

Post-Audit Review

For Occupational Programs Implemented Under the Provisions of Series 37 West Virginia Council for Community and Technical College Education

Institution: Eastern West Virginia Community and Technical College
Program (Degree and Title): Nursing, Associate in Applied Science

I. Introduction

Provide a narrative regarding your program (including information for any options or tracks), its nature, unique characteristics, etc. Please limit to one page. It is appropriate to use the catalog description.

Eastern WV Community and Technical College (EWVCTC) was established 1999 and the nursing program was started in 2010 with the first cohort starting in 8/2010. Initially, Eleanor Berg and Jill Landis taught for Southern WV Community and Technical College's (SWCTC) Moorefield division until they eliminated the division due to changes in funding. EWVCTC elected to start their program and with permission of SWCTC, adopted their curriculum. The program is limited to one site in Moorefield, WV and a cohort is admitted every other year for the Fall semester. The program is completed in two years with graduation being in May. The program has twenty full-time students. There is only one program option which is in a traditional setting. No LPN to RN Bridge is available.

The mission of EWVCTC's proposed Nursing Program is to prepare nursing graduates to meet the current and future healthcare needs of rural West Virginia. The program is dedicated to providing quality and accessible nursing education to diverse populations while maximizing students' potential and fostering lifelong learning. This proposed program is designed for students desiring to enter the job market as licensed professional registered nurses. EWVCTC's goal in developing a Nursing, A.A.S. program is to meet the needs of regional health care institutions within its service area. The program supports EWVCTC's mission in multiple ways:

- Provides program and courses of instruction through the associate degree level, that encompass occupational-technical education, transfer education, general education, literacy, developmental education, and community education
- Implements workforce development that advance individual career development while meeting employers' needs for a highly skilled workforce
- Encourages lifelong learning
- Promote holistic development of students and student success
- Incorporates a comprehensive range of instructional technologies, methods, materials,

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facilities, and instructional support services that promote learning

- Maintains an educational environment that broadens perspectives, promotes global awareness, and leads to responsible citizenship
- Serves as a catalyst in helping to shape the direction of communities in the College's region of responsibility
- Enhances economic, cultural, and educational development through partnerships between the college and local communities

Program

II. Goals and Objectives

Identify the goals and objectives of the program. Document the need that the program was implemented to meet.

1. Provide the opportunity for continued nursing education through articulation agreements, use of technologies, and distance learning.
2. Provide alternative routes of admission, acknowledging nursing experiential learning.
3. Maximize student potential by providing advisement related to services available to assist the individual in successful completion of the program (i.e., ADA, referral counselors, program orientation, developmental courses, etc.).
4. Provide accessible nursing education through distance learning, grant funding, scholarships, financial aid series, and referrals.
5. Empower the student to realize their educational goal by preparing them to successfully take and pass the NCLEX-RN exam.
6. Provide licensed registered nurses with the ability to meet the demand of the college service district.
7. Prepare students to competently practice within the role of the A D N in a changing global and technological society.
8. Maximize the quality of the Nursing Program by ongoing monitoring and evaluating of Program.

III. Assessment

- A. Summarize the principal elements of the departmental assessment plan. The plan must include elements to assess student learning and programmatic outcomes.
- B. Provide information on the following elements:
 - Educational goals of the program
 - Measures of evaluating success in achieving goals
 - Identification of the goals which are being successfully met and those which need attention as determined by an analysis of the data

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- C. Provide information on how assessment data is used to improve program quality. Include specific examples.

Assessment of Nursing Goals and Course Outcomes

Eastern WV Community and Technical College's Nursing Program Evaluation and Assessment Plan consist of formative and summative assessment processes. The Nursing program will be evaluated at the program level to ensure attainment of The State of WV Board of Examiners for Registered Professional Nurses (Board) evaluation guidelines; to ensure achievement of program level student learning outcomes; and course level assessment to monitor implementation of the program throughout the curriculum. Assessment processes at the program and course level are also embedded within the course syllabi to assure consistency in process and application. The following assessment instruments and standards will be used to discern student academic achievement and course effectiveness in meeting program goals and course outcomes in addition to those defined in the Program Evaluation Plan (See Appendix D for Program Evaluation Plan).

