opportunities and programs of study; provides a method of recruitment for NHTI Nursing Program.

B. Community Partners

- Concord Hospital
- Catholic Medical Center
- New Hampshire Hospital
- Several community agencies for clinical experiences
- Meets ACEN Standard and Criterion #4.9 - Student clinical experiences and practice learning environments are evidence-based; reflect contemporary practice and nationally established patient health and safety goals; and support the achievement of the end-of-program student learning outcomes.
- Facilitates achievement of all clinical objectives and end-of-program student learning outcomes #1-8.

C. Advisory Boards

- The Advisory Board has not met in a year due to members retiring, passing away, moving.
- Two (2) faculty have volunteered to recruit new advisory members. In addition to some FT faculty being active in practice, four (4) adjuncts are practicing at Concord Hospital as Nurse Managers, Clinical Educators, and a staff nurse. They keep us informed of best practices and graduate needs. One of these adjuncts facilitates the new graduate orientation program. In addition, the education liaison at each hospital informs us of current best practices.
- Meets ACEN Standard and Criterion #1.3- Provide input into program processes and decision-making.
- Facilitates achievement of end-of-program student learning outcomes #2, 6, 8.

D. Cross-departmental Partnerships

- October 2019- Collaborated with a group of NHTI dental students to teach nursing students for their Interprofessional Education (IPE) project.
- March 2020- Collaborated with Dental program again for second IPE experience; done via Zoom.

- Meets ACEN Standard and Criterion #4.6- curriculum and instructional processes reflect interprofessional collaboration
- Facilitates achievement of end-of-program student learning outcomes #1, 2, 4, 6, 8.

E. Articulation Agreements, Academic Partnerships, Memorandums of Understanding

- Continued RN to BSN agreements with Granite State College, Southern New Hampshire University, Franklin Pierce University, Rivier University, and Chamberlain College
- Walden University ended MOU due to lack of NHTI students; Saint Joseph College of Maine ended MOU due to program closure
- Established two (2) new RN to BSN agreements with Aspen University and Salve Regina University (6-2020)
- Provides a seamless pathway for graduates to continue their nursing education as life-long learners; demonstrate accountability for standard-based nursing care given by self and delegated to others adhering to professional, ethical and legal standards within nursing.

IV. FACULTY AND STAFF

A. Department Organizational Chart/Narrative (include staffing changes and needs assessment)

The Nursing Department functions as one (1) educational unit with two (2) program options in the associate degree program: Generic/Traditional and LPN to RN Completion.

The Department Chair meets the requirements of both the ACEN and NHBON and guides and supports the work of the program. The nursing program does not utilize Program Coordinators; however, the program does utilize Course Coordinators who work collaboratively with the Nursing Department Chair and faculty. They assist the Nursing Department Chair with special curriculum administration each semester. There are four (4) Course Coordinators for NURS 115/116/117/215 and a Clinical Resource Center (CRC) Coordinator.

The Course Coordinator assumes additional responsibilities, in addition to their full-time instructional responsibilities. Each nursing course is team taught by 10-18 full-time and adjunct faculty. Theory is taught by full-time faculty and clinical experiences are supervised by full-time and adjunct faculty. Each class has a range of 32-72 students, depending on the course. The Course Coordinator is responsible for providing administrative oversight for their assigned course.

The Clinical Resource Center (CRC) Coordinator assumes additional responsibilities, in addition to their full-time instructional responsibilities. They are responsible for providing administrative oversight and managing the lab for the entire program. The Clinical Resource Center (CRC) is integrated throughout the curriculum. Students in NURS 115 learn their primary nursing skills and further apply their nursing knowledge and skills with high-fidelity simulations. Students in the other courses are able to participate in moderate and high-fidelity simulations during their assigned clinical days. The CRC is also utilized for students to practice and remediate skills as well as remediate clinical learning activities. The CRC Coordinator is responsible for collaborating with the Nursing Department Chair and faculty to ensure that the lab is prepared to promote student achievement of clinical objectives.

