



NORTHLAND
COMMUNITY & TECHNICAL COLLEGE

**Practical Nursing Program
NLN CNEA**

Self-Study Report

September 2018



Table of Contents

.....	1
Executive Summary	1
Standard I: Culture of Excellence – Program Outcomes	3
Quality Indicator I-A.	3
Table I-A-1 Survey/Feedback Mechanism.....	4
Quality Indicator I-B	5
Quality Indicator I-C	7
Table I-C-1 Program completion rates	7
Quality Indicator I-D	9
Table I-D-1: NCLEX First Time Pass Rates	10
Quality Indicator I-E	11
Table I-E-1 PN Employment rates.....	12
Quality Indicator I-F	12
Standard I Summary	16
Standard II: Culture of Integrity and Accountability – Mission, Governance, and Resources	16
Quality Indicator II-A	17
Quality Indicator II-B	20
Quality Indicator II-C	23
Quality Indicator II-D	26
Quality Indicator II-E	28
Quality II-F	29
Table II-F-1: Budgets per Program and Number of Students for FY18	30
Table II-F-2: Nursing Program Designated Classroom/Laboratories/Meeting Areas.....	32
Table II-F-5: Non Nursing Staff	39
Quality Indicator II-G	39
Standard II Summary	41
Standard III: Culture of Excellence and Caring - Faculty	41
Quality Indicator III-A	42
Table III-A-1: Typical Number of Students per Cohort (Fall 2017 numbers shown)	44
Table III-A-2: FTE for PN Program	46
Table III-A-3: Faculty-to-Student Ratios:	46

<i>Quality Indicator III-B</i>	47
<i>Quality Indicator III-C</i>	47
<i>Quality Indicator III-D</i>	51
Standard III Summary	53
Standard IV: Culture of Excellence and Caring - Students	54
<i>Quality Indicator IV-A</i>	54
<i>Quality Indicator IV-B</i>	64
<i>Quality Indicator IV-C</i>	66
<i>Quality Indicator IV-D</i>	67
<i>Quality Indicator IV-E</i>	68
Standard IV Summary	69
Standard V: Culture of Learning and Diversity – Curriculum and Evaluation Processes ..	70
<i>Quality Indicator V-A</i>	71
<i>Quality Indicator V-B</i>	72
<i>Quality Indicator V-C</i>	75
<i>Quality Indicator V-D</i>	79
<i>Quality Indicator V-E</i>	81
<i>Quality Indicator V-F</i>	84
<i>Quality Indicator V-G</i>	85
<i>Quality Indicator V-H</i>	87
<i>Quality Indicator V-I</i>	88
<i>Quality Indicator V-J</i>	91
Standard V Summary	92

Executive Summary

Northland Community and Technical College (NCTC) is a comprehensive college offering many state-of-the-art technical programs, as well as liberal arts programs. NCTC offers an Associate in Arts Degree (AA), an Associate in Science Degree (AS), an Associate in Applied Science Degree (AAS), in addition to diploma and certificate programs.

NCTC is a member of Minnesota State, a system which comprises 37 colleges and universities and 54 campuses ([Minnesota State](#)). NCTC is one of the 30 two-year colleges that are a part of Minnesota State. The law creating Minnesota State was passed by the Minnesota legislature in 1991 and went into effect July 1, 1995. The law merged the state's community colleges, technical colleges, and state universities into one system. Instead of three separate governing boards and three chancellors, there is now one board and one chancellor for the entire Minnesota State System.

NCTC began as three distinct institutions (originally Thief River Falls School District's Technical Institute, Thief River Falls State Junior College, and East Grand Forks Area Vocational Technical Institute) evolving into its present form through a series of mergers. The final merger took place in 2003, uniting the campuses of East Grand Forks and Thief River Falls as Northland Community and Technical College, a comprehensive community and technical college. NCTC currently has main campuses in East Grand Forks and Thief River Falls, online education, an Aerospace Site in Thief River Falls, and a satellite site in Roseau, MN.

Nursing is one of the premier programs within the Health and Human Services division at the college. The Thief River Falls (TRF) Practical Nursing (PN) Program was approved by the MN Board of Nursing (MN BON) in 1956, and the East Grand Forks (EGF) campus PN Program received approval in 1970. As of 2003, the PN Programs were both part of NCTC, yet they were recognized as two separate programs with the MN BON. The program faculties began to collaborate in 2005, and began working together on aligning curriculum in 2006.

Over the years, there have been several director and Dean changes. Despite the multiple leadership changes, the PN faculty have persevered and continue to improve the program as a team. The two PN Programs became one program with the MN BON on Jan. 1, 2014. NCTC's PN Program has previously offered a 50-credit diploma program and a 60-credit AAS degree. As of fall 2016, a 44-credit diploma PN major is the only PN degree offered at NCTC. After completing the prerequisite courses, students can complete the 44-credit curriculum in two semesters. Students are offered the option of beginning the PN courses either fall or spring semester, depending on the number of applicants. The PN diploma program uses a concept based curriculum (CBC). All required courses are offered both fall and spring semesters. Executive summary Table displays the required courses for the 44-credit PN diploma major.

Executive Summary Table: Required PN Courses		
Semester One	Semester Two	Semester Three
HLTH1110 Nursing Assistant (1/2/0)*	PNSG1250 Introduction to Practical Nursing: 1 credit (1/0/0)	PNSG1270 Transition to Practice: (1/0/0)
BIOL2252 Anatomy & Physiology I (2/1/0)	PNSG1254 Nursing Foundations: (3/1/0)	PNSG1274 Maternal/Newborn: (1/0/0)
BIOL2254 Anatomy & Physiology II (2/1/0)	PNSG1258 Psychosocial: (2/0/0)	PNSG1278 Invasive Nursing Therapies: (1/1 /0)
ENGL1111 Composition I (3/0/0)	PNSG1262 Concepts I: (3/2/0)	PNSG1282 Nursing Concepts II: (5/1/0)
HLTH1106 Medical Terminology (2/0/0)	PNSG1266 Clinical Care I: (0/1/0)	PNSG1286 Clinical Care II: (0/5/0)
MATH1003 Math Applications for Nurses (2/0/0)		
Total Credits: 16 Credits	Total Credits: 13 Credits	Total Credits: 15 Credits

*1/2/0 represents: 1 theory credit, 2 lab/clinical credits, and 0 on the job training credits. This is unique to the Minnesota State System. On June 7, 2018, the program's candidacy status was reviewed by the MN BON and has been granted continuing approval until June 7, 2019 by the MN BON (Appendix A).

Standard I: Culture of Excellence – Program Outcomes

The nursing program engages in ongoing and systematic assessment and evaluation based on data collection processes relative to expected institutional and program outcomes. These data collection processes are used to inform data-based program decisions regarding program integrity and educational achievements. The decisions made by the program demonstrate a commitment to continuous quality improvement in achieving program outcomes. The program's commitment to continuous quality improvement is evident through the achievement of the following associated quality indicators.

NCTC's PN Program participates in an on-going and systematic assessment and evaluation plan (SAEP). This involves collection processes of multiple surveys, the review of said collected data by various stakeholders, and resulting decisions made regarding program improvement. Analysis and decision-making is first conducted by faculty at monthly meetings. Next, the decisions are shared with appropriate stakeholders (e.g., Nursing Advisory Committee, PN students). The program is committed to continuous quality improvement. The PN Program initiated the current SAEP in 2016 to align with the Commission for Nursing Education Accreditation (CNEA) standards. As the standards were methodically reviewed at faculty meetings, outcomes, surveys, and data collection methods were amended for the quality indicators for each CNEA standard.

Quality Indicator I-A. Faculty and staff assess and evaluate achievement of identified program outcomes by engaging in an on-going, systematic, evidence based process.