- Completion Rate/course level: At least 80% of students enrolling in nursing courses will successfully complete the course(s). This will be determined at the end of each semester based on final grades.
- Drop Rate: The drop rate will not exceed 25%.
- Course-level effectiveness: Course outcomes for targeted nursing courses will be assessed on a cyclical basis per Program Evaluation Plan, Standard VI. Students' performance will be analyzed across sections and semesters.
- Graduation Rate: At least 80% of students enrolling in the Nursing program will successfully complete the associate degree within 4 years. This will be measured by the number of graduates from the program.
- Syllabus Analysis: Syllabus analysis will be conducted on an annual basis to assure consistency of outcomes with Master Course Record Forms and among section of specific courses.
- Transcript Analysis: Transcript analysis will be conducted as triggered by deficiencies in course level assessment activities.
- Advisory Committee Review: Annual advisory committee review will provide qualitative evaluation of program effectiveness in meeting regional nursing needs.
- Standardized general education testing is administered to associate degree graduating students as a measure of the effectiveness of the general education core.
- Capstone assessment: NU 210 will serve as the source for capstone assessment providing an opportunity to integrate and apply program learning outcomes. At least 75% of the graduating students will score the minimum Capstone performance standard of 80%.
- Enrollment Patterns: Enrollment trends will be monitored. Shifts in target courses and number of majors will trigger detailed assessment review as defined in above items.

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- Course evaluation surveys are used as indirect assessment measures of student success and satisfaction. Survey questions provide self-reports of learning acquired through course completion, understanding of intended course learning outcomes, satisfaction with instruction, and course effectiveness.

*Synopsis of the Assessment:

In the first cohort, 100% of the students successfully completed NU 100, AH 120 and NU 107. 95% of the students completed NU 104 and NU 206. 90% of the cohort completed NU 212, AH 241 and NU 210. 90% of the students successfully completed the program within two years and the attrition rate was 10%. Therefore, 90% of the students in the cohort graduated within two years which bypassed the goal.

Each course assessment was completed within two weeks of the completion of the courses and was submitted to the Assessment Committee. Once approved by the Assessment Committee, they are forwarded to LOT.

Each syllabus is evaluated prior to the start of class by the nursing director, Eleanor Berg and the nursing faculty, Jill Landis. Therefore, each syllabus is evaluated every two years. Since a new cohort is admitted every two years and each course is only taught every two years, this is acceptable.

Each student's transcript is evaluated prior to entering the program by the nursing director, Eleanor Berg; the admissions director, Monica Snyder Wilson; and the learner support services coordinator, Patty Goldizen. Prior to each semester, Eleanor Berg reviews the transcripts in Banner to ensure each student qualifies to progress in the program and that all courses are completed. If a student took a core course at another college, the course description is compared to the course required in the program to ensure the course are comparable and that the student got a "C" or above in the course. In addition, Monica Snyder Wilson monitors whether the courses are in Banner and one year prior to graduation, will contact the director with a list of those courses a student needs to complete in order to meet graduation requirement. In addition, the director has contact with those teaching the core courses and is often notified if a student is possibly not making a "C" or above.

The advisory committee meets annually and has been incorporated into the Allied Health Sector Meeting. In addition, Ms. Berg has met with Kim Linville of Grant Memorial Hospital to discuss clinical needs and recommendations from the health care facility where a majority of clinicals are held.

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The nursing students participate in the ETS which is the exit test required of graduates at Eastern WV Community and Technical College. Although not broken down into programs, the results are available at the main campus.

