Nursing Program Faculty Handbook

Revised January 2011
# FACULTY HANDBOOK

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Administrative Personnel
Cisco College

President ----------------------------------------------- Bobby Smith
Vice President for Learning Services ---------------------- Dani Day
Dean of Business Services ------------------------------- Audra Taylor
Dean of Enrollment Management ------------------------- Olin Odom
Vice President of Student Services --------------------- Jerry Dodson
Dean of Counseling ---------------------------------- Randy Leath
Counselor --------------------------------------------- Link Harris
Technical Counselor ----------------------------------- Beverly Priddy
Special Populations Coordinator ---------------------- Linda Grant
Job Placement Counselor ------------------------------- Sherry Burchell
Dean of Health Sciences ------------------------------- Jackolyn Morgan
Director of Associate Degree Nursing Program --------- Janine Ray
Director of Vocational Nursing Program --------------- Minnie Scott
Abilene Office Administrative Staff

Business Office Representative ----------------------------- Molly Rake

Registrar Representative ----------------------------- Theresia Rountree

Financial Aid Representative ----------------------------- Joe Rodriguez
Toni Cullum

Associate Director of Financial Aid --------------------- Dianne Pharr

Bookstore Manager --------------------------------------- Stan Key

Bookstore ----------------------------------------------- Stacie Fraley

Health Sciences Assistant ------------------------------- Teri Brown

Switchboard ------------------------------------------ Natalie Comer

Associate Degree Nursing Program and Vocational Nursing Programs
Approved by: The Board of Nursing

Vocational Nursing Program
Accredited by: National League for Nursing Accrediting Commission
3343 Peachtree Rd. Suite 500
Atlanta, GA 30326
(404)975-5000

Cisco College is accredited by the Commission on Colleges of the Southern Association of College and Schools
1866 Southern Lane, Decatur GA 30033-4097
(404)679-4501
* = FTE counted on another reporting line
FTE = Full-Time Employee
PTE = Part-Time Employee
* Updated FTE counted on another reporting line
FTE = Full-Time Employee
PTE = Part-Time Employee
CISCO COLLEGE

DEPARTMENT OF NURSING
PHILOSOPHY
OBJECTIVES
CONCEPTUAL FRAMEWORK
Cisco College
Department of Nursing

5.1. Statement of Philosophy

Today, individuals live in a complex society which is increasingly challenging. A person may be viewed as an open, integrated system, having biological, psychological, sociological, and spiritual aspects, following a developmental continuum, in constant interaction with the external environment. Society is a major component of the external environment and is comprised of the total of the human interactions occurring on all levels. A vital part of the nature of the individual is to be caring and to receive caring-processes which occur in the person’s social setting. Each person is a part of and a product of the society in which that individual lives. Cultural background, societal norms, social roles and spiritual influences combine to impact the person’s and the family’s interaction with the environment.

At times individuals require assistance in dealing with alterations or potential alterations in health. Society recognizes nursing as a discipline uniquely able to assist with these problems. Nursing responds with humanistic caring to the developing individual and families requiring assistance. Humanistic caring is the creative, intuitive and cognitive aspect of the helping process. While caring is not unique to nursing, it is unique in nursing. It is the mutual human process in which the nurse responds with intention and authentic presence to a patient. The faculty believes nursing is the consideration of the developing human being as a unitary whole in constant interaction with the environment. The focus of nursing is the provision of direct care services to individuals and families to aid in the achievement and maintenance of health. Nursing functions include promotion of health, prevention of alterations in health, detection of alterations in health, restoration of health following alterations, and support of the terminally ill and their families.

Nursing assists individuals and families in the performance of health-related tasks they would perform unaided, if they had the strength, will or knowledge to do so. Individuals should be assisted to become independent of such assistance as soon as possible. It is the consideration of the total person and that person’s degree of health, rather than the presence of disease, which guides nursing practice. Health exists as a state apart from illness, and is defined as a personal perception of the degree to which the person can function at the desired level and the existence of balancing mechanisms which can be mobilized to move the person toward more optimal functioning. Health can exist in greater or lesser degree. The goal of nursing is to expand or maintain health and to limit the impact of alterations in health status. The method for providing nursing care is the application of the nursing process.

Nursing includes a wide range of activities from simple tasks to increasingly complex and demanding responsibilities. We believe all levels of nursing preparation must share a common core of concepts so that graduates prepared for the different levels of nursing practice can work together. Graduates should be able to progress from one level to another with maximum efficiency, if they desire. The common concepts of nursing can be organized in three areas related to problem-solving processes, interpersonal processes, and technical skills. The individual enrolled in the nursing program at Cisco College can complete one or two levels of preparation for nursing practice: The Vocational Nursing Level and the Associate Degree Nursing Level.
5.1. Statement of Philosophy (cont)

The education of nurses should include the major concepts of nursing practice. Nursing education is a systematic process designed to aid the student in the application of selected natural and behavioral science principles and unique nursing concepts to the provision of health care for individuals and their families. Learning has been achieved when desired competencies are demonstrated. The educational process should occur in a supportive environment in which all aspects of the human person are respected, nurtured and celebrated. This implies adaptation to various student abilities and styles of learning.

Students should take an active role in their education and become increasingly self-directed. Critical thinking skills are essential to the practice of nursing and can be nurtured through the teaching/learning process. All learning builds on the learner’s past experiences. The teacher guides the learner in the development of competencies, but the learner must be actively engaged in the learning process. The teacher and learner collaborate with one another. Through this interaction, the teacher also becomes the learner and the learner becomes the teacher. This is a part of nursing education and also of nursing practice. The goal of education is to foster the development of independent learners who assume responsibility for life-long pursuit of knowledge.

Vocational nursing occupies the foundation level of nursing practice. The graduate of the vocational nursing level is prepared to practice nursing with clinical competence, and a commitment to caring, utilizing critical thinking in structured settings with patients with predictable outcomes under the provisions of the nursing practice act of the state. Vocational nursing practice is defined by the Differentiated Entry Level Competencies (DELC) through designated competencies related to roles of Provider of Care, Coordinator of Care and Member of a Profession.

The associate degree nursing graduate will use critical thinking to practice nursing with clinical competence, accountability, and a commitment to caring. The span of practice includes the delivery of nursing care to patients across the life span, in a variety of practice settings, with patients who have predictable or unpredictable health needs. The graduate of an associate degree nursing program practices the provisions of the state nursing practice act and utilizes appropriate nursing care standards. Associate Degree Nursing practice is defined by the Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs (DELC) through designated competencies related to the roles of Provider of Care, Coordinator of Care and Member of a Profession.
5.2. **Definitions of Major Concepts**

**Person**

A biological, psychological (cognitive and emotional), sociological, spiritual being following a developmental continuum, in constant interaction with the environment. Although possessing four aspects, a person, as envisioned by Martha Rogers (1970), is a unified whole possessing its own integrity and manifesting characteristics that are more than and different from the sum of its parts. A vital part of the nature of the individual is to be caring and to receive caring.

**Health**

A personal perception of the degree to which the person is able to function at the desired level. Health implies the existence of balancing mechanisms which can be mobilized to move the person toward more optimal functioning. Health exists as an entity separate from the presence of illness. Nursing seeks to promote health and minimize the impact of alterations in health status in the individual/family. Family is comprised of those persons who are so designated by an individual.

**Patient**

The individual recipient of assistance from a health care provider. This help can be in the form of personal care, technical procedures, education or counsel. Because the areas of health care can be preventive, restorative, and supportive, an individual does not have to be ill to be a patient. The patient is viewed as an active participant in the caring transaction; the goal is to return the person to self-care and to enhance the person’s attainment of appropriate developmental goals.

**Nursing**

Nursing uses problem solving processes, interpersonal processes and technical nursing skills to provide health-related services to individuals and families who are dealing with problems ranging from simple to complex. The object of nursing is the promotion of health, prevention of alterations in health status, detection of alterations in health, restoration of health following alterations, and support during terminal illness. Nursing intervention is appropriate when individuals/families are unable to provide for themselves, and has the goal of enabling self-care, to expand or maintain health and to limit the impact of alterations in health status.

**Problem-Solving Processes:**

One of the ways in which patients are assisted with health related problems is the application of problem-solving processes in their care. Use of problem-solving processes requires critical thinking. Problem-solving processes in nursing include nursing process and intuitive judgment. Nursing process is the basic structure which shapes the nursing action. Intuitive judgment develops with education and experience.
5.2. Definitions of Major Concepts (cont)

Nursing Process

Nursing process is the systematic process used by the nurse to structure the nurse-patient interaction. The steps include assessment, nursing diagnosis, goal-setting, planning, intervention or implementation and evaluation. The use of the nursing process is basic to all levels of nursing. The level of complexity and accountability increases with increasing levels of practice.

Intuitive Judgment

Intuitive judgment is the experienced-based ability to understand without requiring scientific rationale. This process is in early stages of recognition but is a component of nursing practice which should be developed.

Critical Thinking

The disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as guide to belief and action. It is based on universal intellectual values.

Interpersonal Processes:

Interpersonal processes are basic to nursing. The major processes are communication, teaching/learning and caring. Caring is the creative, intuitive and cognitive aspect of interpersonal and helping processes.

Communication

Communication is the basic element of human interaction that allows persons to establish, maintain, and improve contacts with others. Important components of the communication process are the sender, receiver, message and feedback. The levels of communication are intrapersonal, interpersonal, and therapeutic communication.

Teaching/Learning

Teaching and learning are linked in nursing education and in nursing practice. Teaching is the interactive process which promotes learning, which is the acquisition of new knowledge, skills, attitudes and concepts. Through the teaching/learning process the student and teacher acquire nursing knowledge. Patient education is also an interactive process for promotion of health and prevention of illness.
5.2 Definitions of Major Concepts (cont)

Caring

Caring is not unique to nursing, but is unique in nursing. Caring in nursing is a mutual human process in which the nurse artistically responds with authentic presence to a call from a client (Boykin, 1994). There are five characteristics of caring (Roach, 1984): competence, confidence, compassion, conscience, and commitment.

Vocational Nursing

The basic level of nursing practice, utilizing problem solving processes, interpersonal processes, technical skills to use selected nursing diagnoses, and appropriate nursing interventions in stable settings with patients with predictable outcomes. Vocational nurses assist registered nurses with the care of patients in more complex settings.

Associate Degree Nursing

A discipline able to provide the mid-level of nursing services, using problem-solving processes, interpersonal processes, and advanced technical skills. Care is provided to individuals/families in various settings with patients with predictable and unpredictable outcomes and in more complex settings with nurses with advanced preparation or experience.

5.3. Associate Degree Program Objectives

The Faculty and Administration of the Cisco College Associate Degree Nursing Program will assist the student in the achievement of the following objectives considered to be critical to the performance of the nursing professional.

Upon completion of the Associate Degree in Nursing level, the graduate will assume the roles and responsibilities of the Registered Nurse in an entry level position. The graduate will utilize critical thinking and the caring framework to implement the nursing process. The graduate will demonstrate the following behaviors:

1. Establish a caring relationship with patients and families through the application of Interpersonal processes.

2. Assess the physical, psychological, social and spiritual needs of persons as they relate to individual or family health status in order to establish a data base for the purpose of planning nursing care.
3. Establish appropriate nursing diagnoses, including long and short term goals, by identifying actual and potential health problems utilizing problem-solving processes.

4. Develop a patient-centered nursing care plan based on identified health needs collaborating with the patient, family, and other health care providers.

5. Formulate plans to promote health and prevent illness through health teaching in a variety of settings, involving the patient and the family in order to facilitate self-care.

6. Assume responsibility for the implementation of an individualized plan of care for patient/families in a variety of health care settings, utilizing appropriate nursing interventions and incorporating the biological, psychological, sociological, and spiritual needs.

7. Communicate effectively with patients, families, and members of the interdisciplinary health care team.

8. Evaluate the effectiveness of nursing care, collaborating with patients, families, and other health team members in order to modify the plan of care as necessary.

9. Coordinate the nursing care of a group of patients in a variety of health care settings, utilizing management principles to allocate human and material resources economically and effectively, within the policies and procedures of the organizations.

10. Assume an advocacy role within the health care setting to ensure the provision of quality health care for patients and their families through participation in organizational processes and through self-evaluation of personal practice.

11. Refer appropriately to community resources following the identification of continuing health care needs of the patient and family.

12. Demonstrate personal responsibility for growth and professional development by pursuing continuing education and membership in professional nursing organizations.

13. Utilize nursing literature research findings, and continuing education opportunities to ensure that nursing practice remains current.

14. Meet the ethical, moral, and legal obligations of the practice of the Registered Nurse.
5.3 Vocational Nursing Program Objectives

The Faculty and Administration of the Cisco College Vocational Nursing Program will assist the student in the achievement of the following objectives considered to be critical to the performance of the nursing professional.

Upon completion of the Vocational Nursing level, the graduate will function competently in the entry level Vocational Nurse position. The graduate will utilize problem solving processes to:

1. Establish a caring relationship with patients and families through the application of interpersonal processes.

2. Assist in the assessment of the physical, psychological, social, and spiritual needs of persons as they relate to individual and family health in order to contribute to the data base for planning care.

3. Cooperate with other members of the nursing team to establish appropriate nursing diagnoses, utilizing problem solving processes.