PN faculty have implemented a SAEP (Appendix B). PN faculty meet twice per month and update the designated standard and SAEP. A PN SAEP calendar (electronic resource I-A) was developed that shows which standard is addressed each month. Categories included in the SAEP are: (a) key element; (b) how assessed and frequency; (c) expected outcome and if it is met or not; (d) supporting evidence exemplars; (e) date reviewed/evaluation, and (f) action plan. Faculty members are responsible for one or two standards, which they update while faculty review, discuss, and formulate an updated action plan. Decisions regarding program changes are noted in the SAEP and/or minute meetings (electronic resource I-A).

The PN Program Director and administrative assistant are largely responsible for the development of data surveys electronically through Survey Monkey (after receiving guidelines from faculty regarding what to include), data collection, and compilation of survey results. Faculty discuss and determine benchmarks for all outcomes which are noted in the SAEP. Most data is collected electronically via online surveys. At faculty meetings, faculty analyze the data collected, update the SAEP, develop a new or updated action plan (after analyzing effectiveness of previous action plan), and the program director disseminates findings to appropriate persons/groups of interest. Program outcomes include program completion rates, employment rates of graduates, licensure pass rates, faculty satisfaction survey results, and student, alumni, and employer satisfaction survey results.

This standard is reviewed at least twice per year as the program has graduates in both December and May. An example of data-driven decisions based on the review analysis includes the recent change to begin administering the graduate exit surveys during a theory course spring 2017 instead of a clinical course. The survey was not being completed by all students when provided in the clinical course. At the conclusion of spring 2018, it was determined that the completion rate had improved; therefore, it will continue to be administered in the theory course.

Table I-A-1 shows the feedback mechanisms used for program evaluation, when they are completed, and when they are evaluated by faculty. Also, see the SAEP for QI-I-A.

Table I-A-1 Survey/Feedback Mechanism			
	Completed	Evaluated by faculty and/or Dean	Findings disseminated
Student QI meetings	Fall and spring semesters on both campuses	At next faculty meeting	Minutes posted for faculty and students
Clinical site evaluations by students	Near end of each clinical every semester.	Jan. and May at faculty meeting.	Shared with facilities Jan. & May.
Clinical faculty evaluation by students	Near end of each clinical without instructor in room.	Dean and faculty themselves have access to these results.	N/A
Course evaluation by students	Near end of each semester.	Dean and faculty themselves have access to these results.	N/A

Employer satisfaction survey	Early spring and assesses grads from previous year.	At May faculty meeting.	Shared appropriate results at nursing advisory committee meeting-Oct.
Faculty satisfaction survey	April	At May faculty meeting.	N/A
Student exit survey (program outcomes included in here)	Near end of semester in Concepts II class.	Jan. and May faculty meetings.	Shared appropriate results at nursing advisory committee meetings.
Graduate 6-12 month survey	6- 12 months after graduation-Nov. or Dec. for the previous year's Dec. and May graduates.	Jan. or Feb. faculty meetings.	Shared appropriate results at nursing advisory committee meetings.
Nursing Advisory Committee survey	Every spring	April faculty meeting.	Shared appropriate results at nursing advisory committee meetings.
Nursing Advisory Committee meetings	Oct. and March every year.	At next faculty meeting after advisory meeting.	Shared with appropriate college personnel and posted to college intranet page.
Student appeal process	As needed/when student submits appeal	At next faculty meeting.	N/A

Quality Indicator I-B. Faculty and staff decisions regarding program effectiveness and continuous quality improvement efforts are informed through multiple means of collecting and analyzing data and are inclusive of input from communities of interest.

There is documented evidence in the SAEP and committee faculty meeting minutes of decision-making regarding program effectiveness and quality improvement efforts. The electronic resource I-B includes a table with recent program changes made based on feedback from communities of interest. Below is narrative of other specific exemplars of program changes.

Communities of interest have opportunities to provide input into the program and decision-making process. When developing the revised 44-credit diploma curriculum, the nursing advisory committee was asked for input with specific interest in the advisory committee's thought on general education requirements. Faculty made the final decision based on the advisory committee's input, as well as research conducted on other MN PN Programs. From the advisory committee annual survey, members suggested that the nursing advisory committee meetings include one to two goals to be

accomplished at the meeting, which has now been implemented. See nursing advisory committee minutes in the electronic resource II-C.

Faculty also asked the nursing advisory committee what skills for PN students should be included in the revised 44-credit diploma curriculum. The committee recommended what to include and what was not necessary (see advisory committee meeting minutes March 24, 2015-electronic resource II-C). The program also inquires about the hiring practices of the PN graduates at the advisory committee meetings to help determine appropriate clinical rotation sites.

Another community of interest is the PN student population. From the student quality improvement (QI) meetings held every semester, we receive student feedback on the program. For instance, students are asked about the skills totes that students purchase for lab courses. With this feedback, faculty discuss students' opinions and make adjustments to the skills totes for the next semester. This is an ongoing process. These suggestions are first noted in student QI meeting minutes, and in faculty meeting minutes after final decisions are made. Attainment of benchmarks are noted in the SAEP as well as an action plan or a needed change in the action plan, based on the analysis of data and subsequent discussion and decisions made by faculty.

A second example of student feedback from the QI meetings is student input regarding the challenge of having several different instructors for clinicals in EGF site. Due to this feedback, a change was made and one faculty now has the same group of students for the entire semester. This applies to both PNSG1266 Clinical Care I and PNSG1286 Clinical Care II.

Another example of change made from clinical site feedback is when the main clinical facility used in EGF informed the nursing programs about a change in scrub color for their staff nurses. Since this color was the same that the NCTC PN students had been wearing, a change was made in student color scrubs to avoid confusion between NCTC PN student nurses and staff nurses.

During spring semester 2017 distance/hybrid students indicated the desire for more campus time for skills practice. Faculty scheduled additional campus days in fall 2017 for PNSG1262 Nursing Concepts I course as a response to this need. Faculty teaching the distance/hybrid courses are also offering virtual meetings through D2L Brightspace platform/Zoom. This may be a meeting before a test or campus skills test out, or a meeting time after a test to review results. Student feedback also indicated a desire for more voice over PowerPoint which faculty are providing via Kaltura.

Quality Indicator I-C. The program achieves expected program outcomes related to program completion rates.

The program outcome/benchmark for program completion is 80% averaged for three academic years. For the years 2015-2017, this outcome has been met with an average of 90%. The definition of retention is the number of students graduating or still in the program after three semesters (previous curriculum) or after two semesters (current curriculum). The program director runs a class list of the first course in the PN curriculum (PNSG1250) each semester for all three cohorts (East Grand Forks, distance/hybrid, and Thief River Falls) after the drop/add date. That is then compared to the graduating list 3 semesters later for the previous curriculum, and 2 semesters later for the current curriculum. If a student is not graduating but is still in the program (repeating one or more courses), they are counted as retained. Table I-C-1 shows the statistics for 2015-2017.

Table I-C-1 Program completion rates				
Year	TRF	EGF	Distance/hybrid	Total
2015	87% (33/38)	94% (60/64)	88% (15/17)	91% 108/119
2016	83% (24/29)	91% (69/76)	76% (34/45)	85% 127/150
2017	97% (32/33)	95% (76/80)	87% (39/45)	93% 147/158
Average of 2015-2017:				90%

It was noted that for 2016 the distance/hybrid cohort was below the 80% outcome; however, the program total remained above 80%. Although this was a one-time occurrence, it continues to be monitored closely. As per the SAEP for this standard, faculty or a PN advisor planned to contact students

who 'disappeared' from classes after 2 weeks without contacting faculty. It was also noted that the distance/ hybrid cohort retention rate is usually below both campus rates. This is attributed to less face-to-face contact with students and the fact that some students desire campus as their first choice, but chose distance as their second choice and took a seat in their second choice. Spring semester 2017 several faculty started to meet with distance/hybrid students via an online meeting platform (Zoom) to review skills before students came to campus for test-outs, and in another course, to offer time for question/answers before exams. Student feedback on the online meetings was positive. It is planned that the online meetings via Zoom and virtual classroom in D2L Brightspace will continue to be offered to improve student satisfaction, as well as possibly increase retention rates for distance/hybrid students. Faculty also added several face-to-face study sessions spring 2018 prior to exams for the more challenging courses (e.g., PNSG1278 Invasive Nursing Therapies).