In NU 210 which is the Capstone Course, all students taking the course passed by passing the HESI exam with an 850 or above. Students were allowed to take an Exit HESI test up to four times. In addition, a HESI exam is administered in NU 100, NU 104 and NU 107. For NU 100, in the 2nd Cohort, the national mean was 819 and the class average was 917. Six students were in the area of needing additional preparation with the lowest score being 775. By comparison, in the first cohort, the class average was 847 with the national mean being 766. Only one cohort has graduated and the HESI was useful in predicting those students who required remediation. The two students who failed the NCLEX had HESI averages of 635 and 767. Three of the students who passed NCLEX the first time had average scores of 656, 682, and 728. Therefore, even though the HESI is a strong predictor for passing NCLEX, if a student prepares well than he or she may still pass NCLEX the first time. Eleanor Berg had contact with both students who failed the first time and one stated she felt anxiety had played a large role in the first failure and the other stated he had underestimated the test and had not prepared enough. In reviewing the scores, it may be beneficial to also trend the percentile of each student on each test.

Enrollment patterns are evaluated, in the first cohort, 32 applicants were qualified. In the second cohort, 56 qualified and two declined.

Students evaluate each course and instructor using the IDEA evaluation method. The results are sent to Eleanor Berg. Using IDEA, Jill Landis was ranked 4.2-4.8 and Eleanor Berg was ranked 3.9-4.1 which are above the goal.

IV. Curriculum

- A. Include a summary of degree requirements (including entrance standards and exit standards) and provide commentary on significant features of the curriculum.
- B. Provide a list of courses along with the number of credit hours required for each course. Include specific course titles and numbers. Label as Appendix I.
- C. Submit a listing of the course delivery modes.

In order to qualify for the nursing program, the student must have a 2.5 or above GPA, be on a college level in reading and math, have a high school diploma or GED and score 100 points or above on the pre-NLN test. To successfully

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complete the nursing program, each course must be completed with a “C” or above before the student can progress to the next course. In NU 210, each student must pass the Exit HESI with a score of 850 or above. The student must also document at least 8 hours of community service.

Courses:

NU 100 is Nursing 100 Essential of Nursing, 6 semester hours which includes clinical and laboratory hours.

Essentials of Nursing is a theory/practicum course that explores concepts and processes essential to professional nursing practice. This course provides the foundation for other nursing courses in that it develops technical skills and introduces the student to the critical thinking process. Traditional delivery-lecture, hands on skills instruction and clinical instruction.

AH 120 is Health Assessment/Communications, 2 semester hours which includes laboratory hours)

Health Assessment/Communications is a 16 week course that focuses on the bio-psychosocial assessment across the life-span as compared to normal parameters. This course also incorporates the identification and utilization of various communication techniques. Traditional delivery-lecture and hands on skills instruction.

NU 104 is Nursing of the Child bearing Family, 5 semester hours

Family Centered Maternity Nursing is a theory/practicum course concerned with nursing care of the family experiencing childbirth and reproductive health. The student is expected to integrate and use knowledge and skills acquired in all previous required courses. Traditional delivery-lecture, hands on skills instruction and clinical instruction.

NU 107 is Psychosocial Transitions, 5 semester hours

Psychosocial Transitions is a theory/practicum course. This course includes but is not limited to organic and functional mental disorders, including treatment with related therapeutic nursing modalities. This course also explores psychosocial transitions across the lifespan that require special considerations and understanding, such as victims of violence and homelessness. The student is expected to integrate and use the knowledge and skills acquired in all previous required courses. Traditional delivery-lecture, hands on skills instruction and clinical instruction.

NU 206 Nursing Care I is 9 semester hours

Nursing Care I is a 16 week theory/practicum course that provides a systems approach to common recurring health problems of individuals across the

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lifespans. This course further develops technical skills and the critical thinking process. The student is expected to integrate and use the knowledge and skills acquired in all previous required courses. Traditional delivery-lecture, hands on skills instruction and clinical instruction.