4. Assist in developing a patient-centered nursing care plan based on the identified health needs.

5. Implement individualized nursing care in structured settings utilizing appropriate nursing interventions, including administration of medications, incorporating basic biological, psychological, sociological, and spiritual principles.

6. Assist in the development of plans to promote health and prevent illness through health teaching during daily care, and by formal teaching in appropriate settings.

7. Document accurately the patient’s condition, treatment, and response to therapy.

8. Assist in the evaluation of the effectiveness of nursing care, collaborating with team members to modify nursing interventions when needed.

9. Function as a member of the nursing team assuming leadership roles in appropriate settings.

10. Participate in advocacy activities as a member of the nursing team to promote quality health care for patients and their families through organizational processes and through self-evaluation of personal practice.

11. Identify community resources that may benefit the patient and family to meet continuing health care needs.

12. Demonstrate personal responsibility for growth and vocational development by pursuing continuing education and membership in vocational nursing organizations.
13. Utilize nursing literature, research findings, and continuing education opportunities to ensure that nursing practice remains current

14. Exhibit a commitment to meet the ethical, moral, and legal obligations of the practice of the Vocational Nurse.
CISCO COLLEGE

DESIGN OF THE CURRICULUM
5.5. Organizational Concepts Related to Curriculum Design

Statement of Purpose

The purpose of the Nursing Programs curriculum leading to an Associate in Applied Science degree in Nursing is two fold:

To enable the Licensed Vocational Nurse entering the program to make a successful transition to the role of registered Nurse.

To provide a generic option for persons entering the nursing field.

The graduate of the program will be prepared to deliver comprehensive nursing care to persons with actual or potential health-related problems in a variety of health care settings. A special focus of this program is to provide nurses prepared to function in the variety of health care settings including the rural areas which comprise much of our service area.

Constraints

The major tension in developing the philosophy, the program objectives, the program outcomes and the course content was the commitment of the faculty to the newer concepts of nursing education and nursing practice while making sure that the competencies identified by the Differentiated Entry Level Competencies (DELC) and the Council of Associate Degree Programs of the National League for Nursing were clearly incorporated in the curriculum.

The faculty concluded that this tension could be incorporated in the curriculum by viewing the competencies as the concrete indicators of the attainment of the major competencies expected of the graduate of an associate degree program in nursing--in other words, as the “what” component of the program of learning. Nursing is more than a set of tasks, however; it is also an art and a science which combines attitudes, knowledge and skills. The philosophy reflects the faculty perception of the “how” and “why” components of the curriculum.

Rather than a linear, hierarchical structure, the philosophy is a matrix of interacting components, none of which can be separated and isolated from the other components. Neither does one concept derive from others in a hierarchical structure. For instance, “caring” is seen as a vital component of Interpersonal Processes and is defined as a sub-concept of this broader concept, but it is also an organizing concept for the very nature of nursing itself. As an organizing concept, it is used as part of the framework within which the nurse evaluates personal nursing practice and also dictates the faculty’s approach to the teaching-learning environment.

Deciding upon the components of the philosophy requires the selection of certain concepts to make explicit while others become implicit. The criteria for selection of concepts included the desire to address the current themes in nursing while providing for continual change and refinement of the concepts as nursing and nursing education continue to evolve; the need to keep the philosophical statement manageable; and the requirement to reflect the beliefs of the faculty.
5.5. Organizational Concepts Related to Curriculum Design (cont)

Organizing Framework

During the development of the curriculum, the faculty extensively reviewed the literature related to nursing and nursing education. Benner and Wrubel (1989) present a view of “caring” in nursing which reinforces the faculty’s view of the essential component of nursing. The literature related to critical thinking is especially influential.

A model for evaluating a curriculum in relation to critical thinking is presented by Miller and Malcolm (1990). This model reflects the faculty conceptualization of the relationship of nursing to nursing education. This model has been adapted to illustrate the conceptual basis of the curriculum for the Associate Degree nursing options. (Figure 1). Page 24.

The description of the model as given by Miller and Malcolm has been revised appropriately to reflect its application to the nursing curriculum. The basic design consists of three overlapping circles. As conceptualized in the original model these circles represent the interaction of knowledge, attitudes and skills. The faculty believe that these components are operative in the practice setting as well as in the educational setting.

Within the overlapping component circles are three ellipses. In the original model and in our adaptation these ellipses represent faculty characteristics, student characteristics and teaching strategies. The design reflects that these three are a function of the existing level of knowledge, attitudes and skills possessed by students and faculty.

The dotted line denotes the domain of the curriculum. Some of the knowledge, attitudes and skills of faculty and students are a product of life experiences outside the curriculum, others will be the result of the curriculum. The line is dotted to emphasize that the curriculum must be responsive to the environment and to changes in nursing and the health care system in order to remain current.

As developed by the authors, the core of the model is critical thinking. We have adapted it so that the core or result of the model is nursing practice. The model is appealing because it can be utilized to illustrate other relationships within the organizing concepts. The faculty envisions the curriculum as a matrix of interacting components rather than as a linear process.

5.6. Relationships Of Organizing Framework to Major Components of the Philosophy

The major concepts within the philosophy can be viewed as comparing the realm represented by the Attitude circle. The attitude section sets the point of view from which the Knowledge and Skills circles are developed. In other words, how one defines person, health, nursing, society, and nursing education will influence decision about what to observe, the meaning attached to observations, and decisions regarding the appropriate actions to be taken (Tanner, 1983).

At the next level of analysis, the circles represent the three major conceptual areas of Interpersonal Processes, Problem-Solving Processes, and Nursing Technology/Skills. These are represented as culminating in the application of the Nursing Process, which is seen as the distinctive method of nursing practice (Figure 2).
Progression Program and Generic track because of the diversity of attitudes, knowledge and skills which will be brought to the program by students as they enter the program. One of the major issues in completion programs designed for vocational nurses is the successful transition from the basic to the more advanced level of responsibility and accountability required at the registered nurse level of both Associate Degree Nursing Options. In addition, generic students also bring diverse life experience. A factor which must be considered is the impact of the previous role development of students upon the educational experiences. This model represents that issue well. The students entering the generic option will also bring diverse knowledge, skills, and attitudes. The model works for them.

The area of Interpersonal Processes includes the philosophical concepts of Caring, Communication, and Teaching-Learning. Nursing Process will be viewed as both a product and a component in each of the domains.

The area of Problem-Solving Processes includes the philosophical concepts of Critical Thinking, Intuitive Judgment and Nursing Process. Again, this represents the faculty view of nursing practice and nursing education as a matrix of components which are not discrete and hierarchical but which are interactive and resonant (not static, but changing position in a relational structure).

The area of Skills represents nursing’s technology in which can be found the components of Health Care Technology, Nursing Skills, and Nursing Process. The overlapping of these three domains is viewed as resulting in the operationalization of the Nursing Process, the core of Nursing Practice.

These three major domains have been identified, but not closely defined in order to reflect the dynamic state of nursing now and for the future. Each of these areas is being modified on a continuous basis. This structure allows for keeping the curriculum current and structured without the need for a major revision of the philosophy with each change.
Figure 1

RELATIONSHIPS BETWEEN THE CONCEPTUAL AREAS OF THE CURRICULUM


Reviewed 09/09; 12/10
Figure 2


Reviewed 09/09; 12/10
ADN Two-Year Generic Option
Curriculum Design

Pre-Requisite Course
MATH 1314 College Algebra
OR
MATH 1342 Elementary Statistics

Semester One (Fall)
ENGL 1301 Composition and Rhetoric
PSYC 2314 Lifespan Growth & Development
RNSG 1523 Intro to Professional Nursing For Integrated Programs
RNSG 1219 Integrated Nursing Skill I
RNSG 1161 Clinical for RNSG 1523
BIOL 2401 Human Anatomy and Physiology

Semester Two (Spring)
RNSG 1229 Integrated Nursing Skills II
RNSG 1108 Dosage Calculation for Nursing
RNSG 1301 Pharmacology
RNSG 2504 Integ. Care of the Client/Common HC Needs
RNSG 1360 Clinical for Common HC Needs
BIOL 2402 Human Anatomy and Physiology

Semester Three (Summer)
RNSG 2160 Clinical for Mental Health Nursing

Semester Four (Fall)
Humanities/Fine Arts Elective
RNSG 2414 Integ. Care of Client/Common NS Needs
RNSG 2460 Clinical for Complex NS Needs
BIOL 2412 Microbiology

Semester Five (Spring)
SOCI 1306 Social Problems
RNSG 2435 Integrated Client Care Management
RNSG 2360 Clinical for Client Care Management
RNSG 2130 Professional Nursing Review And Licensure Preparation
GOVT 2306 Texas Government

Prospective students can undertake a full time course of study by taking support courses concurrently with the nursing courses. It is recommended students complete the majority of the support courses before beginning the nursing program.
Curriculum Design
LVN – RN

BASIC VOCATIONAL NURSING PROGRAM

Basic Science Foundation  
Holistic Human Development  
Principles of Basic Nutrition  
Basic Pharmacology  
Foundation Nursing Knowledge and Skills  
Basic Medical-Surgical Nursing  
Basic Maternal-Child Nursing  
Nursing Process  
Selected Nursing Diagnoses

PREREQUISITE SUPPORT COURSES

ENGL 1301 Composition and Rhetoric  
BIOL 2401 Anatomy and Physiology  
BIOL 2402 Anatomy and Physiology  
PSYC 2314 Lifespan Growth and Development  
Math 1314 College Algebra  
Or  
Math 1342 Elementary Statistics

These courses provide the core concept and skills upon which the Progression Program will build.

Prospective students can undertake a full time course of study by taking support courses concurrently with the nursing courses. It is recommended students complete the majority of the support courses before beginning the nursing courses because most will continue to work part-time.

FIRST SEMESTER OR PRIOR TO NURSING COURSES

SOCI 1306 Social Problems  
BIOL 2421 Microbiology

FIRST SEMESTER NURSING COURSES

RNSG 2402 Concepts of Nursing Practice for Articulating Students III  
RNSG 1229 Integrated Nursing Skills II  
RNSG 2360 Clinical

REMAINING SUPPORT COURSES TO BE COMPLETED PRIOR TO OR CONCURRENTLY WITH THIRD SEMESTER NURSING COURSES

Humanities/Fine Arts  
GOVT 2306 Texas Government

SECOND SEMESTER NURSING COURSES  
(Twelve-week Summer Session)

RNSG 2314 Integrated Care of Client with Complex Health Care Needs  
RNSG 2460 Clinical for Complex HC Needs

THIRD SEMESTER NURSING COURSES

RNSG 2435 Integrated Clinical Care Management  
RNSG 2360 Clinical for Client Care Management  
RNSG 2130 Professional Nursing Review and Licensure Preparation
# Vocational Nursing

## SEMESTER ONE

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## SEMESTER THREE

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**Grand Total Hours** 29 14 54 1552 42
CISCO COLLEGE

FACULTY POLICIES
ASSOCIATE DEGREE NURSING
Cisco College
Associate Degree Nursing Faculty

Policies

General Statement

The faculty of the Associate Degree Nursing Program (ADN) of Cisco College will be subject to the general faculty policies of the parent institution. There shall be no policies in place for nursing faculty which conflict with those for other faculty within Cisco College.

Specific Applications of the General Policies to the Nursing Faculty

1. Nursing faculty are expected to review the Faculty Policies which are found in the Cisco College Employee Handbook which can be found on the CC website.

2. Faculty will be selected for appointment based upon clinical experience as well as academic preparation appropriate for the level of nursing at which they will teach. Faculty for the Associate Degree Level must have a master’s degree in nursing or a master’s degree in a closely-related field, a minimum of 6 hours graduate level nursing courses and a bachelor’s degree in nursing.

3. All nursing faculty are required under guidelines established by the Southern Association of Colleges and Schools (SACS) and the Board of Nursing for the State of Texas (BON) to provide evidence of current licensure in Texas and transcripts of all education preparation in nursing.

4. All nursing faculty who teach nursing specialties must provide a curriculum vitae specifying current clinical expertise in that specialty. Faculty members are encouraged, but not mandated, to become certified in their areas of expertise as a means of validating and updating clinical skills. Documentation must be provided demonstrating method of maintaining clinical currency.

5. All nursing faculty are required by the school of nursing to demonstrate proficiency in cardiopulmonary resuscitation (CPR) bi-annually and to provide documentation of their CPR certification.

6. Teaching Assistants may be utilized in appropriate settings to enhance the learning experience; never to substitute for regular faculty appointments. Teaching Assistants must have a bachelor’s degree in nursing and clinical expertise in the clinical settings in which they assist or an Associate Degree in nursing.
7. Clinical preceptors may be used in appropriate settings to enhance the learning environment for students. Clinical preceptors shall be expert in the clinical settings in which the learning experience takes place and hold a minimum of an associate degree in nursing.

8. All nursing faculty are required to complete the BON on-line orientation annually in September. Documentation of completion to be placed in personnel file.

**Terms of Employment**

1. Cisco College appoints faculty based on 9, 10, 10 1/2, 11 and 12 month contracts, extended yearly.

2. The Associate Degree Nursing ADN Program, LVN-RN option extends over an entire year, including spring, extended summer, and fall semesters. The Generic option is a 2-year full time course of study. Therefore, most faculty will be expected to accept a 12-month contract. Shorter duration contracts can be negotiated, depending on the program requirements for faculty with specific clinical expertise.