To maintain completion rates, the following strategies are implemented every semester:

- A new student program orientation led by the PN Director and faculty.
- Faculty initiate early alerts by sending names of students who are not passing or not participating at the mid-term point or earlier, to campus counselors. The counselors and faculty reach out to students to assess if they need assistance. See early alert student referral form in electronic resource under I-C.
- Faculty attempt to notify students when they show no activity in a course for two weeks.
- Faculty will recommend students to serve as peer tutors for fellow students as the need arises.
- Faculty encourage students to form study groups at course orientations.
- Faculty will refer students to the Academic Success Center (ASC) when they anticipate a student needs assistance.
- Faculty meetings to brainstorm additional ways to provide student support.

The PN advisors determine if PNSG majors are nearing the 150% completion rate and report this data to the financial aid director. Financial aid regulations state that students exceeding 150% of the credits for their degree, do not receive financial assistance. The college is required to follow these guidelines. The director of financial aid maintains a spread sheet of students nearing or exceeding the 150% of their degree completion. For 2015-2017, three PN students exceeded the 150% of their degree

credits. Two of those three were in the previous PN AAS degree and did still graduate with a PN AAS degree. The third student was not accepted into the PN Program. A spreadsheet with this list is found in the electronic resource I-C. The remaining students on the list for the previous three years, were approaching the 150% completion but never exceeded it, and many were not accepted into the PN Program.

Quality Indicator I-D. The program achieves expected program outcomes related to graduates performance on licensure and certification examinations.

Eighty percent averaged over the most recent three years is the program outcome/ benchmark for the pass rate of first time NCLEX-PN^R exam takers. This outcome has been met for the last three years. The NCTC PN pass rate has been consistently above the national PN pass rate from years 2015-2017 (86%-88%). The 44- credit diploma curriculum was developed with the NCSBN test plan as one of the foundations. Every three years, when the new test plan is released, faculty review that and compare it to the curriculum to ensure the curriculum includes the majority of the test plan content. The MN BON NCLEX-PN^R results for 2015, 2016, and 2017 are included in the electronic resource I-D.

While the pass rates remain above 80%, the program has added several components to the program to ensure the pass rate does not decline. Students take a Comprehensive Predictor test through Assessment Technologies Institute (ATI) near the end of their final semester in the program. Faculty have begun utilizing an advising form after each student completes the test. Students record areas they need improvement in and a plan for preparing for the NCLEX-PN^R exam. Faculty review this document with each student and offer suggestions for NCLEX-PN^R preparation. The Comp Predictor PN advising form is found in the electronic resources under I-D. Faculty revised this form at the May 9, 2018 clinical faculty meeting to include more options/ideas for students to use to review before taking the licensure exam. Students have the opportunity to re-take the Comprehensive Predictor after they complete the ATI Live Review, and before they take NCLEX-PN^R.

Next, based on student feedback from student QI meetings, we have added a three-day Live Review to the ATI package that student's purchase at the beginning of the program. Depending on the number of students graduating, there is a Live Review on one or both campuses at the end of the semester. Distance/hybrid students have the option of participating in a virtual review through ATI if they are unable to travel to one of the campuses. Student feedback has been very positive and appreciative. Several comments from previous students include:

- "I feel like I can go into NCLEX now and have a much better idea of what to expect, which makes me much more confident."
- "I think the live review was incredibly helpful especially the multiple select review questions."
- "If anything it exceeded my expectations. Was a great experience."

Table I-D-1 shows the most recent three-year pass rates for NCTC PN graduates.

Table I-D-1: NCLEX First Time Pass Rates				
Year	NCTC PN Pass Rates	NCTC Program Average for past 3 years	Annual National Pass Rates	National Average for past 3 years
2015	86.41%	86.92%	81.89%	83.14%
2016	86.18%		83.70%	
2017	88.17%		83.85%	

The program has developed a spread sheet showing graduates ATI proctored test results, the ATI Comprehensive Predictor results, ATI TEAS score, and NCLEX-PN^R results for each campus/cohort (see electronic resource I-D). When reviewing the spread sheet, it usually shows that those who score low on the ATI tests are often the students who had to repeat one or more courses in the program and who do not pass NCLEX-PN^R the first attempt. Based on this and past feedback from the MN BON, the number of times a student is allowed to repeat PNSG courses was changed from three to two times. The Nursing Advisory Committee agreed with this program policy change at the Spring 2013 meeting. This data will continue to be evaluated to determine if more program changes/policies should be implemented.

Due to a lower retention rate for the distance/hybrid cohort, several of the students who failed a course were on a wait list to repeat one or more PNSG courses spring 2017. As a result, faculty reviewed policies from other NCTC health programs in fall 2017. In order to serve students better, faculty decided to implement a new policy beginning spring 2018 (meeting minutes from Oct. 6, 2017). The policy reads:

“Students who fail one PNSG course will have a seat held for them in that course a year from the semester the course was failed. For example, if a student fails a PNSG course spring 2018, a seat will be held for that student in that course spring 2019. Students who fail two or more PNSG courses will be required to re-apply to the PN Program through the formal application process”. The policy will be evaluated after academic year 2018-2019 and revised if necessary. This new policy was brought to the nursing advisory committee meeting in spring 2018. Concern was expressed that it would take too long to complete the program for these student repeaters. Faculty explained the reasoning behind the policy, that being that most students don’t realize until close to the end of a semester that they won’t pass a course. By that time, the application for new students to start the following semester has been completed and acceptance letters have been sent. Advisory members then realized this was a reasonable initial approach, with the caveat that this be monitored closely.

Quality Indicator I-E. The program achieves expected program outcomes related to graduate employment rates in the area of nursing program preparation.

The outcome/benchmark for graduate employment rate is 90% of PN graduates will be employed or enrolled in an Associate Degree (AD) RN program within 6-12 months of graduation. Data collection for this measurement area has been difficult. College personnel have always conducted this data collection and provided the results to the program. The data has a time lag since the data can’t be collected until 6-12 months after the students graduate. The person responsible for collecting this data took a different position at the college in FY17 and the college has just reassigned that work late spring 2018. The program director and administrative assistant were going to try obtain data from the 6-12

month graduate exit survey; however, due to time constraints, that did not occur. We continue to use the data from the college personnel. Even though the outcome was not met for two of the three previous years, we feel the actual rate could be 90%, as faculty see many students in the AD RN program and working at the clinical sites. Therefore, we want to continue to strive for 90% employment/continuing education rate for our graduates, as faculty feel this could very well be the reality.

This was brought to the Nursing Advisory Committee fall 2017 and asked if 90% was a realistic benchmark for this outcome. Members agreed that it is. The outcome was met for 2015; therefore, 90% will be retained as the expected outcome.

The importance of completing the post-graduation survey is discussed with students before they graduate. The PN Director shares the NCLEX-PN^R application process with students six to eight weeks before graduation and also discusses the reason and importance of completing the survey they will receive in 6-12 months. This is also stated in directions with the exit survey students complete near the end of the program. See table I-E-1 for statistics on graduate employment rates.

Table I-E-1 PN Employment rates					
Year	Total number of grads responded	Number/Percent Working	Number/Percent Continuing Education	Unknown-no response/not working	Total employed or continuing education
2013	131	36/27%	81/62%	14/11%	117/131=89%
2014	128	23/18%	88/69%	17/13%	111/128=87%
2015	104	31/30%	66/63%	7/5%	97/104 = 93%

Quality Indicator I-F. Faculty, students, alumni and employers express satisfaction with program effectiveness.

Most of the surveys provided to the communities of interest include a question on satisfaction with program effectiveness. The surveys also contain qualitative data through open-ended questions. Respondents are not required to complete the open-ended questions, but are encouraged to utilize that option for questions they rated lower than average. The survey results of faculty, students, alumni, and employer surveys are found in the electronic resource site I-F.