NU 210 Role transition to Professional Nursing, 3 semester hours

Role Transitions to Professional Nursing is a 16 week capstone courses designed to facilitate the transition from the role of the student to the role of a Registered Professional Nurse. The student must demonstrate knowledge and professional growth in nursing. The student will examine personal strengths and weaknesses and develop a plan of improvement in preparation for an end of course exam. The student is also expected to select a role model/mentor to facilitate the role transition through observation. Traditional delivery-lecture and computer testing skills.

NU 212 Nursing Care II, 9 semester hours

Nursing Care II is a 16 week theory/practicum course that is a continuation of NU 206 which provides a systems approach to recurring health problems of individuals across the lifespan. This course further develops technical skills and the critical thinking process. The student is expected to integrate and use the knowledge and skills acquired in all previous required courses. Traditional delivery-lecture, hands on skills instruction and clinical instruction

AH 241 Pharmacology for Allied Health, 3 semester hours

Pharmacology for Allied Health students or professional is a sixteen week course designed to help the student or health professional develop an understanding of basic pharmacological concepts, drug action and clinical application. As drug therapy is an integral part of health care, allied health students/professionals have a vital role in drug therapy and observation of drug effects.

Core courses include English 101, English 102, Nutrition, Lifespan Psychology, Anatomy and Physiology I and II and Microbiology.

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V. Faculty

Submit information on the total number of full-time and part-time faculty utilized per year to deliver the program. The narrative should summarize points relating to faculty teaching courses within the major (percentage of faculty holding tenure, extent of use of part-time faculty, level of academic preparation, etc.) Data on part-time faculty may be abbreviated, but should minimally include academic degree held and list of courses taught.

Faculty Profile

Faculty Name	FT/PT	Rank	Baccalaureate Degree and Name of Institution Granting Degree	Master's Degree and Name of Institution Granting Degree	Doctorate Degree and Name of Institution Granting Degree	Areas of Clinical Expertise	Academic Teaching	Other Areas of Responsibility
Eleanor Berg	FT Director	Instructor	West Virginia University	University of Maryland MS in Nursing and Adult Nurse Practitioner, Post Master's Certificates in Family NP and Pediatric NP	N/A	Medical Pediatrics OB Surgical Psychiatric	Health Assessment Psychosocial Transitions Pediatrics Pharmacology and Drug Calculations	Advisory Director
Jill Landis	FT	Instructor	Alderson-Broadus	Walden University MS in Nursing Education	N/A	Medical Surgical Psychiatric Obstetrics	Fundamentals Obstetrics Psychosocial Transitions	Skills laboratory

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						Emergency Intensive Care	Health Assessment Medical Surgical	
Judith Hott	PT	Instructor	Shenandoah University	George Mason University MS in Nursing Administration	N/A	Psychiatric	Psychosocial Transitions	None
Melissa Mathias	PT	Instructor	West Virginia University	West Virginia University MS in Nursing and Family Nurse Practitioner	N/A	Medical Surgical Primary Care and Pediatrics	Medical Surgical Pediatrics	None
Chantell Coby	PT	1/13	West Virginia University	West Virginia Wesleyan –MS in Nursing pending graduation in May, 2013	N/A	Psychiatric	Psychosocial	None
Ranese Cross Shreve	PT	9/12	Alderson-Broadus	Walden University-MS in Nursing Informatics-pending graduation 2014	N/A	Medical Surgical	Medical Surgical Fundamentals	None

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Eleanor Berg, Director/Full-Time
MS in Nursing and Adult Nurse Practitioner, Post Master's Certification in
Family Nurse Practitioner and Pediatric Nurse Practitioner
Teaches AH 120, part of lecture portion of NU 107, clinicals in OB, pediatric
portion of Nursing Care I and II and Pharmacology
Professional Nursing Experience includes medical/surgical, ICU, pediatrics,
dermatology, family practice, ER, public health, internal medicine and home
health
Teaching in higher education for five years
Pending-Assistant Professor

Jill Landis, Full Time
MS in Nursing Education
Teaches NU 100, aids in laboratory part of AH 120, clinical portion of NU 107,
teaches NU 104, Nursing I and Nursing II and Role Transitions
Professional Nursing Experience includes medical/surgical, ICU, pediatrics, OB,
ER and PACU.
Teaching in higher education for 5 years