	Program (s): NURSING Generic option LPN-RN Completion option
Number of full-time faculty	
Fall 2019	11 – Kerri Goupil, Susan Kenna, Kelley Taylor, Molly Schlangen, Jennifer Brace, Kimberly Stewart, Rae Mello-Andrews, Margaret Lambert, Aleta Billadeau New Hires- Candace Knowlton, Barbara Laganieri
Spring 2020	11 – Kerri Goupil, Susan Kenna, Kelley Taylor, Molly Thomas, Jennifer Brace, Kimberly Stewart, Rae Mello-Andrews, Margaret Lambert, Aleta Billadeau, Candace Knowlton, Barbara Laganieri
Summer 2020	1- Mary Jean Byer
Number of part-time faculty	
Fall 2019	10- Brandi Adinolfo, Fely Gervero-Matillano, Kristina Dunn, Emily Marsh, Bonnie White, Louise Cushing, Beverly Young, Linda Tasker, Karen Tetreault, Kelley Zogopoulos
Spring 2020	9- Beverly Young, Kelley Zogopoulos, Kristina Dunn, Emily Marsh, Fely Gervero-Matillano, Deborah Irish, Deborah Manning Graff, Linda Tasker, Brandi Adinolfo
Summer 2020	0- NURS 178 cancelled due to COVID-19
Faculty Retirements/Resignations	2/2020- Ruth Finch, Executive Secretary, resigned after one year, moving to VT; hired part-time in 2/2019, after 15 months without a secretary who retired on 12/2017
Faculty/Staff Hires	8/2019: Barbara Laganieri (#C1R00213), Candace Knowlton (#C1R00215)
Faculty/Staffing needs	1 vacant Executive Secretary position , part-time; Position has been posted but not hired due to COVID-19 1 vacant budgeted full-time faculty position not posted (#C1R00214) med/surg; pediatrics 2-3 Adjunct faculty to teach clinical in fall 2020

B. Professional Development (include research and scholarship as well as needs assessment)

- 2019 CCSNH Symposium;
- Halius Safety Symposium, Behavioral Health Interventions: Recognizing and Responding to Mental Health Crisis in the Moment;
- UNH Conference- Nurse Tim Clinical Judgment and Next Gen NCLEX;
- Completed at least eight (8) NurseTim webinars;
- Teaching tips on each faculty meeting agenda;
- Created folder to share creative and evidence-based teaching tools on Nursing Department Canvas site;
- Three (3) faculty taking a free online simulation course over the summer, sponsored by George Washington University;
- In-person conference attendance at Saint Anselm College Nurse Educator Conference cancelled due to COVID-19; Two (2) faculty submitted a proposal and were approved for a poster presentation; they will present next year;

- April 2020: One (1) faculty applied to CCSNH IRB and was approved to conduct research from May-August 2020 to gather data about patients diagnosed with DIPNECH (Diffuse Idiopathic Pulmonary Neuroendocrine Cell Hyperplasia) a rare lung disease that affects mostly non-smoker women in their late 50s.

*Please see “Needs Assessment” under V.A.- Sustainability of Resources, Fiscal Program Budget.

V. SUSTAINABILITY OF RESOURCES

A. Fiscal Program Budget (provided by CFO in May): Data provided by Melanie Kirby on 07-01-20; Report negative operations in red.

Program	Operating Margin %	Operating Margin \$	Tuition Revenue	Fee Revenue	Total Revenue	Payroll Expenses	Equipment Expenses	Direct Expenses	Total Expenses
Nursing: 14NUR	-43.52%	-385,723	544,325	341,995	886,320	1,168,860.80		103,182.49	1,272,043.20
							Perkins		

- 39 Nursing Major Course credits = 55% of total program credits
- 32 Gen ED Course credits = 45% of total program credits

There is a line item for Nurse Tim Online Webinars, an annual expense (~\$800), for nursing faculty professional development. This online platform provides unlimited access to over 100 webinars for faculty to earn continuing education units to maintain RN licensure and to maintain evidence-based practices in teaching and clinical. This is an Accreditation Commission for Education in Nursing (ACEN) requirement. Faculty need to engage in going development, maintain expertise in their areas of responsibility, and teaching needs to reflect current best-practices and be evidence-based.

During our last 2016 ACEN Accreditation Site Visit, the only area needing development was Standard 5 Resources: “Ensure fiscal resources are sustainable and sufficient to ensure the achievement of the student learning outcomes and program outcomes.” The peer evaluators noted in the 2014-2015 and 2015-2016 budget for equipment, in-state travel, out-of-state travel, and staff development were purposefully left blank. There were no funds available for staff development and travel. This remains unchanged and is still an ACEN accreditation standard. Perkins funding is the only resource for equipment, travel, and professional development.