Faculty have consistently agreed or strongly agreed that they are satisfied with the program effectiveness in achieving expected program outcomes. The response rate was 100% for this question for FY16 and FY17 and 91.7% for FY18. The overall outcome/benchmark of 90% was met. There were other areas faculty stated could use improvement (i.e. more budget information, updating labs and sim equipment, etc.). See the SAEP for more details (Appendix B). These faculty suggestions have been added to the action plan. Faculty stated they are satisfied with the quarterly program budget reports shared by the director during the FY18 academic year. Overall, faculty are satisfied with the program effectiveness, yet understand there are always areas to improve.

The response rate for the student graduate exit satisfaction survey had decreased recently when it was administered in the clinical setting with only adjunct clinical faculty present to provide instructions. The student graduate exit satisfaction survey is now administered to graduating students one to two weeks before graduation during a theory course lab time. For the previous three fiscal years (FY16, FY17, and FY18) the target has been met, with 90-100% of the students responding agreed or strongly agreed regarding satisfaction with the program effectiveness. Part 1 of the graduate exit satisfaction survey asks questions about technology, program policies, student quality improvement representation, etc. Part 2 inquires how well the graduate has met each of the program student learning outcomes. Other results from this survey include the following suggestions for improvement:

- More pharmacology was requested by students (both previous AAS degree and 'new' diploma curriculum). The PN program is addressing this by adding more pharmacology to our CBC.
- Start student study groups and/or tutor for nursing students early in semester. Faculty continually work with the Academic Success Center (ASC) to secure a nursing student to work as a paid tutor for other students. Due to paper work requirements, it often is delayed in starting until mid-semester. There are already two students prepared to be peer tutors for fall 2018.
- Continue to incorporate ATI into all courses.
- Continue to post announcements for PN students in the PN information D2L Brightspace course which all students are enrolled in each semester.
- Consistency in grading between clinical instructors was mentioned. We discuss issues at faculty meetings, but not all clinical faculty can attend those meetings. We'll continue to offer the meeting via Zoom or an online format via computer, send out meeting minutes to all and post them in the Northland Nursing D2L Brightspace shell for all faculty to read. We have added a line

to the meeting minute's template called 'items especially pertaining to clinicals' so clinical faculty see that near the top of the minutes.

Strengths of the program noted by students upon graduation include:

- Instructors (knowledgeable, available, excellent, experienced, helpful)
- ATI
- Concept based curriculum
- Hands on learning
- Clinicals
- Small class size

Once again, we found it difficult to obtain alumni/post-graduate survey participation by all alumni. For FY14, FY15, and FY16 the target outcome was met. Ninety to 100% of the responding alumni rated the questions on the survey with agree/strongly agree or proficient/excellent ratings (see the SAEF for details). This survey is sent by the nursing administrative assistant to graduates at the email address they enter on the graduate exit survey upon program completion. Thirty-three alumni responded for FY14 (36% response rate) and FY 15 (27% response rate) while 41 responded for FY16 (25%). While there is not a very good return rate, the results of those that do respond is very good. We looked into the possibility of sending the survey 6-12 months after graduation to the students' cell phone number, but that isn't possible with Survey Monkey. It was also decided to add a question specific to this quality indicator to the survey: "I was satisfied with the program effectiveness" to the end of the survey. Additionally, the program outcomes were changed to the 'new' 44-credit curriculum outcomes when sending it to spring '17 and later alumni.

The outcome/benchmark for employer satisfaction with program effectiveness is that the overall average of the survey will be 2.5 (average) or higher on a scale of 1-4. The survey is sent by college personnel to the employer that graduates list on their graduation application form (where they will be working after graduation). Results are shared with program directors throughout the college each spring for the previous year's data. When reviewing and comparing the results in 2017 from the

previous two years, it was discovered that the surveys have been sent to employers by both the nursing administrative assistant and another college personnel (who does this for all college graduates). It was decided that the nursing administrative assistant will no longer send this survey to employers. The duplicity may end up causing a lower return rate.

For 2015 and 2016, the overall average rating for all questions on the employer survey ranged from 2.5-3.3 (on a scale of 1-4, with 4 being the highest), so the outcome/benchmark of 2.5 was met. Results were received for each campus cohort (EGF, TRF and distance/hybrid) for each fiscal year. One item stands out that is very rewarding to hear: 100% of respondents on all surveys returned, said they would hire a graduate from our program again. See the SAEP I-F for specifics from each year.

At the fall 2017 nursing advisory committee meeting, the members reviewed program outcomes and suggested that this outcome be changed to a percent so it's similar to other program outcomes. For spring 2018 the outcome was edited to 90% of employers will rate the question 'I am satisfied with the PN program's effectiveness in achieving expected outcomes' with an agree or strongly agree. The result was 100% of employers who responded to the 2017 survey agreed with this statement.

The return rate of the employer surveys was 55% in 2015, 61% in 2016 and 66.7% in 2016. Faculty were pleased with these results and that the response rate has increased each year. One employer could hire many of our graduates, especially the large hospital in Grand Forks, ND. Thus, the return rate could actually be higher if we knew how many of our graduates they employed from each class. We continue to remind employees who attend our Nursing Advisory Committee meetings to complete this survey.

Strengths of the Program Related to Standard I

A summary of the strengths and areas for improvement are:

Standard I Summary

Strengths:

- Amount of feedback received from communities of interest (students, advisory committee, employers).
- Amount of data collected from surveys.
- Consistent NCLEX-PN^R pass rates above the national average for first time testers.
- Comprehensive systematic assessment and evaluation plan that all FT faculty are involved in.
- Faculty analyze ATI test results (look at low areas and 'pump' those areas up in the appropriate course content).

Areas for Improvement:

- Improve the alumni survey response rate.
- Improve the employer survey response rate.
- Determine methods to deeper analyze all the data collected and utilize the results more effectively.

Areas of the Program Needing Improvement Related to Standard I

See table above.

Standard II: Culture of Integrity and Accountability – Mission, Governance, and Resources

A culture of organizational integrity and accountability exists within the institution and program with regard to mission, governance, and resources as reflected in their core values. The missions of the institution and nursing program are aligned, creating an environment in which the program can effectively establish program goals and achieve expected program outcomes. Institutional and program governance support the attainment of the program's expected outcomes, and reflect faculty and student participation. Communities of interest are engaged in providing input into program planning. There is demonstrated institutional and program commitment and accountability to providing resources critical to maintaining the operational integrity of the nursing academic unit and supporting continuous quality improvement efforts designed to meet the program's expected outcomes. This shared institutional and program perspective related to mission, governance, and resource allocation is evidenced through the achievement of the following associated quality indicators.

The PN Program mission is aligned with the NCTC mission. There is also congruency with Minnesota State's values, NCTC institutional outcomes and PN Program learner outcomes. College governance supports the achievement of the program's outcomes and program governance exhibits student and faculty participation. Resource allocation (budgetary, human, instructional, physical, and technological) is supported by the governance structure of both the program and college and is

adequate to meet the program's outcomes. Input is provided for the program via engagement from communities of interest, which include students, faculty, staff, nursing advisory committee, clinical partners, and the MN BON.

Quality Indicator II-A. Faculty and staff define the core values, mission, and goals for the nursing program, ensuring they are aligned with institutional mission and goals; expected program outcomes are derived from the established mission and goals.

The mission of the PN Program and the college align. Appendix C displays consistency between the PN Program and the NCTC mission, goals and core values in the following areas: (a) higher education to meet the needs of learners; (b) quality program/education; and (c) collaboration and partnerships in the region. The PN Program mission is included in the PN Handbook (electronic resource II-A) and is accessible to all communities of interest on the [PN web page](#). The NCTC mission is being revised at the time of submission of this report. Once the college mission is finalized, faculty will review the PN Program mission to determine if alignment remains between the two mission statements.