Judith Hott, Part-Time
MS in Nursing Administration
Clinical portion of NU 107
Professional Nursing Experience includes over three decades of psychiatric
nursing
Has taught clinicals for two semesters

Chantell Coby, Part-Time
BS in Nursing, pending completion of MS in Nursing in May, 2013
Lecture and clinicals in NU 107
Professional Nursing Experience includes extensive psychiatric nursing in the
outpatient setting and also in the prison system
Has taught lecture and clinicals part-time for one semester

Melissa Mathias, Part Time
MS in Nursing and Family Nurse Practitioner
Clinicals in Nursing I and II
Professional Nursing Experience includes pediatrics, internal medicine, ICU and
PICU
Has taught clinicals for one semester

Ranese Shreve, Part Time
BS in Nursing, pending completion of MS in Nursing Informatics in 2014

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Clinical portion of NU 100 and Nursing I and II
 Has taught clinicals for one semester

Each faculty member obtains continuing education to fulfill requirements for continued licensing. The continuing education and progression in the Master's program is documented and kept in the Director's office.

Eleanor Berg and Jill Landis have attended the NOADN Conference in 2008, 2010 and 2011. Both attended the Great Teacher's Seminar in 2011 and the NLNAC Self-Study Forum in 2013.

VI. Enrollment and Graduates

- A. Submit data indicating the headcount and full-time equivalency (FTE) enrollment along with the number of graduates for each year the program has been in existence
- B. Provide information on graduates in terms of places of employment, starting salary ranges, and number employed in the field of specialization. Include evidence and results of follow-up studies of graduates and employers. The studies should indicate graduate and employer satisfaction with the effectiveness of the educational experience. A summary of the results to be included should indicate the number of individuals surveyed or contacted and the number of respondents.
- C. Present information on the success of graduates in achieving acceptance into baccalaureate programs.

Twenty students were admitted as a cohort in 8/2010, one failed the second semester and one dropped the first week of classes during the last semester. Eighteen of the cohort graduated and 88.88% of those passed the NCLEX on the first attempt. The remaining two passed the NCLEX on the second attempt and within 4 months of graduation. All 18 are employed full-time. One has specialized in Emergency Nursing in a major medical center and one is in step-down of ICU in another major medical center. One was admitted to Marshall University's RN to BSN program. The others had not applied at the time of the survey.

FTE –first cohort Fall, 2010-May, 2012

Fall 2010	Spring 2011	Fall 2011	Spring 2012
18	16	14	18

FTE-second cohort Fall, 2012-current

Fall 2012	Spring 2013
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A graduate survey was sent to each graduate after sending an email to each student letting them know that they would receive one via mail. I explained that the survey was needed for me to evaluate the strengths and weaknesses of the program, for future accreditation and to provide valuable information for future students. In addition, I had explained to the students in "Role Transitions" that I would be sending them a survey after graduation for an assessment process. In addition, to please complete any surveys sent by the college because they could affect future financial aid for the college. The students were asked to update me on their mailing address. If I did not receive the survey, I emailed the student again requesting a completed, returned survey. If the student denied receiving the survey, I verified the address and the secretary sent another survey. For those I found on facebook, I sent a request for their address and the rationale. The surveys were sent 6-7 months after graduation. I received 61.11% of the surveys, one failed to give permission to contact the employer so 10 employer surveys were sent. Eight surveys were returned and a compilation of the data was included in this report.