3. Provisions will be made for substitute faculty who will provide short-term clinical instruction and theory instruction for regular faculty with authorized absences. Substitute faculty will be paid an hourly rate and must possess the qualifications expected of full-time faculty. Regulatory appointed faculty will be readily available for supervision, guidance and assistance.

**Evaluation of Faculty**

The policy will be reviewed according to systematic evaluation plan.

1. Faculty will be evaluated by the ADN Director and/or the Dean of Health Sciences annually.

2. The faculty will be evaluated in both didactic and clinical settings.

3. Each faculty member will receive a copy of the evaluation during an annual summary evaluation meeting with the ADN Director and/or Dean.

4. The ADN Director will be evaluated annually by the Dean of Health Sciences.

5. The faculty will be evaluated each semester by the students.

6. The faculty will be evaluated annually by a clinical agency representative using the appropriate evaluation tool.
7. Annually each faculty member will be evaluated in the classroom by a peer utilizing the “peer review of classroom teaching” form.

**Teaching Load and Responsibilities**

1. According to the College policy, faculty in the Professional-Technical programs shall not exceed 30 clock hours per week in instruction. This load equates to the teaching load of the science instructors teaching laboratory courses. The ADN Director will hold a minimal teaching load.

2. Workload will be distributed to ensure that there is equitable division of classroom teaching and clinical instruction with allowance for time for class and course improvement, student evaluation and faculty meetings.

3. All faculty members will be part of the Faculty Organization and will be expected to participate in all of the responsibilities related to membership in that organization.

4. Each faculty member should allocate a minimum of five hours per week for office time. Although the central offices are open from 8 a.m. to 4 p.m. Monday through Thursday and Friday until 2:00 p.m., nursing faculty will arrange office hours that meet the needs of their clinical and teaching assignments. The Abilene Educational Center (AEC) is available to instructors as needed from 7 a.m. until 10:30 p.m. Security personnel are available at the AEC from 5 p.m. until 10:30 p.m.

5. All faculty are expected to be active in appropriate nursing organizations. The nursing department budget will include money to assist with expenses for hotel, registration and meals for attendance at appropriate meetings and workshops.

6. Each faculty member will be assigned to at least one campus-wide standing committee. In addition, faculty are to participate in all campus activities as requested.

**General Allocation of Theory and Clinical Assignment**

1. Faculty will be assigned to be the lead teacher for one course and a team member for other courses.

2. Each faculty member will be assigned to a clinical group to include no more than a student ratio of 1-10 or 2-15 or 1-24 when preceptors are used as appropriate.
3. Theory assignments will be made based upon faculty expertise, interest and over-all responsibility

4. Clinical assignments will be based upon faculty expertise and over-all program responsibilities.

5. Theory unit assignments for the ADN Director will be adjusted to allow for administrative responsibilities as needed.

**New Faculty Orientation**

1. New faculty will be oriented to the College, the AEC, the Health Sciences Department and the Nursing Program according to the following process: Each faculty person’s orientation will be individualized depending on previous experience and individual needs. Both Nursing Program personnel and the new instructor will develop the specific orientation plan, to include the following:

2. During the employment interview, the specific job description, theory and clinical teaching assignment, hours of work, payroll procedures, employee benefits and college schedule will be discussed. The program philosophy, conceptual framework, and program objectives will be discussed in detail, to ensure that they are compatible with the individual’s beliefs.

3. During the first week of employment, general college and employee policies will be discussed in detail. Documents to be reviewed include: College Employee Policies and Procedures, (which can be found on our website), Organizational Charts, and Cisco College Optional Retirement Plan. The Dean of Health Sciences is responsible for providing and reviewing these documents. In addition, the Human Resources Department will arrange an appointment with the retirement plan representative of the employee’s choice and will discuss other Human Resource items.

4. On the second day of employment, the faculty person will be introduced to the AEC, tour of the physical plant, introduction to and review of the duties of the field registrar, business office representative, book store manager, learning lab coordinator, technical counselor, special populations coordinator, and academic counselors. The Dean of Health Sciences will assume this responsibility.

5. On the third day of employment, the ADN Director will orient the new faculty member to the organization of the program, its relationship to the over-all nursing program and the general plan of curriculum. The faculty organization by-laws and expectations will be reviewed in depth. At this time, the new faculty member and the ADN Director will identify specific strengths and weaknesses of the new person and will design a program to build upon present strengths and meet specific learning needs. The plan will include objectives.
and time lines. The final written plan will be shared with the Dean of Health Sciences and other nursing faculty.

6. The orientation plan should cover all aspects of the program including: teaching methods; course content; student policies; students evaluation; testing policies, including validation of tests; course and unit revisions; cooperative teaching methods; process for faculty evaluation and a plan for professional development.

7. The second week of orientation will be primarily focused on the clinical experience portion of the curriculum. The areas to be covered include: contractual agreements with cooperating agencies; introductions to clinical staff; review of clinical objectives; review of clinical evaluation tools and methods; assignment to a clinical learning experience with an experienced instructor in the agency to which the new faculty person will be assigned. The ADN Director will be responsible for this but faculty as a whole will be asked to assume guidance as appropriate.

8. New faculty will observe in the classroom with an experienced instructor. During the first two weeks, the faculty member will be expected to review the theory portion and clinical experience portion of the curriculum for which they will assume responsibility. Discussions with the lead teacher for that course will be held so that new faculty will develop a clear understanding of and comfort with their responsibilities.

9. During the third week, new faculty will complete the on-line version of BON orientation. Documentation of completion will be placed in personnel file.

10. The Dean of Health Sciences and the new faculty member have the primary responsibility for the identification of additional orientation needs and for the achievement of all the areas which have been identified.

11. A summary of the completion of each step will be part of the faculty record which is maintained in the Nursing Office in the faculty member’s campus file.
Cisco College
Vocational Nursing Faculty

Policies

General Statement

The faculty of the Vocational Nursing Program of Cisco College will be subject to the general faculty policies of the parent institution. There shall be no policies in place for nursing faculty which conflict with those for other faculty within Cisco College.

Specific Application of the General Policies to the Nursing Faculty

1. Nursing faculty are expected to review the Faculty Policies which are found in the Cisco College Employee Handbook which can be found on the CC website.

2. Faculty will be selected for appointment based upon clinical experience as well as academic preparation appropriate for the level of nursing at which they will teach. Faculty for the Vocational Nursing Program must have a minimum of an associate degree in nursing. All faculty must be currently licensed in Texas as an RN.

3. Teaching Assistants may be utilized in appropriate settings to enhance the learning experience; never to substitute for regular faculty appointments. Teaching Assistants in the Vocational Nursing Program must be a licensed vocational nurse or a registered nurse and have clinical expertise in the clinical setting in which they assist.

4. Clinical preceptors may be used in appropriate settings to enhance the learning environment for students. Clinical preceptors shall be expert in the clinical setting in which the learning experience takes place and hold a minimum of an associate degree in nursing.

5. Nursing instructors, in addition to clinical expertise and academic credentials, must be licensed as registered nurses in Texas or as Licensed Vocational Nurse in Texas as appropriate.

Terms of Employment

1. Cisco College appoints faculty on the basis of 9, 10, 10 ½, 11 and 12 month contracts extended yearly.

2. The Vocational Nursing Program extends over an entire year, including spring, extended summer and fall semesters; therefore, most faculty will be expected to accept a 12-month
contract. Shorter duration contracts can be negotiated depending on the program requirements for faculty with specific clinical expertise.

3. Provision will be made for substitute faculty who will provide short-term clinical instruction and theory instruction for regular faculty who have authorized absences. Substitute faculty will be paid an hourly rate. Regularly appointed faculty will be readily available for supervision, guidance and assistance.

4. Theory assignments will be made based upon faculty expertise, interest and over-all responsibility.

5. Theory unit assignments for the Program Director will be adjusted as needed to allow for administrative responsibilities.

**General Allocation of Theory and Clinical Assignment**

1. Depending on the Program needs and individual qualifications, faculty may be assigned to teach in only the Vocational Nursing Program or in either VN or ADN Programs semester by semester.

2. Each faculty person will be assigned a clinical group to include no more than ten students when teaching a clinical course.

**New Faculty Orientation**

1. New faculty will be oriented to the College, the AEC, the Health Sciences Department and the Nursing Program according to the following process: Each faculty person’s orientation will be individualized depending on previous experience and individual needs. Both Nursing Program personnel and the new instructor will develop the specific orientation plan, to include the following:

2. During the employment interview, the specific job description, theory and clinical teaching assignment, hours of work, payroll procedures, employee benefits and college schedule will be discussed. The program philosophy, conceptual framework, and program objectives will be discussed in detail, to ensure that they are compatible with the individual’s beliefs.

3. During the first week of employment, general college and employee policies will be discussed in detail. Documents to be reviewed include: College Employee Policies and Procedures, (which can be found on our website), Organizational Charts, and Cisco College Optional Retirement Plan. The Dean of Health Sciences is responsible for providing and reviewing these documents. In addition, the Human Resources Department will arrange an
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4. On the second day of employment, the faculty person will be introduced to the AEC, tour of the physical plant, introduction to and review of the duties of the field registrar, business office representative, book store manager, learning lab coordinator, technical counselor, special populations coordinator, and academic counselors. The Dean of Health Sciences will assume this responsibility.

5. On the third day of employment, the Director of the Vocational Nursing Program will orient the new faculty member to the organization of the Vocational Nursing Program, its relationship to the over-all nursing program and the general plan of curriculum. The faculty organization by-laws and expectations will be reviewed in depth. At this time, the new faculty member and the VN Director will identify specific strengths and weaknesses of the new person and will design a program to build upon present strengths and meet specific learning needs. The plan will include objectives and time lines. The final written plan will be shared with the Dean of Health Sciences and other nursing faculty.

6. The orientation plan should cover all aspects of the program including: teaching methods; course content; student policies; student evaluation; testing policies, including validation of tests; course and unit revisions; cooperative teaching methods; process for faculty evaluation and a plan for professional development.

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9. The Director of the Vocational Nursing Program and the new faculty members have the primary responsibility for the identification of additional orientation needs and for the achievement of all of the areas which have been identified.

10. A summary of the completion of each step will be part of the faculty record which is maintained in the Nursing Office in the faculty member’s campus file.
**Evaluation of Faculty**

1. Faculty will be evaluated by the Vocational Nursing Director and/or the Dean of Health Sciences annually.

2. The faculty will be evaluated in both didactic and clinical settings.

3. Each faculty member will receive a copy of the evaluation during an annual summary evaluation meeting with the VN Director and/or Dean of Health Sciences.

4. The VN Director will be evaluated annually by the Dean of Health Sciences.

5. The faculty will be evaluated each semester by the students.

6. The faculty will be evaluated annually by a clinical agency representative using the appropriate evaluation tool.

7. Annually each faculty member will be evaluated in the classroom by a peer utilizing the “peer review of classroom teaching” form.

**Teaching Load and Responsibilities**

1. According to the College policy, faculty in the Technical programs shall not exceed 30 clock hours per week in instruction. This load equates to the teaching load of the science instructors teaching laboratory courses.

2. Workload will be distributed to ensure that there is equitable division of classroom teaching and clinical instruction with allowance for time for class and course improvement, student evaluation and faculty meetings.

3. All faculty members will be part of the Faculty Organization and will be expected to participate in all of the responsibilities related to membership in that organization.

4. Each faculty member should allocate a minimum of five hours per week for office time. Although the central offices are open from 8 a.m. to 4 p.m. Monday through Thursday and Friday until 2:00 p.m., nursing faculty will arrange office hours that meet the needs of their clinical and teaching assignments. The Abilene Educational Center (AEC) is available to instructors as needed from 7 a.m. until 10:30 p.m. Security personnel are available at the AEC from 5 p.m. until 10:30 p.m.

5. All faculty are expected to be active in appropriate nursing organizations. The nursing department budget will include money to assist with expenses for hotel, registration and
meals for attendance at appropriate meetings and workshops.