B. Physical Space

The nursing department is located to Grappone Hall. This building houses classrooms, faculty offices, and a state-of-the-art laboratory. The first floor of Grappone Hall has the Concord Orthopaedic Auditorium, which can accommodate 174 students, the Clinical Resource Center (CRC) simulation lab, and a student lounge. The second floor of Grappone Hall includes a main Nursing Office, which is where the Executive Secretary and Department Chair are located. There are six (6) nursing faculty offices, which are all shared by two faculty except for one. There is

also a copy room which includes document storage; Academic Advising Room; Trulson Conference Room for twenty-five (25) people; computer laboratory with one (1) instructor and twenty (20) student computers; one (1) thirty (30) seat classroom, a student study lounge, and two (2) storage closets. The Computer Laboratory is shared with other campus disciplines. The Course Coordinators and faculty can use the Advising Room when meeting with students to facilitate confidentiality. There is adequate space to maintain student privacy at all times when offering academic advising or discussing personal issues. The third floor has the William G. Simonton Lecture Hall that has room for fifty (50) students. The space is adequate for the Nursing classes. All of the nursing theory classes are held in either Grappone Hall or MacRury Hall.

The Clinical Resource Center includes one (1) faculty office, one (1) Skills Laboratory area and three (3) additional simulation suites with a control room and student viewing room. The viewing room is sometimes used for conference space. There is also a Clinical Resource Classroom adjacent to the Skills Laboratory area that is used for all scheduled nursing laboratory classes. It has twenty-five (25) desks and chairs, an instructor's desktop computer with projector, and a visual display monitor. At the front of the classroom there is a white board, LCD projector and screen, and desktop computer that allows for the instructor to access online resources and present lecture material efficiently. The overhead presenter, located at the podium, allows for the instructor to demonstrate fine motor skills and other tasks while it is projected onto the large projector screen for student viewing.

The Clinical Resource Center (CRC) Simulation has a large Skills Laboratory with advanced technologies. This includes a large room with eight (8) beds and a mannequin, a pyxis medication dispensing system, eight (8) laptops and scanners to administer medications; three (3) simulation rooms for infant, mother and adolescent/adult simulations; and a viewing room. The mannequins include a SimMan Essential™, SimMom, SimBaby with Laerdal LLEAP platforms; four (4) Nursing Annes Adults with brown, tan, white skin; a Nursing Anne child with black skin; two (2) Geri-Advanced Mannequins; and a Stat Baby Advanced.

C. Program Materials (may include age of equipment and anticipated replacement year)

The nursing equipment and upgrades have been purchased through Carl J. Perkins Grant funding or provided by donations. There is no money in the nursing budget to purchase large equipment. We have approximately a \$6000 budget per academic year. We do purchase disposable lab supplies for our CRC sim labs and Open Labs for practice.

The FY2020 Perkins Grant Needs Assessment and equipment requests have been submitted in May 2020 is awaiting a decision of acceptance. Requests have been submitted for the following equipment upgrades:

- Three (3) Alaris IV Infusion Pumps with three (3) Modules
- Four (4) Beds- Multipurpose 4 Rail Bed with Mattress Synergy 1000
- Hearing Distressing Voices Simulation Toolkit
- Three (3) Kangaroo Enteral Feed and Flush Pumps

- Chester Chest with Advanced Arm
- Seymour II Wound Care Model Dark Skin
- Two (2) Geri/Keri Pressure Ulcer Foot
- Sim Obesity Shirt V2 with Bag

The following equipment is valued at \$5000 or greater and has been purchased in the following years:

- 2005: SimBaby, average life span 10 years, upgrade within next 5 years (2015); baby has had face and lung replacements in 2017
- 2011: Pyxis medication dispensing system, average life span 10 years, upgrade 1 within next 5 years (2021)
- 2013: SimMom, average life span 10 years, upgrade within next 5 years (2023)
- 2016: SimMan Essential Bleeding, average life span 10 years, upgrade within next 10 years (2026)
- 2017: Nursing Anne SimPad Capable (4 adults and 1 child), average life span 10 years, upgrade within next 10 years (2027)
- 2019: Stat Baby Advanced with iPad Controls, average life span 15 years, upgrade within next 15 years (2034)

VI. HIGHLIGHTS AND ACTION PLAN

Provide narrative of program highlights and include description of action plans for program's next steps.