Eleanor Berg
4/1/2013

Eastern WV Community and Technical College
Graduate Survey Results

N=11 out of 18 returned surveys (61.11%)

Ages: 21, 22, 23, 26 (2), 32, 33, 35, 40, 41, 43

Gender: males-2 females-9

Year Graduated: 2012

Have you taken the NCLEX? All eleven had tested by August, 2012

Did you pass the NCLEX on the first attempt? Yes-9 No-2

If not, what factors contributed to the failure? Lack of preparation and test anxiety, anxiety and stressful circumstances

Are you employed? Yes-11, all reported being employed full-time

Current Salary: \$31,000-\$40,000-7 \$41,000-\$50,000-4

Areas of nursing-Geriatric-3, ER-1, OB-1, Recovery-1, Medical/Surgical-4, Step-Down Trauma-1

Are you currently enrolled in a BSN or RN-MSN program? No-10 Yes-1

Do you plan to enroll within the next two years? Yes-7 No-4

If yes, which college or university? Marshall University

The following was based upon responses using a likert scale.

4-Excellent 3-Good 2-Fair 1-Poor

Nursing process-3.45

Nursing skills-3.27

Pharmacology/Drug Administration-2.9

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Accountability-3.72
Documentation of Patient Care-3.18
Patient/Health Education-3.27
Recognize the Need for Continuing Education-3.72
Leadership-3.45
Respect for self and individual uniqueness-3.81
Respect for co-workers and clients-3.72
Ability to foster growth and development of clients of various ages-3.45
Providing care to clients of various ages-3.27
Professionalism (arriving on time, respect for others and self, preparations, collaboration)-3.72
Self- Assessment (limitations, opportunities for growth and learning needs)-3.45
Appropriate Delegation-3.54
Communication, both verbally and non-verbally to promote positive outcomes and establishing trusting relationships-3.45
Holistic assessment and reassessment of the client and the environment-3.54
Clinical decision making skills based upon assessment-3.31
Safety of both the client and the staff-3.72
Caring Behaviors such as nurturing, protection, compassion and patient centered-3.45
Collaboration and teamwork-3.36
Managing care an efficient use of resources-3.54

Comments:

“In the future, it would be beneficial for students to have a leadership program. Though it would be a gigantic undertaking its benefits would lend students an invaluable educational experience. I feel Category “C and R” (pharmacology/drug administration, clinical decision making skills based upon assessment) would improve significantly with one on one hands on, decision making experience.”

“Clinical is where every part of a nursing education comes together, so smaller clinical groups would be ideal. With a large group of students in such as small area it becomes very easy to not more good use of time; so the last semester, adding our third clinical instructor make it easier for students to get more 1:1 time and more hands-on instruction.”

“I would’ve really liked having a preceptor program for the last semester. I think it would’ve helped me improve on my nursing skills, not to mention my confidence level.”

“I think Eastern pushed me to better myself and be more responsible. I think I was taught basic nursing knowledge by the best.”

“Overall, great education! Needed more experience with IV, drug administration, need more practice in moving, repositioning, and helping pt’s ambulate.”

“Would recommend more clinical time in LTC, Hospice and Home Health.”

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“I fell the pharmacology class should have been the first or second semester not last. I think it would help students with other classes if they already had a knowledge of the medications/classes of meds such as mental health/med surg.”

Employer surveys on the recent graduates:

N-8, total points ()

4-Excellent 3-Good 2-Fair 1-Poor

Nursing process	3.125 (25)
Nursing skills	3.125 (25)
Pharmacology/drug administration	3.125 (25)
Accountability	3.375 (27)
Documentation of patient care	3.06 (24.5)
Patient/health education	3 (24)
Recognize the need for continuing education	3.125 (25)
Leadership	2.937 (23.5)
Respect for self and individual uniqueness	3.125 (25)
Ability to foster growth and development of clients of various ages	3 (24)
Providing care to clients of various ages	3.125 (25)
Professionalism (arriving on time, respect for others and self, preparation, collaboration)	3.25 (26)
Self-assessment (limitations, opportunities for growth, learning needs)	3.25 (26)
Appropriate delegation	3 (24)
Communication, both verbally and non-verbally to promote positive outcomes and establishing trusting relationships	3 (24)
Holistic assessment and reassessment of the client and the environment	3 (24)
Clinical decision making skills based upon assessment	3.75 (30)
Safety of both the client and the staff	3.125 (25)
Caring behaviors such as nurturing, protection, compassion and patient centered	3.125 (25)
Collaboration and teamwork	3.125 (25)

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Managing care and efficient use of resources	3.125 (25)
Respect for co-workers and clients	3.37 (27)

Comments:

10 surveys were sent out (one student returned her survey but did not include permission to contact the employer and she was the only graduate employed in that facility so information could not be obtained anonymously), 8 surveys were returned.