6. Each faculty member will be assigned to at least one campus-wide standing committee. In addition, faculty are to participate in all campus activities as requested.
Department of Nursing
Faculty Organization Group and Committee Members

**Curriculum**
Terri Peerenboom – Chair
Minnie Scott
Audrey Baxter
ADN Student Representative(s)
VN Student Representative(s)

**Testing Evaluation & Measurement**
Janine Ray – Chair
Cheryl Adams
Segelle Bryan
Stephanie Cook
ADN Student Representative(s)
VN Student Representative(s)

**Student Concerns**
Audrey Baxter – Chair
Stephanie Varhola
Diane Rickman
ADN Student Representative(s)
VN Student Representative(s)

**Learning Resources**
Phil Howell – Chair
Janine Ray
Rickie Young
ADN Student Representative(s)
VN Student Representative(s)

**Faculty Concerns**
Jackolyn Morgan – Chair
Minnie Scott
Audrey Baxter
ADN Student Representative(s)
VN Student Representative(s)

**Systematic Evaluation Plan**
Janine Ray – Chair
Ora Fitts
Ann Marie Schaefer
ADN Student Representative(s)
VN Student Representative(s)

**Peer Review**
Audrey Baxter – Chair
Stephanie Cook
Janine Ray
Shane Copher
Associate Degree Nursing
Committees

**Curriculum**
Janine Ray – Chair
Ora Fitts
Terri Peerenboom
Shane Copher
ADN Student Representative(s)

**Test Evaluation & Measurement**
Audrey Baxter – Chair
Ann Marie Schaefer
Janine Ray
ADN Student Representative(s)

**Student Concerns**
Ora Fitts – Chair
Janine Ray
Diane Rickman
Jackolyn Morgan
ADN Student Representative(s)

**Learning Resources**
Janine Ray – Chair
Ann Marie Schaefer
Audrey Baxter
ADN Student Representative(s)

**Faculty Concerns**
Janine Ray – Chair
Jackolyn Morgan
ADN Student Representative(s)

**Systematic Evaluation Plan**
Janine Ray – Chair
Jackolyn Morgan
Terri Peerenboom
ADN Student Representative(s)
# Vocational Nursing Program
## Committees

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<th>Co-Chair</th>
<th>Student Representatives</th>
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CISCO COLLEGE

FACULTY ORGANIZATION
DEPARTMENT OF NURSING BY-LAWS
Cisco College
Faculty Organization Nursing Programs

By-Laws

ARTICLE I

Name

The name of the organization shall be The Faculty Organization of Cisco College Nursing Programs.

ARTICLE II

Purpose

The Faculty Organization of Cisco College Nursing Programs provides the opportunity for all members to share in the authority and responsibility for the operation of the programs in nursing. The Organization plans, organizes, implements, evaluates and revises the total program in accord with the philosophy and objectives of the Nursing Programs and in accord with the policies and procedures of the College.

ARTICLE III

Objectives and Functions

Section I. The objectives of the Faculty Organization shall be to:

1. foster sound, dynamic education programs at the vocational nursing level and at the associate degree level;
2. assist students in personal and professional development;
3. direct faculty members toward a common philosophy of nursing and nursing education;
4. promote the professional and educational growth of faculty members;
5. facilitate mutual understanding and cooperation between faculty and between faculty and nursing service personnel.
Section II. The functions of the Faculty Organization shall be to:

1. implement the philosophy, objectives and conceptual framework of the nursing programs in harmony with trends in nursing, the needs of the community and the students;
2. formulate, implement and evaluate the curriculum;
3. develop policies governing admission, promotion and graduation of students within the regulations of the College;
4. plan for guidance counseling of students;
5. recommend policies for student health and welfare in accordance with recommendations of CDC, OSHA, TPAPN and the clinical facilities;
6. evaluate student progress in relation to course objectives;
7. select students for college awards in accord with established criteria;
8. provide for faculty appointments as class advisors to plan class activities such as graduation, student seminars, etc.;
9. participate in recruitment activities of the Nursing Programs and other college departments when requested;
10. maintain appropriate records;
11. establish channels of communication between faculty in the two levels of nursing programs and among faculty at each level;
12. utilize the evaluative process to assess and revise the total program of learning and all program components as outlined in the program evaluation plan;
13. revise the program evaluation plan systematically;
14. develop recommendations for the annual budget;
15. revise the curriculum on a systematic basis.

ARTICLE IV

Membership

Section I.A. The membership of the Faculty Organization shall be composed of the full-time faculty and the part-time faculty of the Nursing Programs. The following shall be included:

1. Program Director, Vocational Nursing Program
2. Program Director, Associate Degree Nursing Program
3. Vocational Nursing Professors, full-time and part-time
4. Associate Degree Nursing Program Professors, full-time and part-time
5. Teaching Assistants

Section I.B. Substitute faculty may attend any meetings of the Faculty Organization, the Program meetings or Committee meetings, but are not voting members.
ARTICLE V

Officers

Section I. The Officers of this organization shall be:

1. Chairperson – Rotate every two years on the even year among Directors
2. Secretary – Faculty member-appointed bi-annually on odd year by chairperson
3. Director – Vocational Nursing Program
4. Director – Associate Degree Nursing Program

Section II. Duties of the officers:

1. Chairperson:
   a. preside at all meetings;
   b. prepare an agenda for all meetings;
   c. appoint special committees as needed;
   d. appoint chairperson of all standing committees;
   e. act as a liaison between the faculty organization and College administration;
   f. designate a chairperson when unable to preside at meetings;
   g. call special meetings as needed or requested by faculty, students, or college administration.

2. Secretary:
   a. record minutes of all faculty meetings;
   b. maintain minutes of all committee meetings;
   c. collect appropriate exhibits for attachment to minutes;
   d. distribute minutes of all meetings to the membership;
   e. maintain all minutes in a permanent file.

ARTICLE VI

Meetings

Section I. A. Meetings of the Faculty Organization shall be held at least once each semester. Special meetings may be called by the Chairperson upon request of a member or at the discretion of the Chairperson in order to avoid delay of needed action. All members are to be notified of each meeting, regular or called.
B. Each program (Vocational Nursing and Associate Degree Nursing Program) will hold a meeting monthly under the direction of the VN and ADN Directors.

Section II. A. Sixty (60) percent of the full-time faculty shall constitute a quorum at all meetings of the Faculty Organization as a whole.

B. Fifty (50) percent of those attending a Program meeting shall constitute a quorum.

Section III. A. The time of all meetings of the Faculty Organization shall be designated by the Chairperson.

B. The time of all other meetings will be set by the Program Directors or Committee Chairpersons, as appropriate.

Section IV. A. The meeting site of meetings of the Faculty Organization shall be designated by the Chairperson.

B. The meeting site for all other meetings will be set by the Program Directors or Committee Chairpersons, as appropriate.

Section V. All minutes of all meetings are to be kept on file for three (3) years for BON and NLNAC criteria in the nursing office.

Section VI. Representatives of the Student Organizations shall be invited to attend all meetings of the Faculty Organization whether they are meetings of the whole or meetings of the separate program faculty. Student representatives may observe all faculty actions, except those requiring confidentiality, may present student concerns, and participate in discussions but may not vote.

ARTICLE VII

Committees

Section I. Chairperson shall appoint committees and chairpersons of standing and special committees. Such appointments will be for one calendar year.

Section II. A. Membership of standing committees shall be comprised of faculty members from both programs.
B. Membership of special committees shall be determined by the purpose of the committee.

C. Each standing committee shall have program-specific subcommittees.

Section III. A. The standing committees shall be:

1. Curriculum Committee
2. Student Concerns Committee
3. Faculty Concerns Committee
4. Learning Resources Committee
5. Test, Evaluation and Measurements Committee
6. Systematic Evaluation Plan

B. Responsibilities of Committees:

1. Curriculum Committee

   a. Initiate curriculum revisions related to changes in the discipline; new technology; improved teaching methods.
   b. Initiate revisions in Program Objectives/Outcomes as required by changes in the employment setting and/or as a result of program evaluation activities.
   c. Coordinate the in-depth evaluation of the Curriculum Plan as scheduled on the Program Evaluation Plan.
   d. Oversee the annual evaluation of each course.
   e. Review and revise the Clinical Experience Objectives annually.
   f. Consult with the Learning Resources Committee in evaluation of the clinical facilities used for clinical experiences.
   g. Consult with the Learning Resources Committee in the review of required and recommended textbooks.
   *h. Revise students’ clinical evaluation tools as required, in consultation with the Student Concerns Committee.
   i. Participate in the evaluation of classrooms and Learning laboratories.
   j. Participate in the evaluation of AV and CAI materials.
   k. Communicate curriculum changes to the College curriculum committee.
   *l. Ensure that all examinations are subjected to the appropriate Validation procedures.

* Items marked with an asterisk (*) are delegated to the Test, Measurement and Evaluation Sub-Committee.
2. Student Concerns Committee

   a. Conduct student evaluation of course and instructors.
   b. Conduct and analyze Graduate Survey.
   c. Conduct and analyze Employer Survey.
   d. Provide student evaluations of clinical experience to the Curriculum Committee and to the Learning Resource Committee.
   e. Review and revise policies for student admission, progression, and graduation.
   f. Review, revise and implement the Student Grievance Procedure.
   g. Review and revise student information sheets.
   h. Cooperate with the Curriculum and Learning Resources Committee in the evaluation of classrooms and Learning Laboratories.
   i. Review admissions procedure, based upon student evaluations and Program Evaluations.
   j. Initiate and coordinate review and revision of the Student Handbook.
   k. Review and recommend revisions in student policies.
   l. Provide faculty advisors for each class to facilitate communication between the faculty and the Student Organization.
   m. Review the application for admission and recommend revisions.
   n. Conduct student evaluations of support services: financial aid, bookstore, advising, developmental education services and library.
   o. Review student records policies and implementation of policies.

3. Faculty Concerns Committee

   a. Review and revise position descriptions for all faculty positions to keep them current with the job requirements.
   b. Evaluate the availability, suitability and effectiveness of clinical experience sites, in cooperation with the Learning Resources Committee.
   c. Review and revise the Faculty Handbook.
   d. Review and suggest revision for the Cisco College Employee Handbook.
   e. Identify potential faculty members and assist in recruitment of faculty.
f. Develop annual plans for faculty professional development to ensure equitable access to funding and time for all faculty.
g. Review and recommend revisions in faculty evaluation procedures.
h. Develop and implement the faculty peer review component of the faculty evaluation component.
i. Develop, review and revise the faculty orientation plan, overseeing its implementation.
j. Review the Faculty Organization By-laws according to the program evaluation plan.
k. Monitor the minutes of faculty meetings to ensure that they are complete, document actions and include appropriate attachments.
l. Develop, distribute and analyze a faculty questionnaire annually to identify faculty concerns.
m. Plan the faculty workload each semester.
n. Participate with the Student Concerns Committee in the revision and implementation of the Student Grievance Procedure.
o. Represent faculty concerns, either individual or collective to the nursing faculty, nursing programs administration, and the college administration.

4. Learning Resources Committee

   a. Work with the Curriculum Committee to assess and improve learning resources required for curriculum revisions.
   b. Make budget recommendations regarding learning resources.
   c. Receive and review faculty requests for learning resources related to individual courses.
   d. Evaluate the effectiveness, appropriateness and availability of clinical facilities.
   e. Recommend additional clinical sites.
   f. Review textbooks and recommend changes.
   g. Review course syllabi.
   h. Review AV and CAI collections and monitor the condition of required hardware.
   i. Develop and implement the library acquisition and retention policy.
   j. Collaborate with library regarding program needs.

5. Test, Evaluation and Measurements Committee

   a. Work collaboratively with faculty to ensure a planned, coordinated approach to test development and analysis.
   b. Monitor the process of test development and analysis to include test blueprints, test item revision and the process for interrater reliability to ensure that all examinations are subjected to the
appropriate validation procedures.
c. Revise student clinical evaluation tools as required, in consultation with the student concerns committee.
d. Create a Cisco College Nursing faculty testing database capable of reflecting the foregoing test analysis.

ARTICLE VIII

Order of Business

1. Call to order.
2. Reading and approval of minutes.
4. Committee Reports
5. Student representative
6. Old business
7. New business
8. Announcements
9. Additional concerns
10. Adjournment

ARTICLE IX

Procedure for Recommendations

Recommendations for changing or establishing policies may be made by individuals, groups, or Committees. Recommendations shall be presented in writing to the chairperson of the appropriate Committee for action and inclusion on the agenda of the appropriate Program meeting or Faculty Organization Meeting. Committee recommendations must be approved in the appropriate Nursing Program meeting if it affects only one Nursing Program or by the Faculty Organization if it affects both programs. All program changes should be reported to the Faculty Organization.

ARTICLE X

Amendments

Amendments to the By-laws of the Faculty Organization of the Cisco College Nursing Programs must be presented in writing to the chairperson for inclusion in the agenda prior to the meeting. A majority
vote of the members present is required to make decisions regarding amendments to these by-laws. Before an amendment may be voted upon, a copy of it must have been provided to each member.

ARTICLE XI

Parliamentary Authority

The accepted rules of parliamentary procedure will govern the conduct of the business of the Organization.
Job Description

Position:  Dean of Health Sciences

Qualifications:  
1. A minimum of a Master’s Degree
2. Doctorate preferred
3. Three or more years in higher education administration
4. Five or more years in community college teaching and administration
5. Knowledgeable of the health sciences/technical education
6. Experience with program evaluation

Job Summary:  Responsible in providing leadership and supervision of the Health Sciences Division.