- 2019 NCLEX Pass Rates- 96.49%; NH- 95.68%; National- 88.18%
- 2019 Job Placement Rates- 100%
- Program Completion Rates (150% of program length)-
 - 2016-2019- 65%
 - 2015-2018- 68%
 - 2014-2017- 62%
 - 2013-2016- 64%
- Converted to a fully online program during the COVID-19 Pandemic beginning March 2020. Revised clinical learning experiences to include virtual simulations, unfolding case studies, etc. with the use of free products to assist students to meet clinical learning objectives. No additional cost for students. Used Zoom for bi-weekly post conferences. Used Canvas Conference to record synchronous lectures. Used Canvas Quizzes with Zoom and Respondus Lockdown Browser and Camera to proctor and maintain exam integrity.
- NURS 215- Graduated 58 (100%) seniors during the COVID-19 Pandemic to enter the NH workforce; does not include student who withdrew for medical reasons prior to COVID-19 outbreak; 100% of students passed theory and clinical.
- NURS 116 spring students progressed to fall 2020 semester- 30/31 (97%); 1 course theory failure; does not include 5 withdrawals for personal/family reasons prior to COVID-19 outbreak; 100% of students passed clinical.
- NURS 117 spring students progressed to fall 2020 semester- 31/32 (97%); 1 course theory failure; 100% of students passed clinical.

- Facilitated the second NURS 215 Senior Capstone project via Zoom. Students were able to work in groups remotely, present via Zoom to peers, faculty, and campus community in April 2020, and complete project requirements.
- NURS 178 cancelled due to COVID-19; no clinical placements
- Provided opportunities for two (2) master's degree nursing students, from Southern New Hampshire University, for their education practicums.
- Established two (2) new RN to BSN articulation agreements with Aspen University and Salve Regina University. Currently collaborating with Colby Sawyer College.
- Collaborated with Admissions for CRC Tours- Northwest Technical Center; Bishop Brady High School; Nashoba Valley Health Technical Center.
- October 2019- Allied Health Day in CRC Lab for high school students.
- Provided President and Public Higher Education Study Committee with CRC tour and discussed nursing program with nursing student representation.
- October 2019- Collaborated with a group of dental students to teach nursing students for their Interprofessional Education (IPE) project.
- March 2020- Collaborated with Dental program again for second IPE experience; done via Zoom.
- March 2020- Annual RN to BSN Education Fair cancelled due to COVID-19 pandemic.
- Awarded Carl J. Perkins funding for a Nursing Boot Camp and ATI TEAS Prep Course to be implemented summer 2020 for rising high school juniors and seniors; cancelled due to COVID-19; have reapplied for 2020-2021 Perkins funding; waiting for response if accepted.

Retention and Success Strategies and Action Plans:

- Student Affairs Committee- analysis of retention rates:
 - Tracked all withdrawals and failures from 2016-2020 and reviewed factors that may influence student success; included but not limited to TEAS admission exam scores, science grades (Anatomy and Physiology, Microbiology), concurrent nursing and science courses in same semester, course loads, nursing course grades, and clinical performance. Reviewed Readmission Data, Readmission Success Plan, Readmission Interview score. Overall in brief review, no specific factor contributed to course failures. Withdrawals reasons included personal, family, financial, and/or medical. Need to further analyze data for all students and develop plan of action as needed.
 - Advising Plan- Advisors to reach out and meet with advisees 3x per semester with tracking sheet, perhaps EAB Navigate. Created faculty advising guidelines and advising notes template to improve study skills, time management behaviors, and address barriers to success.
 - May 2020- Created NURS 116/117 Student Success Survey to identify risk factors such as hours worked, support systems during COVID. Need to analyze data.
 - TEAS Admission Scores- plan to evaluate new criteria being release in July 2020 and change admission benchmarks as needed.
 - Course Surveys- need to analyze data.
- Student Nurses' Association (SNA) Pizza Day to meet and greet with mentor and advisor; need to develop new action plan for fall since large gatherings not permitted due to COVID; plan will be to increase social interaction/sense of belonging and provide encouragement.
- Fall 2020- implement ATI Complete Partnership; Curriculum Committee to review products.
 - Integrate 4-hour test-taking strategy session for freshmen prior to second semester, which is when most students fail and/or withdraw from program.

- Identify and integrate products to promote retention and success.
 - Integrate ATI Electronic Health Record into NURS 115 CRC lab.
- Staffing Concerns-
 - Hire an Executive Secretary as soon as possible; position is posted; orient to year-round responsibilities.
 - Continue to mentor full-time faculty for the transition from expert clinician to nurse educator.
 - Hire adjunct faculty for pediatrics, maternity, and medical/surgical clinical.