The mission of Minnesota State, NCTC, and the PN Program all address meeting the needs of learners, whether it is personal or career goals that students are assisted in achieving. The green highlights in Appendix C show where this is included in each mission statement.

Quality is a key word in all three mission statements and is highlighted in blue in Appendix C. From enhancing the quality of life to providing a quality educational and learning environment, quality is at the core of the Minnesota State, NCTC and PN Program mission statements. In accordance with the mission statements of the PN Program and NCTC, faculty believe that they are providing a quality education to students in partnership with health care facilities in the surrounding communities.

Surrounding communities include Roseau, Fosston, Crookston, and Grand Forks. The PN Program works with businesses such as nursing homes, hospitals, home health care agencies, ambulatory care agencies, schools and public health departments in these communities. The collaborative/partnership aspect is highlighted in yellow throughout Appendix C.

Practical Nursing program graduates have the option of continuing their education at a Minnesota State college by applying to an Associate Degree (AD) RN Program. Some AD programs require their applicants to be a Licensed Practical Nurse, while some only require the completion of a PN program. As part of MN statute 148.251, AD Programs are required to provide advanced standing for licensed practical nurses in recognition of their nursing education and experience. Thirteen advanced standing credits are awarded to PN graduates accepted into NCTC's AD Program. Graduates have the option to apply to NCTC's own AD mobility program, and many students in the AD mobility program are NCTC PN graduates.

While the PN Program does not list core values, it embraces and incorporates the NLN CNEA's core values of caring, diversity, excellence, and integrity into the curriculum. This is demonstrated by faculty role-modeling caring, an essential characteristic in nurses. Professional behaviors include the values of integrity and excellence. Last, diversity is woven throughout the curriculum. For example, during PNSG1254 Nursing Foundations, students complete a cultural self-assessment, identify components of a cultural/spiritual assessment, and faculty have invited persons from various cultural backgrounds to speak to students about healthcare in their culture. A component of PNSG1266 Clinical Care I and PNSG1286 Clinical Care II includes psychosocial/cultural/spiritual assessments.

There is also congruency between the organizations values, institutional learner outcomes and the PN Program Student Learner Outcomes. Appendix D exhibits similar terms throughout Minnesota State Values, NCTC Institutional Learner Outcomes (ILO), and the PN Program Student Learner Outcomes. Again, quality is addressed in two out of three of these values/outcomes and is highlighted in light blue in Appendix D. The NCTC overall mission includes 'creating a quality learning environment' so would be an overarching theme for the college.

Diversity (red highlights in Appendix D) is specifically mentioned in all three columns and is an important outcome for the program. Healthcare workers are required to provide care to a diverse

patient population. Civic responsibility and civility is highlighted in pink and would include communication for PN students. Communicating civilly is also a must in health care.

Access and affordability are not addressed specifically in the NCTC or PN Program outcomes; however, they are addressed in the college and program mission. The college is dedicated to creating a quality learning environment for all learners and the PN Program mission is to serve learners, society and particularly the region; this implies we want to afford access to all learners in the region.

Accountability is the last Minnesota State value listed and is also referred to in both the NCTC outcomes and PN Program outcomes and is highlighted in green in Appendix D.

As outlined in the PN Program SAEP, faculty review the comparison between the college and program mission every two years and as needed. The program mission, goals, and student outcomes are reviewed annually in Sept. and recorded in the SAEP and meeting minutes as well. The program mission statement and student outcomes are posted on the program web page for all communities of interest to view.

Faculty developed the following program goals in 2015:

1. Provide practical nursing curriculum as an academic entry port on the career ladder that students will complete in no more than 4 semesters (including general education courses).
2. Base curriculum on national standards and EBP.
3. Integrate a smooth articulation process with minimal barriers to achieve higher levels of education in nursing.
4. Work closely with nursing advisory committee and area health care communities while providing quality nursing education.

With the implementation of the 44-credit diploma curriculum in fall 2016, the program continues to assess and evaluate these goals. The curriculum was built on national standards and EBP. Faculty need to evaluate how well graduates from this curriculum succeed in the AD program and revise the PN curriculum accordingly to promote a smooth articulation process. The PN faculty continue to work closely every semester with the nursing advisory committee and our clinical partners to continually make quality improvements for student success.

Quality Indicator II-B. The organizational structure of the parent institution and the nursing program provide opportunities for faculty and students to demonstrate involvement in institutional and program governance, enabling achievement of expected program outcomes.

Effective July 1, 2018 there was an administrative reorganization. The former VP of Academic and Student Affairs resigned and a decision was made to transition the existing EGF Campus Dean into the role of Provost. This position will assume all of the Chief Academic Affairs responsibilities. This affects the PN Program in that the Dean of Health, Nursing and Public Services has assumed the role of EGF Campus Dean. This position continues to supervise all of the nursing and health programs, and has added supervision of technical programs along with campus dean responsibilities. The Dean over nursing will be referred to as the Dean for the purpose of this self-study report. The NCTC organizational chart as well as the pages pertaining to the PN Program can be found in Appendix E and is a draft form at the time of this report submission. Once approved by the President's Council, the org chart will be updated in the electronic resource Appendix E.

The college administrative structure has been divided into five areas: (a) student affairs, (b) administrative services, (c) human resources, (d) foundation, and (e) provost. The PN Program, under the provost division, was placed under the supervision of the Dean of EGF Campus. All academic deans report to the Provost, who in turn reports to the President of the college.

The director/administrator of the PN Program is a faculty position, with 56% (nine/sixteen credits per semester) of her time allotted to release credits for director duties. The remaining credits are teaching credits and/or faculty professional development coordinator release credits. The PN Director works closely with the Dean to achieve program outcomes.

All faculty and students at NCTC have the opportunity to be involved in program and institutional governance. All faculty employed at Minnesota State facilities are covered under the Minnesota State College Faculty (MSCF) collective bargaining agreement (Electronic Resource – II-B: MSCF Master Agreement – Minnesota State 2017-2019). Minnesota State policies can be found at

[Minnesota State Policies](#). NCTC policies can be found at [NCTC Policies](#). Two governance committees required by the MSCF collective bargaining agreement include faculty Shared Governance Council and Academic Affairs and Standards Council.

The PN Program nursing faculty have an ongoing direct involvement in strategic planning for the college. The PN Program Director is a member of the college wide division chair group which meets bi-monthly to discuss one or more of the following items:

- class schedules
- recommend assignments for Dean's review
- assist in recruiting part-time faculty members
- assist in orienting new faculty
- assist in the development of curriculum
- communicate within the division and with administration
- coordinate the input of budget proposals and consult with the Deans in budget prioritization for personnel, facilities, equipment, and technology
- Review college policies pertaining to faculty/teaching/curriculum

Division Chair meeting minutes can be found here: [Division Chair minutes](#).

The PN Program Director also serves on the Shared Governance Council (SGC) as a result of her elected position for MSCF secretary for the TRF campus. Per the MSCF contract, topics for SGC meetings may include: long and short-range planning, priorities in the disbursement of financial resources, acquisition and use of existing physical and human resources, institutional self-study, marketing, public relations, and recruiting activities. This committee makes recommendations to the college on personnel, student affairs, facilities, fiscal matters, and general matters. ([Shared Governance Council meeting minutes](#)).

The PN Program faculty have been involved with the Academic Affairs and Standard Council (AASC) by presenting proposals for academic curricular and program changes to the committee for approval. The AD Director/Nursing Coordinator serves on this committee and represents the entire nursing department and college faculty ([Academic Affairs and Standards Committee meeting minutes](#)).

The PN Program Director and faculty are involved in multiple college committees at NCTC. Table II-B-1 (electronic resources II-B) displays director and faculty involvement in multiple committees and task groups for the previous three years. This demonstrates how faculty are involved in college-wide and PN Program governance through committee participation.