Organizational Relationships:

I. Reports to Vice President for Learning Services

II. Description of responsibilities and duties:

1. Collaborate with Dean of Instruction in regard to instructional matters.
2. Serve as Chair for Health Sciences Directors Council.
3. Conduct needs assessment for new programs and courses.
4. Develop proposals for new Health Sciences programs.
5. Prepare/review program and course revisions for submission to appropriate committees and outside agencies.
6. Oversee the assessment of programs and services within the Health Sciences Division.
7. Conduct evaluations of program Directors and staff in the Health Sciences Division.
8. Participate in preparation of grant proposals.
9. Participate in the goals and objectives for Health Sciences.
10. Oversee meeting the requirements of external agencies (THECB, SACS, BON, NLNAC, etc).
11. Assist with development of college catalog.
12. Assist with development of class schedules.
13. Assist with the preparation of the faculty handbook.
14. Prepare, recommend, implement and monitor all budgets related to Health Sciences (with faculty input).
15. Participate in community activities as appropriate.
16. Keep faculty and staff informed of known national, state, and local developments affecting instruction.
17. Ensure that all faculty and staff obtain and maintain credentials and licensure required for their respective responsibilities.
18. Supervise Assistant to the Dean of Health Sciences
19. Supervise the Program Directors within Health Sciences Division.
20. Serve as a member of the Cisco Learning Council.
21. Serve on college committees as directed.
22. Other duties as assigned by the Vice President for Learning Services.
Job Description

Position:  
Associate Degree Nursing Program Director

QUALIFICATIONS:  
1. Registered Nurse with a Current Texas License.  
2. Three years of varied nursing experience.  
3. Experience teaching in an associate degree nursing program.  
4. A minimum of a Master’s degree preferably in Nursing. If the Master’s degree is in a discipline other than nursing shall hold a bachelor’s degree in nursing from an accredited baccalaureate program in nursing and shall have at least six semester hours of graduate level content in nursing appropriate to his/her teaching responsibilities.

JOB SUMMARY:  
Coordination of the day to day learning activities of the associate degree nursing program. Teaches a clinical group of no more than 10 students in assigned care settings. Teaches assigned portions of the theory classes. Assists the Director of Nursing Programs as required.

ORGANIZATIONAL RELATIONSHIP:  
I. Reports to: the Dean of Health Sciences

II. Description of Duties:

1. Acts as the liaison between the ADN program and the clinical experience sites: communicate and adjust the proposed student schedule with the health care agencies.
2. Coordinate the activities of the clinical instructors, offering guidance and assistance as necessary.
3. Supervise student's clinical experience.
4. Act as lead instructor for assigned courses.
5. Teach and revise assigned portions of the theory courses, within the philosophy, conceptual framework, and objectives of the ADN program curriculum.
6. Coordinate clinical experience with classroom theory, guiding students to apply basic nursing knowledge to patient care.
7. Maintain the attendance and clinical experience records of students.
8. Perform evaluation of student’s clinical performance, review evaluations with students in individual conferences.
9. Report to Student Concerns Committee those students whose attendance clinical or theory performance is not satisfactory.
10. Prepare the schedule of student's clinical experience as required by clinical facilities.
11. Assume a lead role in continuing curriculum review and revision.
12. Assume a lead role in program evaluation, according to the program evaluation plan.
13. Offer counseling and guidance to students as appropriate.
14. Assist with program activities as required.
15. Attend all program faculty meetings, conduct faculty meetings upon the request of the Dean of Health Sciences.
16. Attend department, general faculty, and institutional committee meetings as required.
17. Serve as a member of assigned committees of the Faculty Organization.
18. Assist in decisions regarding student promotion and graduation.
19. Attain continuing education biannually as required by the Texas Board of Nursing.
20. Perform all other duties as stated in the Cisco College Employee Handbook.
Job Description

POSITION: Associate Degree Nursing Program Professor

QUALIFICATIONS:
1. Registered Nurse with Current Texas Licensure
2. Evidence of teaching abilities and maintaining current knowledge, clinical expertise and expertise, and safety in subject area of teaching responsibility.
3. A minimum of a Master’s degree preferably in Nursing. If the Master’s degree is in a discipline other than nursing shall hold a bachelor’s degree in nursing from an accredited baccalaureate program in nursing and shall have at least six semester hours of graduate level content in nursing appropriate to his/her teaching responsibilities.
4. At least three years experience in varied nursing experiences.

JOB SUMMARY: Responsible for assisting with coordination of the Associate Degree Nursing Program and teaching assigned portions of the curriculum, including clinical Instruction.

ORGANIZATIONAL RELATIONSHIPS:

i. Reports to the ADN Program Director

ii. Description of Duties:

1. Student-Instructor
   A. Continually evaluate the results of teaching.
   B. Adjust methods of teaching or presentation in order to provide maximum educational opportunities to each student.

2. Cooperate with the administration, departmental chairpersons and other members of the faculty in trying to improve our educational opportunities.

3. Assist with institutional studies.

4. Attend to all duties in a prompt, conscientious, objective and professional manner.

5. Offer counseling and guidance to students.

6. Sponsor or assist with student activities and serve on faculty committees when requested by the administration.

7. Attend all faculty meetings that are called by the president, Dean of Instruction
or Dean of Health Sciences.

8. Continually maintain competency in subject area:
   a. by membership in professional societies and organizations, (Texas Community College Teachers Associations, etc.)
   b. by attending professional meetings.
   c. by attending in service or summer institutes.
   d. by pursuing a more advanced degree.

9. Exhibit loyalty to the institution and support all college activities. Represent the institution favorably in scholarly groups, before the constituency and before the general public.


11. Assist with curriculum development and implementation and selection of appropriate class texts.

12. Participate in the selection process when selecting new class. Follow criteria of the progression program.

13. Be familiar with the approval requirements of the Texas Board of Nursing and the accrediting processes of the Southern Association of College and Schools and National League for Nursing Accrediting Commission.

14. Must complete the on-line version of the Board of Nursing orientation annually and submit documentation of completion to nursing office for placement in personnel file.

15. Respond appropriately to an annual evaluation conference with ADN Director or Dean of Health Sciences.

16. Assist in screening the school's resource holdings and assist in building the most appropriate collection with the funds available.

17. Participate in committees to which you are assigned by attending regularly and fulfilling assigned responsibilities.

18. Regularly read publications in the discipline and in related fields to remain current. This activity will assure that materials covered in courses and applied in clinical supervision are timely, accurate and oriented toward the realities of today's work place setting.

19. Be conversant with the CC faculty constitution and by-laws to ensure active participation and facilitation of the schools goals and objectives.

20. Fulfill other assignments as directed by ADN Director/Dean of Health Sciences.

21. Perform all other duties as stated in the Cisco College Employee Handbook.
22. Maintain currency in CPR.
Job Description

POSITION: PART-TIME FACULTY – Associate Degree Nursing Program

QUALIFICATIONS: 1. Registered Nurse with current Texas Licensure

2. Evidence of teaching abilities and maintaining current knowledge, clinical expertise, and safety in subject area of teaching responsibility.

3. A minimum of a Master’s degree preferably in Nursing. If the Master’s degree is in a discipline other than nursing shall hold a bachelors degree in nursing from an accredited baccalaureate program in nursing and shall have at least six semester hours of graduate level content in nursing appropriate to his/her teaching responsibilities.

4. Minimum of 3 years work experience in nursing.

JOB SUMMARY: Position requires 17 hours in classroom instruction, and clinical instruction per week.

ORGANIZATIONAL RELATIONSHIPS:

I. Reports to the ADN Program Director.

II. Description of Duties:

1. Teach selected portions of nursing content: Commensurate with education and experience.

2. Provides clinical instruction to assigned clinical group.

3. Assist in selecting appropriate textbooks.

4. Schedule, announces, post, and maintain sufficient office hours to allow students time for formal and informal contact.

5. Attend faculty meetings and be an active participant in planning, implementing and evaluating the nursing program.

6. Participate in faculty committees as assigned regularly and fulfilling assigned responsibilities.
7. Assist in preparation of course syllabi and class schedule.

8. Serve as a member of the admissions committee.

9. Maintain current knowledge in didactic and clinical areas through continuing education, clinical experience and maintenance of licensure as a registered nurse in the State of Texas.

10. Fulfill other assignments as directed by Program Director.

11. Maintain the attendance and clinical experience records of assigned students.

12. Perform evaluations of student's clinical performance, review evaluations with students in individual conferences.

13. Report to Program Director those students whose attendance and/or clinical performance is not satisfactory.

14. Participate in curriculum revision.

15. Offer counseling and guidance to students as appropriate.

Job Description

JOB TITLE: Faculty Teaching Assistant

QUALIFICATIONS:
1. Current licensure as a registered nurse in the state of Texas.
2. ADN or Bachelor of Science in Nursing from approved Programs in Nursing.
3. Minimum of 3 years work experience in nursing.
4. Have the clinical experience to function effectively and safely in the designated clinical area of teaching.

JOB SUMMARY: Assist qualified faculty members with student clinical instruction under direct supervision. Assist with skill demonstration and monitor testing.

ORGANIZATIONAL RELATIONSHIPS:

Reports to: ADN Director
Supervised by: Experienced qualified faculty.

DESCRIPTION OF DUTIES:

1. Assist qualified faculty members with student clinical instruction under direct supervision (ratio of faculty to students will not exceed 2:15)
2. Assist faculty in maintaining an environment conducive to the teaching/learning process.
3. Assume responsibility for continued personal professional development.
4. Assist in promoting effective relationship with the staff of affiliated agencies.
5. Attend faculty meetings.
6. Assist as member of selection committee.
7. Maintain currency in CPR
TEACHING LOAD

a. A full-time faculty member’s teaching load shall consist of 15 hours per week. Normally the teaching load will not exceed five 3 hours lecture courses per week. Additional classes may be assigned as needed in financial emergency. Faculty technical programs shall not exceed 30 clock hours per week in instruction. Exceptions may be made if enrollment or type of course justify these exceptions.

b. Faculty may be permitted a maximum of one overload.
SUBSTITUTE INSTRUCTORS

Substitute faculty are called by the Dean of Health Sciences and the administration for faculty members who find it necessary to be absent from classes. Faculty members who have official approval to be absent from class should notify the Dean of Health Sciences or the administration immediately in order to have a substitute on hand to carry on the work. The substitute should be provided with lesson plans, class roll, and assignments. No class should ever be left without an instructor.
Job Description

JOB TITLE: Program Director - Vocational Nursing

QUALIFICATIONS:

1. Registered Nurse with Current Texas License

2. At least three years of varied nursing experience since graduation; actively employed in nursing or teaching nursing for the past year.

3. One year teaching experience in a nursing program.

4. A minimum of an Associate degree in nursing. A master’s degree, preferably in Nursing, is preferred.

JOB SUMMARY: Responsible for the administration of the Vocational Nursing program and teaching assigned portions of the curriculum.

ORGANIZATIONAL RELATIONSHIPS:

I. Reports to: Dean - Health Sciences

II. Description of Duties:

1. Responsible for coordination of the Vocational Nursing Program, under the general guidance of the Dean of Health Sciences.

2. Develop and revise the total curriculum of the Program with the nursing faculty in collaboration with faculty and Dean of Health Sciences.

3. Serve as the liaison between the Vocational Nursing Program, and the clinical experience sites.

4. Evaluate the results of teaching and lead the faculty to adjust methods of teaching and curriculum to provide a maximum learning opportunity for each student.

5. In cooperation with the Dean of Health Sciences, develop the master plan of clinical experience for each class.

6. Direct the revision and implementation of the program evaluation plan.

7. Maintain attendance records and ensure completion of clinical experience requirements for students in cooperation with the Dean of Health Sciences.

8. Provide direction for the Vocational Nursing Faculty.
9. Furnish the Dean of Health Sciences with list of resources needed for the library, and requests for audio-visual materials and teaching resources.

10. Serve as chairman of the Selection Committee for the Vocational Nursing Program.

11. Assist all faculty as necessary and assist in recruitment and orientation of new faculty.

12. Cooperate in preparation of the annual budget for the Vocational Nursing Program.

13. Teach assigned sections of the theory portion of the curriculum.

14. Attain 20 hours of continuing education bi-annually as required by the Texas Board of Nursing.

15. Develop a plan for continuing formal education beyond the current degree.

16. Comply with all provisions of instruction as found in the Employee handbook.

17. In cooperation with the Dean of Health Sciences maintain effective relations with the Board of Nursing for the State of Texas and the Council of Practical Nurse Programs of the National League for Nursing and the National League for Nursing Accrediting Commission by completing all required reports, submitting appropriate forms, and ensuring compliance with all rules and regulations of the Board.

18. Provide input for evaluation of Vocational nursing faculty annually.

19. Provide for the revision of student policies as necessary.

20. Maintain currency of CPR.
JOB DESCRIPTION

POSITION: Medical-Surgical Clinical Instructor

QUALIFICATIONS:
1. Registered Nurse with current Texas Licensure.
2. Three years of varied nursing experience; actively employed in nursing for the past year, preferably with experience in a medical-surgical acute care setting.
3. Previous teaching experience is desirable.
4. Continuing education beyond the basic nursing degree is desirable.

JOB SUMMARY: Supervision of assigned medical or surgical clinical experience with a group of no more than 10 students. Responsible for teaching assigned portions of the theory classes.

ORGANIZATION RELATIONSHIPS:

I. Reports to: Director of Vocational Nursing Program

II. Description of Duties:

1. Supervise student’s clinical experience at either Abilene Regional Medical Center or Hendrick Medical Center or other facility as assigned during the 2nd and 3rd semesters of the program.

2. Teach and revise assigned portions of the medical-surgical theory courses, within the philosophy, conceptual framework, and objectives of the vocational nursing curriculum.

3. Coordinate clinical experience with classroom theory, guiding students to apply basic nursing knowledge to patient care.