Employer/Supervisor comments:

“She can adapt to any situation. Her life has made her see the picture and don’t get hung up on the little things.”

“Documentation poor”

“_____ is an asset to our 11p-7a shift. Her willingness to take on new responsibilities is greatly appreciated. Her desire to continue to grow in her capacity as a supervisor and a leader is to be commended. I look forward to supporting her in her efforts to improve her knowledge and skills as an RN.”

VII. Financial

- A. Indicate the annual total expenditures to deliver the program and source(s) of funding for the program. Include departmental resources, state appropriated funds, grants and contracts, state funds and student fees.
- B. Identify projection of future resource requirements and source of funding.

Total cost for the program in the fiscal year ending June, 2012 was \$141,222. The program is funded by tuition, grants and state appropriated funds. The projected cost of the program is \$175,500 per year and will continue to be funded by tuition and state appropriated funds.

VIII. Advisory Committee

List all advisory committee members. Provide information on how the advisory committee has been utilized for program improvement.

Advisory Committee

Kim Linville	Mary Beth Barr
Gayann Veach	William Ours
Darin Judy	Craig Curtis
Susan Rogers	April Christine George
Alex Carmichael	Gary Johnson
Allen McDermott	Sandy Glasscock

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The members are invited to the meetings and they are updated on the program's progression. Feedback is provided from the advisory members on the needs of their facilities along with typical problems and concerns with graduates. The feedback is incorporated into the curriculum. Recurrent concerns include lack of professionalism and absenteeism among new graduates. In addition, faculty will have meetings with Kim Linville and the staff at Grant Memorial Hospital on an as needed basis. These have included implementing a computer system, medication administration and staffing concerns.

IX. Accreditation

Is an accreditation process available in this field of study? If so, what is the accreditation status of the program?

The program may be provisionally or full accredited by the WV State Board of Professional Nurses. The program had been provisionally accredited until 3/22/2013 when the WV Board of Nursing granted full accreditation.

In addition, the WV Board of Nursing strongly recommends a national accreditation. The NLNAC has been contacted, the application has been accepted and the Self-Study was attended on March 21 and March 22, 2013 by Eleanor Berg and Jill Landis. Eleanor Berg is preparing the candidacy application and will be submitted within a few weeks. If accepted, a date will be set for the site visits. It may take up to two years to complete the process.

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Appendix II
Faculty Data
 (No more than two pages)

Name: Eleanor Berg Rank: Instructor

Check one:
 Full-time Part-time Adjunct Graduate Assistant

Highest Degree Earned: MS in Nursing Date Degree Received: 1995

Conferred by: University of Maryland

Area of Specialization: Nursing-Adult, Family and Pediatric Nurse Practitioner, ICU, ER, Home Health, Public Health

Professional registration/licensure Yes Yrs of employment at present institution 3.5
 Yrs of employment in higher education 5 Yrs of related experience outside higher Education 32

Non-teaching experience 32 yrs

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of course you taught) For each course included year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall, 2011	Nursing Care I/NU 206 (40%)	19
Spring, 2012	Pharmacology for Allied Health/AH 241 (80%)	18
	Role Transition to Professional Nursing/NU 210 (20%)	18
	Nursing Care II/NU 212 (10%)	18

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Fall, 2012	Essentials of Nursing/NU 100 (10%)	20
Spring, 2013	Psychosocial Transitions/NU 107 (50%)	20
	Nursing of the Childbearing Family/NU 104 (20%)	20

If degree is not in area of current assignment, explain. N/A

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To WVCTC: October 22, 2013

Appendix II
Faculty Data
 (No more than two pages)