Practical Nursing faculty are involved in the governance of the PN Program as well. Faculty from both campuses meet twice a month via polycom. Faculty members unable to be on campus have the option of calling in or requesting a Zoom, Adobe Connect, or WebEx meeting via computer. Items discussed at faculty meetings include student issues, concerns, college/program updates, curriculum decisions, clinical experiences, handbook changes, resources, review of the SAEP, and faculty information. Any proposed changes to the PN Program and curriculum are first discussed at faculty meetings. Faculty often meet two to three times per year for a one-half or full day planning and work sessions as well. This has occurred more often with the recent curriculum changes. All clinical write ups/worksheets are developed and reviewed by the entire faculty. There are specific clinical faculty meetings one to two times per semester so our clinical educators have the opportunity for input into clinical write ups/worksheets, and other decisions affecting clinicals.

The template for the minutes of faculty meetings (electronic resource II-B) is based on the accreditation standards. The PN SAEP calendar reminds faculty which standard we are discussing at the meetings each month. At every meeting, faculty assigned to the standard for the month open the SAEP and update it as we discuss that standard and the quality indicators associated with that standard. This demonstrates that faculty are involved in program governance and decision making.

Practical Nursing students are involved in various organizations, such as Phi Theta Kappa, PN Quality Improvement (QI) Committee, and the PN Club. Two of the PN students on the QI Committee also serve on the Nursing Advisory Committee each semester. The PN Clubs are involved in health promotion activities on campus, planning the PN Program celebration ceremony, as well as other

activities (See the electronic resource site II-B Table II-B-2 for Student QI meeting minutes and PN Student Club meeting minutes). Both campus and distance/hybrid students vote on who they want as their cohort QI representative. Distance/hybrid students as well as campus students may attend the QI and nursing advisory committee meetings via Zoom/Adobe Connect/WebEx if they can't make it to campus for the meetings.

Students who are members of the PN Club also participate in the NCTC Student Senate (college wide). Key objectives of the student senate include:

- To represent the student body and affiliated organizations in all matters of mutual concern.
- To act as an advocate between the administration and student body.
- To act as the final authority in disputes between students and student organizations on matters pertaining to the general welfare of the student body.
- To ensure student representation on all committees which, by their purpose, will affect students at NCTC.
- To help ensure Student Life and all Minnesota State policies are followed by NCTC.
- To foster connections between NCTC and the local communities.

The electronic resource site exhibits PN student involvement in college governance through PN QI meeting minutes (II-B) and the nursing advisory committee meeting minutes (II-C).

Quality Indicator II-C. Communities of interest provide feedback which is used to inform program decision-making about the educational preparation of students.

A very important community of interest is the Nursing Program Advisory Committee. Minnesota State outlines the purpose of the college program advisory committee as a committee that identifies needs and opportunities, provides guidance and advice on initial development, accountability, expansion, and closure of academic programs or related program clusters at the college or with related programs at high schools, colleges, and/or universities. A college program advisory committee includes employers, students, and faculty; others may be included ([Minnesota State policy 3.30 College Program Advisory Committees](#)). [NCTC Advisory Committee Policy 3330](#) states that “all technical programs have an advisory committee composed of representatives from business/industry/education and a student representative currently enrolled in the program. The advisory committee will meet two times per year

(at a minimum) and review items, such as: (a) curriculum; (b) facility and equipment (budgets, needs, etc.); (c) program effectiveness; (d) staff recruitment/substitute list; (e) student recruitment; (f) student placement; and, (g) job availability”.

There is one advisory committee for NCTC’s nursing programs. This committee meets jointly with NCTC’s PN and AD programs. The committee includes TRF and EGF community members, as well as surrounding towns’ health care representatives. A list of the committee members can be found in the electronic resource II-C. The PN/AD Advisory Committee meets as a group two times per year to discuss program recruitment, retention, job availability, curriculum, program outcomes, and possible changes needed for the program. If decisions need to be made and the advisory committee is not scheduled to meet, email is used to correspond between the members and the PN Program (see Nursing Advisory Committee meeting minutes in electronic resource II-C).

A survey is distributed annually to assess PN/AD Advisory Committee members’ satisfaction with the structure and function of the committee itself, as well as their satisfaction with their input into program processes and decision making. Based on the recent survey, the committee felt the meetings were purposeful and the nursing discipline valued the committees’ feedback, opinions, and feelings. The committee reported that the PN and AD Program Directors provided effective leadership for the meetings and communicated appropriately with the committee (electronic resource II-C).

The PN Program’s nursing students are also a community of interest and they do have a voice in the program. One to two student representatives serve on the PN/AD Nursing Advisory committee. In addition, the program has Student Quality Improvement (QI) Committee meetings each semester in which the students express their concerns and appreciation for different aspects of the PN Program. The following information about this committee is found in the PN Handbook which is available in the electronic resource II-C.

The goal of the Student Quality Improvement Committee is to facilitate nursing student input in the ongoing development of the PN Program. This is done by providing a representative method to communicate with the college administration, PN Program Director, and faculty. Student responsibilities include identifying two student representatives from each semester of students (PNSG1266 Clinical Care I and PNSG1286 Clinical Care II). The representatives are chosen by voting of their peers and should have good communication skills which include appropriate listening abilities and the capability to identify and clarify issues. The student representatives identify topics for discussion from classmates based on perceived program needs, concerns, and strengths. Student representatives meet once per semester with the PN Program Director, faculty, and Dean. Additional meetings are scheduled as needed. Curricular changes are also reviewed with the student representatives when appropriate.

Nursing department responsibilities on the Student QI Committee include facilitating communication with the students, providing feedback as necessary, and assisting in problem-solving. It is recognized that not all concerns are within the NCTC Nursing Department's ability or scope to change. Continued input from the student population is seriously valued and respected. This input helps to guide the Nursing Department for future changes (QI meeting minutes - electronic resource site II-B).

Examples of changes made based on student feedback from these meetings include:

- Skills totes supplies are updated every semester or at least annually.
- Clinical make-up day(s) requirements were changed.
- Open lab times are now posted on both campuses lab doors.
- Skills content was re-ordered in PNSG1278 Invasive Nursing Therapies to match clinical timeline of availability of skills.
- Face to face demonstration of skills for upcoming validation is now done during campus meetings for distance/hybrid students.
- Correlation of clinical concepts of the week with concepts in theory course that week was added.
- More faculty added voice over PowerPoint/presentations for distance/hybrid courses (are utilized for campus courses at times as well).

College administration, program alumni, and the MN BON comprise other communities of interest for the PN Program. When necessary, the Dean attends the monthly faculty meetings and

relays questions/messages to the VP of Academic & Student Affairs/Provost. Program alumni provide feedback concerning the program when they complete the 6-12 month post-graduate survey.

The MN BON is the regulatory agency for all nursing programs in MN, and required annual reports are completed by the PN Director. The PN Director attends state-wide nursing director meetings and the education staff from the MN BON are often guests at these meetings to share updates with all directors. A recent update was the implementation of criminal background checks and fingerprinting required by all MN nursing licensee applicants in fall 2017. Information, if appropriate, shared at these meetings is passed onto the students when the PN Director talks to students about NCLEX and licensure registration, and to faculty at faculty meetings.

Quality Indicator II-D. Program publications, documents, and policies are clear, current, accurately reflect program practices, and are accessible to communities of interest.

Practical Nursing Program publications and documents are up-to-date and accurately reflect program practices. The [NCTC Academic Catalog](#) is located online and is dynamic with updates added when necessary. For each program at the college, the program web page provides a program overview, program specific course listings, program specific requirements/eligibility, employment outlook, and a list of program faculty. The [PN Handbook](#) is also found on the [PN Program web site](#), accessible to all communities of interest.