4. Maintain the attendance and clinical experience records of assigned students.

5. Perform evaluations of student’s clinical performance; review evaluations with students in individual conferences.

6. Report to Student Concerns Committee those students whose attendance and/or clinical performance is not satisfactory.
7. Prepare the weekly schedule of students assignments and distribute to the clinical areas for which the instructor is responsible.

8. Assign student case studies, grade the studies and review with the students.

9. Critique plans of care and drug cards of students assigned to the current clinical group.

10. Participate in curriculum revision.

11. Participate in program evaluation, according to the program evaluation plan.

12. Offer counseling and guidance to students as appropriate.

13. Assist with program activities as required.

14. Attend all program faculty meetings; attend department and general faculty meetings as requested.

15. Serve as a member of assigned committees of the Faculty Organization of the Nursing Programs and on Institutional Committees.

16. Assist in decisions regarding student promotion and graduation.

17. Attain 20 hours of continuing education bi-annually as required by the Texas Board of Nursing.

18. Develop and pursue a plan to attain additional academic preparation beyond the current degree.

19. Perform all other duties as stated in the Cisco College Employee Handbook.

20. Maintain currency of CPR.
JOB DESCRIPTION

POSITION: Coordinator of Fundamentals

QUALIFICATIONS: 1. Registered Nurse with Current Texas Licensure.

2. Three years of varied nursing experience; actively employed in nursing for the past year, including experience in a medical-surgical acute care setting and long-term care settings.

3. Previous teaching experience is desirable.

4. Continuing education beyond the basic nursing degree is desirable.

JOB SUMMARY: Conduct the classroom instruction for basic courses in the first semester of the program and coordinate the clinical experience related to these courses.

ORGANIZATIONAL RELATIONSHIPS:

i. Reports to: Director of Vocational Nursing Program

ii. Description of Duties:

1. Develop, teach, and revise assigned courses in the first semester, within the philosophy, conceptual framework, and objectives of the vocational nursing curriculum in collaboration with faculty as a whole.

2. Supervise students’ clinical experience at selected long term care facilities or skilled nursing units during the first semester of the program.

3. Coordinate clinical experience with classroom theory, guiding students to apply basic nursing knowledge to patient care.

4. Maintain the attendance and clinical experience records of students in the first semester.

5. Perform evaluations of students’ clinical performance; review evaluations with students in individual conferences.

6. Report to the Chair of the Student Concerns Committee those students whose attendance and/or clinical performance is not satisfactory.

7. Teach assigned portions of the medical-surgical courses as needed.
8. Participate in curriculum revision.

9. Participate in program evaluation, according to the program evaluation plan.

10. Offer counseling and guidance to students as appropriate.

11. Assist with program activities as required.

12. Attend all program faculty meetings; attend department and general faculty meetings as requested.

13. Serve as a member of assigned committees of the Faculty Organization of the Nursing Programs and on Institutional Committees.

14. Assist in decisions regarding student promotion and graduation.

15. Attain 20 hours of continuing education bi-annually as required by the Texas Board of Nursing.

16. Develop and pursue a plan to attain additional academic preparation beyond the current degree.

17. Perform all other duties as stated in the Cisco College Employee Handbook.

18. Maintain currency in CPR.
JOB DESCRIPTION

POSITION: Maternal-Child Instructor

QUALIFICATIONS: 1. Registered Nurse with Current Texas Licensure.
2. Three years of varied nursing experience; actively employed in nursing for the past year, with experience in a maternal-child care setting.
3. Previous teaching experience is desirable.
4. Continuing education beyond the basic nursing degree is desirable.

JOB SUMMARY: Responsible for the teaching of theory and clinical experience for the Maternal-Child portion of the curriculum.

ORGANIZATIONAL RELATIONSHIPS:

i. Reports to: Director of Vocational Nursing Program.
ii. Description of Duties:

1. Coordinate the students’ learning experiences during the maternal-child nursing portion of the curriculum during the 2nd and 3rd semester of the program.
2. Teach and revise the maternal-child care course, within the philosophy, conceptual framework, and objectives of the vocational nursing curriculum.
3. Coordinate clinical experiences with classroom theory, guiding students to apply nursing theory to patient care.
4. Maintain the attendance and clinical experience records of assigned students.
5. Perform evaluations of students’ clinical performance; review evaluations with students in individual conferences.
6. Report to the Student Concerns Committee those students whose attendance and/or clinical performance is not satisfactory.
7. Prepare the weekly schedule of student assignments and distribute to the clinical areas for which the instructor is responsible.
8. Assign student case studies, grade the studies and review with the students.
9. Critique weekly care plans and drug cards of students assigned to the current clinical group.

10. Participate in curriculum revision.

11. Participate in program evaluation, according to the program evaluation plan.

12. Offer counseling and guidance to students as appropriate.

13. Assist with program activities as required.

14. Attend all program faculty meetings; attend department and general faculty meetings as requested.

15. Serve as a member of assigned committees of the Faculty Organization of the Nursing Programs and on Institutional Committees.

16. Assist in decisions regarding student promotion and graduation.

17. Attain 20 hours of continuing education bi-annually as required by the Texas Board of Nursing.

18. Develop and pursue a plan to attain additional academic preparation beyond the current degree.

19. Perform all other duties as stated in the Cisco College Employee Handbook.

20. Maintain currency in CPR.
JOB DESCRIPTION

JOB TITLE: Teaching Assistant/Vocational Nursing

QUALIFICATIONS: 1. A registered nurse or Licensed Vocational Nurse with current Texas Licensure.

2. At least one year of nursing experience since graduation from the basic nursing program; actively employed in nursing in the last year.

JOB SUMMARY: A part-time position, paid on an hourly basis. Will work under the supervision of the Coordinator of Fundamentals to provide assistance to students in the learning lab and classroom. Will also assist with student learning activities in the long-term care facility and skilled nursing units and monitor testing.

ORGANIZATIONAL RELATIONSHIPS:

i. Reports to: Coordinator of Fundamentals

ii. Description of Duties:

1. Assist students with clinical skills practice in the learning lab.

2. Assist students with A-V learning activities.

3. Maintain the learning lab in an orderly manner.

4. Supervise the inventory of teaching supplies, ordering necessary supplies with the approval of the Coordinator of Fundamentals.

5. Assist the clinical instructor during the student experience in long-term care facilities.

6. Monitor the testing center.

7. Provide students with assistance in math skills, clinical skills, and study skills as needed.

8. Maintain reference materials in lab in an orderly manner.

9. Attain 20 hours of continuing education bi-annually as required by the Texas Board of Nursing.

10. Maintain currency in CPR.
TEACHING LOAD

A. A full-time faculty member’s teaching load shall consist of 15 load hours per week. Normally the teaching load will not exceed five 3 hour lecture courses per week. Additional classes may be assigned as needed in financial emergency. Instructors teaching in vocational technical programs shall not exceed 30 clock hours per week in instruction. Exceptions may be made if enrollment or type of course justify these exceptions.

B. Instructors may be permitted a maximum of one overload.
Substitute Instructors

Substitute faculty are called by the Dean of Health Sciences and the administration for faculty members who find it necessary to be absent from classes. Faculty members who have official approval to be absent from class should notify the ADN Director/Dean of Health Sciences immediately in order to have a substitute on hand to carry on the work. The substitute should be provided with lesson plans, class roll, and assignments. No class should ever be left without an instructor.
CISCO COLLEGE

Systematic Evaluation Plan
Program Evaluation Plan

The purpose of the evaluation function within the program of nursing is to ensure that program quality is maintained. It is part of the on-going evaluation function of the College. Criteria for the evaluation processes are derived from the requirements of the Board of Nursing; the National League for Nursing; the Southern Association of Colleges and Schools; the Differentiated Entry Level Competencies for Graduates of Texas Nursing Programs; the Texas Higher Education Coordinating Board; Cisco College; and the needs of area employers of vocational nurses. The conceptual framework and the objectives of the program furnish a set of intents, which are implicit in the evaluation function.

In order to ensure that evaluation is systematic, formal and objective, the faculty has developed a greatly simplified application of the Stakes Countenance Model. Intents and Standards have been combined into the category “Standards”. Observations are found in the section “Time/Person/Tool”. The “Judgment” section is not filled in until the process has been applied. Additionally, the application of the process is reflected in the faculty minutes.

The outcome of the evaluation process, whether global or from a specific component, is to make judgment related to identification of program strengths and weaknesses so that revisions can be made. It also provides a framework for the systematic implementation of innovations to meet changing needs within or without the program itself.

Information obtained from the systematic evaluation of the programs supports the Institutional Effectiveness function of the total college and provides information for strategic and tactical planning. In the same way, the evaluative activities of the College support the evaluation function within the nursing program.

As the faculty apply this model to each stage of curriculum development, the plan will be modified; the model will also give direction to the development of a self-renewing curriculum. A major advantage of developing the evaluation model along with the curriculum is that it drives development of evaluation tools and instruments based on the information required for implementation of the plan.

Some examples of questions which can be developed in the analysis of the relationships among program components have been developed. Additional ones will be developed as each segment of the plan is implemented.

1. Do students come to a planned clinical experience with the required knowledge and skills?

2. How has student input been used for program improvement?

3. Is there a relationship between clinical experiences and program competencies?

4. What changes in the health care environment are impacting the education program?

5. What is the impact of external constraints on the nursing program?
# SYSTEMATIC EVALUATION PLAN - VOCATIONAL NURSING PROGRAM