Name: Jill Landis Rank: Instructor

Check one:
 Full-time Part-time Adjunct Graduate Assistant

Highest Degree Earned: MS in Nursing Education Date Degree Received: 2011
 Conferred by: Walden University
 Area of Specialization: Medical/Surgical, PACU, OB, ER, ICU

Professional registration/licensure yes Yrs of employment at present institution 3
 Yrs of employment in higher education 5 Yrs of related experience outside higher
 Education 17

Non-teaching experience 17 yrs

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of course you taught) For each course included year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall, 2011	Nursing Care I/NU 206 (60%)	19
Spring, 2012	Pharmacology for Allied Health/AH 241 (20%)	18
	Role Transition to Professional Nursing/NU 210 (80%)	18
	Nursing Care II/NU 212 (70%)	18
Fall, 2012	Essentials of Nursing/NU 100 (80%)	20
Spring, 2013	Psychosocial Transitions/NU 107 (20%)	20

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Nursing of the Childbearing Family/NU 104
(80%)

20

If degree is not in area of current assignment, explain. N/A

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**Appendix II
Faculty Data**
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Name: Judith Hott Rank: Instructor

Check one:
Full-time Part-time Adjunct x Graduate Assistant

Highest Degree Earned: MS in Nursing Administration Date Degree Received: 1993

Conferred by: George Mason University

Area of Specialization: Nursing Administration and Psychiatric Nursing

Professional registration/licensure yes Yrs of employment at present institution 2
Yrs of employment in higher education 2 Yrs of related experience outside higher
Education 40 yrs

Non-teaching experience 40 yrs

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of course you taught) For each course included year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Spring, 2013	Psychosocial Transitions/NU 107 (20%)	20

If degree is not in area of current assignment, explain. N/A

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**Appendix II
Faculty Data**
(No more than two pages)

Name: Melissa Mathias Rank: Instructor

Check one:
Full-time Part-time Adjunct X Graduate Assistant

Highest Degree Earned: MS in Nursing Date Degree Received: 2012

Conferred by: West Virginia University

Area of Specialization: Nursing, Family Nurse Practitioner

Professional registration/licensure yes Yrs of employment at present institution 0.5
Yrs of employment in higher education 0.5 Yrs of related experience outside higher
Education-8 yrs

Non-teaching experience-Nursing-8 yrs, Family Nurse Practitioner-1 yr

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of course you taught) For each course included year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Spring, 2012	Nursing Care II/NU 212 (20%)	18

If degree is not in area of current assignment, explain. N/A

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**Appendix II
Faculty Data**
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Name: Chantell Coby Rank: Instructor

Check one:
Full-time Part-time Adjunct Graduate Assistant

Highest Degree Earned: BS Nursing Date Degree Received: 1996

Conferred by: West Virginia University
****Will be graduating from West Virginia Wesleyan College in May, 2013 with MS in Nursing

Area of Specialization: Nursing, Psychiatric

Professional registration/licensure yes Yrs of employment at present institution 0.5
Yrs of employment in higher education 0.5 Yrs of related experience outside higher Education 17 yrs

Non-teaching experience 17 yrs

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of course you taught) For each course included year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Spring, 2013	Psychosocial Transitions/NU 107 (10%)	20

If degree is not in area of current assignment, explain. N/A

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Appendix II
Faculty Data
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Name: Ranese Shreve Rank: Instructor

Check one:
 Full-time Part-time Adjunct x Graduate Assistant

Highest Degree Earned: BS Date Degree Received: 1994

Conferred by: Alderson-Broaddus College

Area of Specialization: Nursing, medical/surgical, Home Health

Professional registration/licensure yes Yrs of employment at present institution 0.5
 Yrs of employment in higher education 0.5 Yrs of related experience outside higher
 Education 19

Non-teaching experience 19 yrs

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of course you taught) For each course included year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall, 2012	Essentials of Nursing/NU 100 (10%)	20

If degree is not in area of current assignment, explain. N/A

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