The program accreditation status (pre-accreditation status statement) and college accreditation status is found on the [PN web page](#). Whenever the PN Handbook is revised or updated, it is sent to the college D2L Brightspace/Web support IT staff and is updated online. In addition, PN faculty include a link in all D2L Brightspace courses to the PN Handbook located online so that the students always have access to the current handbook. Students, members of our Nursing Advisory Committee, future students, and anyone from the public have access to the program information. The PN Handbook includes admission, eligibility and progression policies, program outcomes, curriculum framework, list of required courses, clinical requirements, and a variety of other pertinent student information. One area

for improvement is to take the program eligibility, program progression, and program completion requirements from the PN Handbook and make it available in a printable format from the web page. It will still be available in the PN Handbook as well. A document with this information was completed spring 2018, reviewed by PN advisors, PN faculty, and the Dean. It was added to the PN web page April 2018 and can be found in the electronic resources site (II-D) as well as on the PN Program web page. Two items in the SAEP II-D include the elements of accreditation status and review of program publications. The outcome has been met for both elements in recent years.

Students are notified of program changes in a clear and consistent manner. This is communicated to students via the program D2L Brightspace Information course for the PN Program, via PNSG course D2L Brightspace sites, and via email. The webpage is updated at least every three months by the PN Director, and usually is updated more often than that as needed. To ensure policies and procedures are current, they are reviewed by the faculty, PN Director, Nursing Coordinator, and the Dean on an annual basis according to policy.

When the PN admission process and requirements were updated in 2015 for the implementation of the 44-credit diploma curriculum, the PN advisors communicated this information with all new PN students they advised. A form was signed by all students starting the previous curriculum fall 2015 and spring 2016 that they understood if any courses were not passed, they would be unable to graduate with the previous PN degree (AAS PN or 54-credit diploma PN). The PN Director also shared this information with the student services personnel at their meeting so all advisors were aware of the changes. The new rubric for admission and a transition timeline was posted on the PN web page for the academic year of 2015-2016. See the electronic resource site II-D for these documents.

The PN Program collects feedback from the Nursing Advisory committee and students via surveys. One of the questions on the survey asks them if they are notified of policy changes in a timely

manner. The most recent results to that question are included in standard II-D SAEP. The outcome benchmark of 90% responding with a three or four has been met the last several years.

Quality Indicator II-E. The nursing unit is led by a chief academic nurse administrator who is educationally and experientially qualified for the role and administratively entrusted with the responsibility and authorization to provide the leadership needed to achieve the program's expected outcomes.

The chief nurse administrator, the PN Program Director, Dorinda Sorvig, has taught in the PN Program since 1989 – twenty-nine years. This longevity has contributed to her knowledge and operations of the program. Her curriculum vitae can be found in Appendix F. She was the PN Program Director from 2000-2011, and from 2013 – present. Ms. Sorvig has taught at least half-time since she has started with the college. She has taught all but one course in the previous PN curriculum, as well as several courses for the AD Program (NURS 2110 Health Assessment and Professional Skills – lab portion, NURS 2125 Clinical I, NURS 2133 Professional Role) and Medical Terminology. Sorvig currently teaches PNSG1254 Nursing Foundations and PNSG1270 Transition to Practice. Hybrid and online courses are favorites of hers, and she partnered with a fellow NCTC faculty to have their online Medical Terminology course certified by Quality Matters (QM). QM is a nationally recognized, faculty-centered, peer review process designed to certify the quality of online course design and online components. The QM Rubric is used in course reviews that result in continuous improvement and faculty development. Currently, Ms. Sorvig has 56% (18 credits/year) release time for the director duties, and receives several credits in the summer as well. She has led faculty in the major curriculum revision for the diploma major that began fall 2016.

In her first 11 years as director, Sorvig was instrumental in bringing the PN Program to Roseau, a satellite site one hour north of Thief River Falls. The college has two classrooms in the Roseau City Center. PN faculty took turns commuting to Roseau one to two evenings a week to teach PN courses there as well as clinicals in the Roseau hospital. Also during this time, she assisted the AD Director at that time, in bringing the PN Program to Mahnommen, MN, located an hour south of Thief River Falls. This

satellite site (located on a reservation) was comprised of a majority of Native American population. These endeavors and the major overhaul of the PN curriculum in recent years, are examples of accomplishments by Sorvig.

Sorvig received her Diploma RN from St. Luke's School of Nursing in Sioux City, IA in 1982, and her Bachelor of Science in Nursing from Briar Cliff College, Sioux City, IA, in 1984. She returned to college and earned her Masters of Science Degree with emphasis in Nursing Education in 2007 from Minnesota State University – Moorhead in Moorhead, MN.

Sorvig's credentials meet the Minnesota State credentialing requirements and the MN BON program director requirements listed in the Table II-E-1 found in the electronic resource II-E.

The PN Director position is a faculty position, not administrative, yet the PN Director works with the Dean to efficiently administer the program to achieve the program's mission, goals, and outcomes. See Appendix G for the PN Program Director position description/reasonable credit equivalency duties.

Quality II-F. The nursing program has the necessary budgetary, human, instructional, physical, and technological resources to demonstrate achievement of the mission, goals, and expected program outcomes.

The PN Program's operational budget is sufficient to support program mission, goals, outcomes and student outcomes and is appropriately based on available NCTC and Minnesota State resources. The program also has adequate financial support to update equipment and purchase equipment on an ongoing basis as needed. See Appendix H for PN Program actual budgets for FY15, FY16, FY17 and FY18. Even though the total budget has decreased each year, the program has not spent the entire budget for the year. Nursing faculty are very innovative and yet ask for needed equipment and supplies when necessary. For instance, spring 2018 the IV pumps were all serviced. Faculty noticed that several of the IV stands were not in good repair, so several new poles were purchased with department dollars.

As a member of the Minnesota State system, NCTC receives an allocation based on appropriations approved by the state legislature. The annual allocation and additional resources

provided by NCTC has been sufficient to meet the nursing programs’ educational outcomes. See SAEP II-F for multiple elements related to budgetary, physical, human, technology, and student services resources.

The PN Program budget is comparable to the NCTC AD Program and Physical Therapy Assistant Program based on student numbers and needs. See table II-F-1.

Table II-F-1: Budgets per Program and Number of Students for FY18		
PN Budget	AD Budget	Physical Therapy Assistant Budget
PN department budget \$34,000	AD department budget: \$21,000	PTAS department budget: \$13,800
152 students	120 students	30 students

Practical Nursing faculty requested to attend a national conference on CBC in July 2014. The Dean requested that faculty first apply for professional development funds through the MSCF allocation, and then the remaining costs were covered from the PN budget. Eight faculty attended this national conference in preparation for the change in our curriculum to a concept based one that began fall 2016.

The program was also able to order four feeding pumps and seven extremities for mannequins out of the PN budget spring 2016. During spring 2017, both nursing labs received a ‘new’ used bed from a local long-term care facility in Grand Forks, as well as some new over bed tables for both labs and suture arms. Fall 2017 a new blood pressure arm was purchased and spring 2018 both campuses received a new bed and TRF lab also received a new basic manikin.

Students are required to purchase skills totes each semester for lab courses. This has cut down on the amount of money needed to spend by the department on lab supplies. Examples of supplies in the student totes include dressings, IV cannulas, NG tube, catheter kits, syringes for injections and trach suction kits.

NCTC has an annual Integrated Planning and Budgeting Calendar that all faculty receive (electronic resource II-F). Nursing faculty may submit budget requests for the next school year every

spring under the four categories of: new initiative or savings, equipment, cost center increase, or new/expanded positions. Faculty discuss possible requests at PN Faculty meetings in the spring, and the PN Program Director will submit the requests via an electronic process.

Faculty have indicated through annual surveys, that physical resources (classroom and laboratory spaces) are adequate to achieve expected program and student learning outcomes. See SAEP standard II-F. Faculty have been oriented on the use of equipment in the lab and updates are provided as needed.

Both the EGF and TRF campuses have low-fidelity simulation mannequins which can be utilized for skills, theory, and clinical courses. They are located on a moveable cart that can be brought into a large space if needed. A large screen television is placed in the main lab in EGF to use for projection of video and material resources from the textbook. A ceiling mounted portable projector and a screen are located in the TRF nursing lab and serve the same purpose.