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>TIME/PERSON/TOOL</th>
<th>STANDARD</th>
<th>JUDGMENT</th>
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<tbody>
<tr>
<td>Philosophy and Objectives</td>
<td>Every 3 years (in depth)</td>
<td>BON 214.5 a,b,c, d, e</td>
<td>There was an in-depth look at the Cisco College Philosophy, Mission statement and goals by faculty and administration beginning in January 07 and the final version was approved by the Board of Regents in March of 2007. It is determined by the VN Faculty that the Philosophy of the program and that of the governing organization are congruent in their mission and goals. January 2009—Items reviewed and continue to be congruent with the mission and philosophy of the governing organization. (See curriculum meeting minutes)</td>
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<td>Nursing Faculty/Dean of Health Sciences accountable</td>
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<td>Tools: Standard</td>
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<td>CC Mission Statement</td>
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<td>Comparison Checklist</td>
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<td>Faculty Questionnaire</td>
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<td>On-going as dictated by changes in related factors.</td>
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<td>Curriculum Committee to initiate as needed.</td>
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<tr>
<td>COMPONENT</td>
<td>TIME/PERSO/TOOL</td>
<td>STANDARD</td>
<td>JUDGMENT</td>
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<tr>
<td>Program Objectives/Outcomes</td>
<td>Every 3 years (in depth) January, 2009, 2012, 2015 Nursing Faculty/Dean of Health Sciences accountable</td>
<td>BON 214.5 a,b,c, d, e NLNAC Standard 1.3, 1.4, 3.5, 4.1, 4.2, 4.3, 6.5 Educational Outcomes of VN Program NLNAC</td>
<td>The VN program outcomes and objectives were evaluated by faculty while in the process of evaluating/comparing the program and governing organization philosophy, mission and goals. 100% of the faculty agree that the educational units objectives enable the students to achieve the outcomes of the program and the goals of the college. (See Curriculum Committee minutes for January 09)</td>
</tr>
<tr>
<td>Organization and Administration</td>
<td></td>
<td>DELC VN competency Statements</td>
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<tr>
<td>Organization Charts/ Cisco College &amp; Program</td>
<td>Every 3 years January 2011, 2014, 2017 Dean of Health Sciences VP for Learning Services</td>
<td>BON 214.6 b NLNAC Standard 1.2</td>
<td>The organization of the administration was updated in April of 2006 with the approval of Dr. Colleen Smith as the President of Cisco College. In January of 2008 the Allied Health Department was restructured/re-named “Health Sciences Division” with Jackolyn Morgan as the Chair of the division. Organizational charts of the Health Science Division are currently in revision to reflect the current status. In May 2010, a reorganization of the college was completed. Jackolyn Morgan named Dean of Health Sciences and Ronnie Hutchins named Director of VN Program.</td>
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<th>JUDGMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Administrator</td>
<td>On going as dictated by changes In related factors. Chair of Health Sciences to initiate as needed.</td>
<td>BON 214.6 7 (a,b,c,d,e)</td>
<td>All official documents are on file in the personnel office at the Cisco campus. All documents are in compliance with the Board of Nursing and NLNAC standards.</td>
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<tr>
<td></td>
<td>Initial: Dean of Health Sciences VP Learning Services, President</td>
<td>NLNAC Standard 1.5</td>
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<td>Tools: Standards SOQ Official Transcripts Texas License</td>
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<td></td>
<td>On-going when personnel change Dean of Health Sciences</td>
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<td></td>
<td>Position Description</td>
<td>BON 214.6 e (4)</td>
<td>Position descriptions were given to VN faculty to review for appropriateness. The position description for the “Program Director” has been delegated to the “Chair of Health Sciences.” 100% of the faculty accept the position descriptions as described. Position descriptions found to be appropriate by 100% of faculty. In May 2010, position descriptions reviewed and found to be appropriate by 100% of the faculty. Editing was done to reflect name change of college to Cisco College and Chair of Health Sciences to Dean of Health Sciences. (See Faculty Concerns Committee minutes, 05/10.)</td>
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<tr>
<td></td>
<td>Annually, May Program Director, Dean of Health Sciences, Faculty Concerns Committee</td>
<td>NLNAC Standard 1.6, 1.7</td>
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<tr>
<td>COMPONENT</td>
<td>TIME/PERSON/TOOL</td>
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<td>JUDGMENT</td>
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<td>Admin. &amp; Organization Cont:</td>
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<tr>
<td>Budget</td>
<td>Annual February</td>
<td>BON 214.6 d (6)</td>
<td>The budget for the 2009-2010 year is currently being reviewed/revised, all faculty are asked to submit items for inclusion. In the Fall of 08 the Nursing Programs received a SIM Mann and is scheduled to receive a SIM Baby in the Spring of 09. The budget is sufficient for 100% of faculty to maintain CE requirements and participate in professional development. In February 2010, items suggested for 2011-2012 budget year.</td>
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<td></td>
<td>Primary responsibility: DHS/Program Director, Faculty</td>
<td>NLNAC Standard 5.1</td>
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<td>Tools: Standards</td>
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<td>Budget Worksheet</td>
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<td>Current Budget</td>
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<td>Projected Needs</td>
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<td>Worksheet</td>
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<tr>
<td>Clinical Contracts</td>
<td>Annually April</td>
<td>BON 214.10  g,h,i</td>
<td>All but one Clinical contract has been reviewed by Cisco College and Facility administrators and accepted. The contract with Abilene Regional Medical Center is currently under review due to a change in ownership. All contracts are kept on file in the Health Secretary's office. (FM of April 09). April 2010, 100% of agency contracts reviewed and current.</td>
</tr>
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<td></td>
<td>Primary responsibility: DHS/Program Director Accountability Program Director/DHS Liaison Person in Agency.</td>
<td>NLNAC Standard 4.8, 4.8.1</td>
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<td>Tools: Standards</td>
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<td>Contracts</td>
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<td></td>
<td>Check List of Agencies</td>
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<td>Review by VP for Learning Services, President and legal counsel if changes are required. Reassessed whenever a change in ownership, status, or key personnel requires revision.</td>
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<td>COMPONENT</td>
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<td>Program of Learning</td>
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<tr>
<td>Curriculum Plan</td>
<td>Every 3 years, in depth October 2011, 2014, 2017</td>
<td>BON 214.9 b (2) d NLNAC Standard 4 Educational Outcomes Of VN Programs: NLNAC</td>
<td>The VN curriculum plan has not required any revisions since the new course numbers were accepted by the Board on Nursing in the Spring of 2000. All data obtained from the tools used for assessment of the curriculum support the outcomes and no revisions are required at this time. (FM of October 2008)</td>
</tr>
<tr>
<td></td>
<td>Responsibility - Curriculum Committee with entire faculty Accountability - Program Director.</td>
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<tr>
<td></td>
<td>Tool: Standard Course Descriptions Course Objectives Support Course Syllabi Analysis of Student Evaluations Graduate Survey Employer Survey Philosophy, Outcomes Objectives Comparison</td>
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<tr>
<td>Individual Course</td>
<td>Annually: VNSG 1216 - October VNSG 1405 October VNSG 1304 - June VNSG 1423 - June VNSG 1160 - September VNSG 1429 - VNSG 1260 - May VNSG 1432 - VNSG 2260 - April VNSG 1230 - VNSG 2160 - April VNSG 1234 - VNSG 2161 - April VNSG 2431 – December VNSG 2261 – December PHRA 1305 - June RNSG 1108 - June</td>
<td>BON 214.9 A,B,C,D,E NLNAC Standard 4.1, 4.2 4.7</td>
<td>All courses are evaluated annually and on an as needed basis. Changes are based according to changing trends, student evaluations and results of Assessment Technologies Institute exam results. (See Curriculum Committee minutes of corresponding dates)</td>
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<td>COMPONENT</td>
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<td>Clinical Experience</td>
<td>Tools: Standard Course Syllabus Student Evaluation</td>
<td>NLNAC Standard 2.4, 4.5, 4.8, 4.8.1</td>
<td>Clinical experience objectives are evaluated by faculty, students and clinical facilities. (evaluations are on file in the Health Sciences Secretary's office) 100% of faculty agree that the objectives are appropriate for student success and the Differentiated Entry Level Competencies are reflected. (See Curriculum Committee minutes for October 08, 09, 10). 100% of faculty agree that objectives are appropriate for student success. The Differentiated Entry Level Competencies are assessed and found to be appropriately coordinated.</td>
</tr>
<tr>
<td>Facilities</td>
<td>ANNUALLY NOVEMBER</td>
<td>BON 214.10 f (1,2)</td>
<td>Evaluation of clinical facilities indicates that although clinical &quot;slots&quot; are tight, there continues be ample opportunity for students to achieve competency on the clinical evaluation tool and achieve the outcomes of the program. December 09, no change in clinical slots. December 2010, no change in clinical slots. 100% of faculty agree that students continue to be able to meet the objectives of the course. (See Curriculum Committee minutes, Dec. 08, 09, 10.)</td>
</tr>
</tbody>
</table>

<p>| Tools: Standards          | Student Clinical Site Evaluations Faculty Clinical Site Evaluations Clinical Site Personnel Evaluations of Program | NLNAC Standard 3.7, 4.3               |                                                                                                  |</p>
<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>TIME/PERSON/TOOL</th>
<th>STANDARD</th>
<th>JUDGMENT</th>
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<tbody>
<tr>
<td>Curriculum Support</td>
<td>Textbooks</td>
<td>Bi-annually October, 2010, 2012 2014</td>
<td>BON 214.9 E (c), h NLNAC Standard 5.3 100% of faculty and student</td>
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<tr>
<td></td>
<td></td>
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<td>representatives agree that the current textbooks are sufficient</td>
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<td>for student success in meeting the program course objectives and program</td>
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<td>outcomes. (See Curriculum Committee minutes, Oct. 08, 10.) October 2010,</td>
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<td>100% of faculty and student representatives agree that current</td>
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<td>textbooks meet the needs of the students. The only change that</td>
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<td>has occurred is when there is a new edition.</td>
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<td></td>
<td>Course Syllabi</td>
<td>Same as individual Course</td>
<td>College Policy is accurate, clear helpful</td>
</tr>
<tr>
<td>Faculty</td>
<td>Faculty Handbook</td>
<td>Biannually, July 2010, 2012, 2014</td>
<td>BON 214.7 a (1,2,3,4) 3 (A,B,C,D) NLNAC Standard 2.8 Revision of the</td>
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<td>Faculty Handbook was complete in the Spring of 2009. Areas that were</td>
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<td>revised are: By-Laws, Organizational Charts and the addition of the ADN</td>
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<td>&amp;VN Systematic Evaluation Plans. (See Faculty Concerns Committee minutes,</td>
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<td></td>
<td>May 09.) July 2010, Faculty handbook under review. Cisco College</td>
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<td>Employee Handbook can be found on-line (Intranet) and is updated as</td>
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<td>needed. (See Faculty Concerns Committee minutes, July 2010.)</td>
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### Faculty Qualifications

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<tr>
<th>COMPONENT</th>
<th>TIME/PERSON/TOOL</th>
<th>STANDARD</th>
<th>JUDGMENT</th>
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<tbody>
<tr>
<td>Initially: upon employment and annually in September. Responsibility: DHS</td>
<td>BON 214.7 c (1) A,B,C 3 (A,B,C,D) NLNAC Standards 2.1, 2.1.1, 2.1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9</td>
<td>100% of faculty meet the BON educational requirements for the Vocational Nursing Program. Currently the VN Program faculty consist of: One FT faculty member with a MSN. One FT faculty with a BSN (currently pursuing a MSN). Three faculty currently pursuing a BSN with the intent to continue working toward a MSN. One PT faculty holds a BSN. One FT faculty holds an AAS. SOQ’s are found in each employee file.</td>
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| Tools: SOQ Official Transcripts |

### Professional Development

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<tr>
<th>COMPONENT</th>
<th>TIME/PERSON/TOOL</th>
<th>STANDARD</th>
<th>JUDGMENT</th>
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</thead>
<tbody>
<tr>
<td>Annual February Accountability: DHS Responsibility: Faculty Concerns Committee Tools: Standards Individual Development Plan Individual Professional development records</td>
<td>BON 214.7 (a) 2 214.13 (9) NLNAC Standard 2.1.2, 2.2, 2.3, 2.5, 2.8</td>
<td>Ongoing faculty development activities and/or faculty concerns are documented in the appropriate faculty meeting minutes, including required continuing education credits. Professional development is highly encouraged by CC and Program administrators. Faculty are encouraged to submit funding requests for professional development. (See Faculty Concerns Committee minutes for February 08, 09, 10.)</td>
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<td>COMPONENT</td>
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<tr>
<td>Evaluation</td>
<td>Faculty Orientation: Annual March, Program Director evaluates Faculty, DHS evaluates Program Director, Tools: Student Evaluation, Self Evaluation</td>
<td>BON 214.7 (a) 2.4, NLNAC Standard 2.8, CC Employees Policies</td>
<td>The annual faculty evaluations and classroom instruction peer evaluations were completed in March of 09. 100% of faculty received an above average rating by students and peers.</td>
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<tr>
<td></td>
<td>Biannually August 2010, 2012, 2014, Faculty Concerns Committee, Tools: Orientation Plan, Standard, New Faculty Orientation Evaluation, Orientation Documentation</td>
<td>BON 214.7 a (2), New Faculty Person is satisfied, NLNAC Standard 2.7</td>
<td>The faculty orientation process was implemented in June of 08 for Rickie Young and in November of 08 for Stephanie Cook. The orientation process was reviewed in January of 09 and found to be appropriate. (FM of January 09). Orientation was completed in May, 2010 for Cheryl Adams and Stephanie Varhola. Orientation for Segelle Bryan was completed in September, 2010.</td>
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<td>COMPONENT</td>
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<tr>
<td>Faculty Organization</td>
<td>Bi-annually July 2009, 2011 2013 2013</td>
<td>BON 214.7 8 (d)</td>
<td>In January of 2008 the faculty organization was revised to reflect Jackolyn Morgan as &quot;Chair of Health Sciences&quot;. 100% of the faculty agree with the organization as it stands. In 2010, the faculty organization to reflect Jackolyn Morgan as Dean of Health Sciences and Ronnie Hutchins as Director of VN Program. In September 2010, with the resignation of Ronnie Hutchins, Minnie Scott assumed the role of Director of VN Program. Orientation to role was done by Ronnie Hutchins and Jackolyn Morgan. (See Faculty Concerns Committee minutes for September, 2010.)</td>
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<td>Responsibility: Faculty Concerns Committee</td>
<td>NLNAC Standard 1.2</td>
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<td>Tools: Standards</td>
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<td>Faculty Meeting Minutes</td>
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<td>Committee Meeting Minutes</td>
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<td>Faculty Organization</td>
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<td>By-laws</td>
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<tr>
<td>Faculty Workload</td>
<td>Annually May</td>
<td>BON 214.7 (a) 1 B</td>
<td>After review of the faculty workload 100% of the faculty agree that it does meet the requirements of Cisco College in relationship between academic and technical disciplines. (See Faculty Concerns Committee minutes for May, 09, 10)</td>
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<td></td>
<td>Faculty Concerns Committee</td>
<td>NLNAC Standard 1.8, 2.6</td>
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<td>Tools: Faculty assignment document</td>
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<tr>
<td><strong>Students</strong></td>
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<td>Student Handbook</td>
<td>Annual October</td>
<td>BON 214.8 2 c,d,e,g</td>
<td>The student handbook was reviewed by faculty in regard to progression, admission, graduation and grievance. 100% of faculty agree that the policies are effective as written at this time. (See Student Concerns Committee minutes of October 08, 09, 10.) Student handbook edited to reflect the college name change to Cisco College, Oct. 09. October 10, edits made to reflect faculty title changes.</td>
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<tr>
<td>Progression</td>
<td>Responsibility:</td>
<td>233.65</td>
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<td>Admission</td>
<td>Student Concerns Committee</td>
<td>233.66</td>
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<tr>
<td>Graduation</td>
<td>Student Representative</td>
<td>NLNAC Standard 1.9, 3.4</td>
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<td>Grievance Policy</td>
<td>Tools: Nursing Student Handbook</td>
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<td>College Student Handbook</td>
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<td>Faculty Survey</td>
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<td><strong>Publications</strong></td>
<td>Annual September</td>
<td>NLNAC Standard 3.1, 3.6</td>
<td>Information materials regarding the Vocational Nursing Program are located in the reception area of the College available to prospective students and the public in general. In 2008 information was added to include “Employment Opportunities” and the requirement of the Hepatitis B vaccination series. (FM of September 08). Program information found on the CC web site is current (See Student Concerns Committee minutes for Sept 09, Sept. 10). No changes in publication format. 100% of faculty agree with means of publication.</td>
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<td>Information Sheets</td>
<td>Student Concerns Committee</td>
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<td>Student Representative</td>
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<td>Tools: Standard</td>
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<td>Student Survey</td>
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<td>Student Evaluation</td>
<td>Annually: November Student Concerns Committee Curriculum Committee Student Representatives Tools: Standard Clinical Evaluation Forms Student Performance Profiles Student Evaluations On going, at the conclusion of each course taught.</td>
<td>BON 214.8 (g) k NLNAC Standard 4.3, 4.5</td>
<td>Students evaluate each course and the instructor at the conclusion of each semester or annually in November. Results of evaluations are on file in the Health Sciences Assistants office. Faculty review the results of their evaluations and make adjustments accordingly. 100% of the faculty agree after evaluation of the student evaluations in November of 08 indicate that there are no major changes at this time. (See Student Concerns Committee minutes for November 08, 09, 10). 100% Of faculty agree that students evaluations are appropriate. Students’ self evaluations are performed by 100% of the students Results of evaluations are found in the Health Sciences office. Forms and criteria found to be appropriate by 100% of the faculty</td>
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<td>Application</td>
<td>Every 3 years May, 2009, 2012, 2015</td>
<td>Non-discriminatory</td>
<td>Evaluation of the application packets for prospective VN students indicate a need to include information re: Criminal History Checks, Acceptable grades, NLNAC address change and a disability statement including performance criteria. The above information has been added to the application packet in July 09. (See Student Concerns Committee minutes for May, 09.)</td>
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<td></td>
<td>Student Concerns Committee</td>
<td>NLNAC Standard 3.1</td>
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<tr>
<td>Facilities, Resources, &amp;</td>
<td>Annually October</td>
<td>BON 214.11a,d</td>
<td>Assessment of the Health Sciences Department classrooms, nursing lab and computer lab indicates that there is ample space and resources for students to achieve the program goals and outcomes. (See Student Concerns Committee and Resource Committee minutes for October, 09.) Due to the growth in the Health Sciences area, expansion began in September 10 to be completed in August 2011. This will give an additional 9000 square feet of space that will include classrooms (one to be a tiered classroom), a Multidisciplinary-Simulation Lab and faculty offices. (Student Concerns Committee, October 10)</td>
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<tr>
<td>Services</td>
<td>Students Concerns Committee; Resource</td>
<td>NLNAC Standard 3.7, 5.2, 5.3</td>
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<td>Committee</td>
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<td>Tools: Student Survey</td>
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<td>Enrollment Projection</td>
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<td>Faculty Recommendations</td>
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<td>Systematic Check of Condition of</td>
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<td>equipment.</td>
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<td>Classrooms</td>
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<td>Nursing Lab</td>
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<td>Computer Labs</td>
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<tr>
<td>Facilities</td>
<td>Annually; December</td>
<td>BON 214.11 c</td>
<td>Evaluation of clinical facilities by students indicate that all sites are rated above average (See Learning Resources Committee minutes for Dec. 09, 10) Evaluations completed. (FM of Dec. 10) Evaluation summaries to be entered when summaries are completed.</td>
</tr>
<tr>
<td></td>
<td>Responsibility: Learning Resources Committee. Student Concerns Committee Faculty Concerns Committee</td>
<td>NLNAC Standard 3.7, 5.2</td>
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<td></td>
<td>Tools: Standard</td>
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<td>Student Evaluations</td>
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<td>Faculty Evaluations</td>
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<td>Support Services</td>
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<tr>
<td>Financial Aid</td>
<td>Annually October</td>
<td>NLNAC Standard 3.4</td>
<td>Cisco College maintains compliance with the Higher Education Reauthorization Act Title IV. Official records are maintained in the office of Financial Aid. Evaluation of financial aid by students is tabulated annually in October and kept on file in the HSA office (See Student Concerns Committee minutes for Oct. 08, 09, 10.)</td>
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<td>Responsibility: Student Concerns Committee</td>
<td>Services which support the effective development and implementation of the nursing program.</td>
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<td>Tool: Standards</td>
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<td>Student Survey</td>
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<td>Financial Aid Statistics</td>
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<td>Current Financial Aid</td>
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<td>Process</td>
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<td>Bookstore</td>
<td>Annual September</td>
<td>NLNAC Standard 5.3</td>
<td>Evaluation of the bookstore indicates that there are ample resources, along with the required text, to assist in meeting student needs. (See Curriculum Committee minutes for September 08, 08, 10.)</td>
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<td></td>
<td>Responsibility: Curriculum Committee</td>
<td>Services which support the effective development and implementation of the nursing program.</td>
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<tr>
<td>COMPONENT</td>
<td>TIME/PERSON/TOOL</td>
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<tr>
<td>Library Resources</td>
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<tr>
<td>Library</td>
<td>July 2009, 2011, 2013</td>
<td>BON 214.11 d (1,2) e, NLNAC Standard 3.7, 5.2, 5.3</td>
<td>Orientation to the technology/resources is provided to the students by Library staff. Evaluation of library services indicates that there are resources sufficient to meet the students goals and the outcomes of the nursing program. (See Curriculum Committee and Learning Resources Committee minutes for July 09.)</td>
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<td>Responsibility:</td>
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<tr>
<td>Curriculum Committee</td>
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<td>Learning Resources Committee</td>
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<td>Tools: Standards</td>
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<td>Library Review Policy</td>
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<td>Inventory of Needed Resources</td>
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<td>Inventory of Journals</td>
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<td>Student Survey</td>
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<tr>
<td>College Catalog</td>
<td>Biannually according to the college process. January 2010, 2012, 2014</td>
<td>NLNAC Criterion 3.2, 3.3, 3.4, 3.4.1, 3.4.2, 3.5, 3.7</td>
<td>The current general catalog (2008-2010) was perused by faculty and found to be accurate, clear and consistent as it pertains to parties of interest of the Vocational Nursing Program. One change to be addressed with the new catalogue is the new address of the NLNAC. The 2010-2012 catalog and the nursing web page does reflect the new address of the NLNAC. (See Faculty Concerns Committee minutes for July 10).</td>
</tr>
<tr>
<td></td>
<td>Responsibility: DHS, Faculty Concerns Committee</td>
<td>Program information intended to inform the general public, prospective students, current students, employers and other interested parties is current, accurate, clear and consistent.</td>
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<td>Tools: Standards Related Documents Current catalog</td>
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<tr>
<td>Program Records</td>
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<tr>
<td>Students</td>
<td>Every 2 years March 2010, 2012 2014 Responsibility: Student Concerns Committee DHS, Health Sciences Assistant Tools: Standards Checklist of requirements</td>
<td>BON 214.12 a,b,c,d</td>
<td>The VN Program is congruent with the college's policies regarding maintenance of educational and financial records in accordance with federal, state and governing agencies. (See Student Concerns Committee minutes for March 08, 10)</td>
</tr>
<tr>
<td>Administrative</td>
<td>Responsibility: DHS Faculty Concerns Committee Tools: Standard</td>
<td>BON 214.12 e</td>
<td>Administrative documents are maintained in the Health Sciences office. (Faculty Concerns Committee, March 10)</td>
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<tr>
<td>Systematic Evaluation Plan</td>
<td>Every 5 years January 2009, 2014, 2019</td>
<td>BON 214.13 a (1-10) b,c,d NLN Standard 6 Written plan for systematic evaluation of total program. BON 214.13</td>
<td>The VN faculty are in the process of evaluating the Systematic Evaluation Plan for effectiveness as it relates to the success of the educational unit and the college as we strive to meet educational goals. Each component is to be evaluated as to its relationship with the BON and NLNAC standards. Target date is May 09 to submit changes, comments, etc. The target date for completion of evaluation of the SEP has been changed to July 09. Although the SEP is an ongoing document it was felt that this would give 100% of the faculty the opportunity to see how it works and to ask questions. With new faculty this was found to be very informative. SEP congruent with appropriate BON and NLNAC criteria. Updated as program evaluation dictates. (See Faculty Concerns Committee minutes for July 10.)</td>
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<td>Responsibility: DHS, Program Director, Faculty Concerns Committee</td>
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<td>Tools: Standards List of required components Survey of all tools</td>
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<td>COMPONENT</td>
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<tr>
<td>Program Measurement of Outcomes</td>
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<tr>
<td>Employment Rates of Graduates</td>
<td>June for December graduates</td>
<td>90% employed in health field or continuing in education programs</td>
<td>The 3 classes that graduated in 2008 have an average of 90.7% employment rate which meets the standard of 90%</td>
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<td></td>
<td>November for May graduates</td>
<td></td>
<td>January 09-December 09 Class = 94%</td>
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<td></td>
<td>February for August graduates (to be tabulated in July)</td>
<td></td>
<td>May 08-May 09 = 96%</td>
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<td></td>
<td>Student Concerns Committee</td>
<td></td>
<td>August 09-August 09 = 81%</td>
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<tr>
<td></td>
<td>Tools: Graduate Survey</td>
<td></td>
<td>The 3 classes that graduated in 2009 have an average of 90.3% employment rate which meets the standard of 90%.</td>
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<td>Health Occupations</td>
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<td>Secretary Records</td>
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<td>THECB Reports</td>
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<tr>
<td>NCLEX Performance</td>
<td>June for December graduates</td>
<td>90% students pass on first attempt</td>
<td>The 3 classes that graduated in 2008 have a 98.3% pass rate on the NCLEX for first time takers which exceeds the standard of 90%. (See Curriculum Committee minutes for July 2009, 2010.)</td>
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<td>November for May graduates</td>
<td></td>
<td>January 09-December 09 = 100%</td>
</tr>
<tr>
<td></td>
<td>February for August graduates (to be tabulated in July)</td>
<td></td>
<td>May 08-May 09 = 96%</td>
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<td>Curriculum Committee</td>
<td></td>
<td>August 08-August 09 = 86%</td>
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<tr>
<td></td>
<td>Tools: BON NCLEX reports</td>
<td></td>
<td>The 3 classes that graduated in 2009 have a 94% pass rate on the NCLEX for first time takers which exceeds the standard of 90%. (See Student Concerns Committee minutes for July 2010.)</td>
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<tr>
<td>Program Satisfaction</td>
<td>June for December graduates</td>
<td>Survey results will reflect above average.</td>
<td>100% of graduate surveys returned, for 2008, reflect above average. (See Student Concerns Committee minutes for July, 09, 10.)</td>
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<td>November for May graduates</td>
<td></td>
<td>January 09-December 09 = 100%</td>
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<td></td>
<td>February for August graduates (to be tabulated in July)</td>
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<td>May 08-May 09 = 100%</td>
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<td>Students Concerns Committee</td>
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<td>August 08-August 09 = 100%</td>
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<td></td>
<td>Tools: Course/Instructor Evaluations</td>
<td></td>
<td>100% of graduate surveys returned for 2009 reflect above satisfactory. (See Student Concerns Committee minutes for July, 09, 10.)</td>
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<td>Graduate Surveys</td>
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<td>Graduate Employer Survey</td>
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<td>Business and Industry Survey</td>
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<tr>
<td>Graduation Rates</td>
<td>June for December graduates</td>
<td>80% of students graduating within one year</td>
<td>100% of graduate surveys returned, for 2008, reflect above average. (See Student Concerns Committee minutes for July, 09, 10.)</td>
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<td>November for May graduates</td>
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<td>January 09-December 09 = 100%</td>
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<td></td>
<td>May 08-May 09 = 100%</td>
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<td>August 08-August 09 = 100%</td>
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</tbody>
</table>
| February for August graduates  
| (to be tabulated in July)  
| Students Concerns Committee  
| Tools: Program Records  
|  
| The 3 classes that graduated in 2008 have a graduation rate of 76% which does not meet the standard of 80%.  
| January 09-December 09 = 71%  
| May 08-May 09 = 91%  
| August 08-August 09 = 83%  
<p>| The 3 classes that graduated in 2009 have a graduation rate of 81.7% which meets the standard of 80|</p>
<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>TIME/PERSO/TOOL</th>
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<tr>
<td>Program Measurement of Outcomes</td>
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<tr>
<td>Critical Thinking Skills</td>
<td>January for December Graduates June for May Graduates September for August Graduates (to be tabulated in July) Curriculum Committee</td>
<td>NLNAC Standard 6 Increase Post Test Scores 25%</td>
<td>The 3 classes that graduated in 2008 have an average of 50.2% increase between pre and post tests which exceeds the standard of 25%. (See Curriculum Committee minutes for July 2010.) January 09-December 09 = 55% May 08-May 09 = 34% August 08-August 09 = 48% The 3 classes that graduated in 2009 have an average of 46% increase between pre and post tests which exceeds the standard of 25% (See Curriculum Committee minutes for July 2010.) January 09-December 09 Class = NA May 08-May 09 Class = 4.5 August 08-August 09 Class = 5.1 The 3 classes that graduated in 2010 have a 4.8 point increase in the CT Entrance and Exit exams which does not meet the standard of 5 points. The process in which data is obtained has been changed to more accurately reflect scores of the individual classes. (See Curriculum Committee minutes for July 2010.) January 09-December 09 Class = 100% May 08-May 09 Class = 100% August 08-August 09 Class = 100%</td>
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<td></td>
<td>Tools: Pre-Post Test Scores ATI Test Results (added 1-02) Nursing Care Plans</td>
<td>Increase ATI Critical-Thinking Test scores by average of 5 points Final semester care plans illustrate mastery of basic care problem solving All students achieve the required level of competency on the Clinical Evaluation Tool 90% of Graduate Surveys returned will indicate “satisfactory”.</td>
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<td>Interpersonal Communication Skills</td>
<td>End of each semester</td>
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