There is a fully-equipped simulation room and control room on the EGF campus as well as a high-fidelity simulator. Thief River Falls' students travel to EGF one day for clinical care II to participate in a simulation day in that lab. There is a half-time college lab assistant position committed to maintaining the simulation equipment and assisting all faculty with scheduled simulations. One to two clinical simulation days are assigned each semester which include prep time, simulation, and debriefing.

There are fully-equipped nursing labs located on each of the campuses. The labs have eight beds and two smaller individual rooms with Vita Sim mannequins which can be used for skills test-outs. Space is adequate as students are split into small work groups with the maximum of 30 students in each lab at one time.

The majority of faculty members are assigned individual offices on their primary campus, while those who teach on both campuses have an office on each campus. Full-time faculty without an individual office share an office with part-time faculty, and usually are not on campus the same days.

There are additional open offices/conference rooms available if a more private area is needed for student/instructor meetings. Classroom space is usually adequate for classes. The PN Program averages 15-40 students per theory class in TRF and 40 students per theory class in EGF. See the SAEP II-F for student and faculty survey results and the action plans to address any issues.

The TRF campus nursing area includes an area equipped with a sofa, chairs and work tables. Students use this area to wait for appointments with the PN Advisor or faculty, to study between classes, or for meal breaks. There is also a large commons and cafeteria area located in the center of campus. There is a sitting area in the EGF nursing department for students who are waiting for appointments or need to have informal meetings. There are many sitting areas in the campus hallways and a large commons/dining area located at the main entrance of the EGF campus.

Table II-F-2 displays a description of classrooms, laboratory and office spaces.

Table II-F-2: Nursing Program Designated Classroom/Laboratories/Meeting Areas		
	EGF Campus	TRF Campus
Nursing Classrooms	Rooms 346, 326 and 318 are generally assigned to nursing classes depending on class size and room availability. All classrooms contain projector, screen, CD/DVD access, wireless access, and light dimmers with easy hookup to faculty lap top computers.	Rooms 604, 635, or 551 are generally assigned to nursing classes depending on class size and room availability. Classrooms contain a computer station with computer, projector, screen, CD/DVD access, wireless access, light dimmers.
Lab	Lab 418 nursing lab Lab 413 and 414 are test out rooms	Lab 631 nursing lab Test out rooms within lab 631 – A & B
Simulation Lab	Lab 411 sim room. Used by all health programs. Sim coordinator assists with sim days.	Test out room in lab 631. Sim coordinator assists with sim days on the EGF campus.
Meeting Rooms	Schedule through college scheduling process as needed. (rooms 290, 292, 301)	Schedule through college scheduling process as needed. (rooms 662, 461B, 735)
Offices	Office suite 405 contains offices for all nursing faculty. Two offices are set up as shared offices. If private student conferences are necessary, faculty can reserve a near- by conference room or utilize an empty office.	Office suite 602 contains offices for all nursing faculty. Two PN faculty share offices in TRF (with a PT faculty). If private student conferences are necessary, faculty can reserve a near- by conference room or utilize an empty office.

Other-Faculty Workroom	There is a faculty workroom in office suite 405 that contains a copier, printer, scanner, and fax machine.	There is a faculty work area in office suite 602 that contains a copier, printer, scanner, and fax machine.
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Examples of technology resources utilized by the PN Program include: (a) D2L Brightspace; (b) Adobe Connect or Zoom for online meetings; (c) Kaltura Mediaspace (recording voice over PowerPoint); (d) library subscription databases, and, (e) ATI. These are sufficient to meet the program and student outcomes.

Information Technology Services (ITS) assistance is offered on both campuses to serve students with technical support. The ITS department provides technicians dedicated to technical support for students both on and off campus. ITS is the first point of contact for all technology-related services and the department is staffed from 8:00am to 5:00pm week days on both campuses, and later with evening classes. All PN students are required to purchase laptop computers for the PN Program. Distance/hybrid students may call or email ITS for assistance on either campus. There is also support assistance for D2L Brightspace online ([searchable online help](#), [Minnesota State System D2L Brightspace Support Services](#)) that all students have access to twenty-four/seven.

The TRF campus provides several computer labs equipped with computers for student usage. Most computers are replaced on a four-year recycling program to provide students and faculty with up-to-date equipment. A cyber area in the cafeteria is also equipped with computers and is available to students from 7:30am – 9:30pm Monday through Thursday and 8:00am to 5:00pm on Friday. The library is equipped with 20 student computers, and approximately fifteen classrooms are furnished with smart technology, which includes an instructor computer, VCR/DVD, sound system, and a multi-media projector. Several conference rooms are outfitted with video conference equipment for cross campus meetings and the campus also offers wireless network access throughout the entire campus. One classroom offers ITV capabilities (with 18-20 dropdown computers in the desks) and one room provides for an immersive telepresence classroom.

The EGF campus offers many other technical programs that require students to purchase laptop computers and have had this requirement for many years. Therefore, the EGF campus offers wired ports in many classrooms and wireless network access throughout the entire campus. A computer lab with 40 computers is available for student use between classes. The EGF library is furnished with 36 desktop computers dedicated to student use, as well as two different cyber areas with 16 computers. Most computers are replaced on a four year recycle program to keep students and faculty on up-to-date equipment. Approximately twenty classrooms are equipped with smart technology, which includes an instructor connection, VCR/DVD, sound system, and multi-media projector. Two conference rooms contain video conference equipment, one room offers ITV capabilities, and one room provides for an immersive telepresence classroom.

D2L Brightspace is the college's learning management system and is used in all PN courses. D2L Brightspace is utilized for both on campus courses as well as distance/hybrid courses and contains course syllabi, course schedules/calendars, handouts, PowerPoints, voice-over PowerPoints, quizzes, discussions and grades for student utilization. Even though most students entering the PN Program have had experience with D2L Brightspace and college email already, an orientation to both is provided during the PN mandatory new student orientation upon start of the program. ITS personnel provide this valuable service for students and utilize the [Student Technology Reference Guide](#) for this orientation. A hard copy is also available at orientation and is available online as well. An online tutorial for D2L Brightspace is available to all students on the D2L Brightspace home page. There is a statewide D2L Brightspace help desk available to both campus and distance students twenty-four/seven. Support staff responds during normal business hours.

D2L Brightspace has recently added the capability to conduct test analysis for the tests administered in the learning management system. The standard deviation, discrimination index and point biserial statistics are provided for multiple choice and true/false type questions. Because the

statistics do not include the QR20, faculty continue to export test data to a spreadsheet template to obtain these statistics. The company is working on adding the capability of running the stats on 'random sections' of test questions. Many nursing faculty set tests in random sections, so students sitting next to each other will not receive the questions in the same order as each other. D2L Brightspace added the capability to shuffle questions at the test level for spring 2018.

There are physical libraries at the EGF and the TRF campuses. However, students tend to access the library materials primarily online for research articles. The librarian at NCTC welcomes the opportunity to instruct users on the variety of resources available from the NCTC libraries, as well as on pertinent topics, such as American Psychological Association (APA) formatting, plagiarism, copyright laws, resource evaluation, and information literacy. The library hours on the EGF campus are Monday through Thursday from 8:30 a.m. -5:00 p.m. Friday hours are 8:30 a.m. – 4:00 p.m. The hours on the TRF campus are Monday through Friday from 8:00 to 4:00 p.m.

The [libraries](#) at NCTC offer collections and services that support the course and program offerings of the college. The librarian works closely with faculty and staff to address specific needs and programs to serve students and meet accreditation criteria. Nursing and health information is currency sensitive and the NCTC librarian recognizes the need to provide up-to-date, valid information for nursing and allied health programs. Collection development practices in these subject areas results in a current collection (materials no older than five years), thus providing the NCTC community with information and resources reflecting current data, philosophies, and best practices in the field.

In addition to the traditional collection of library materials, the NCTC community has access to a variety of subscription databases. These databases offer twenty-four/seven remote access and include full-text content of thousands of magazines and journals and entries from reference materials, newspapers articles, and image files. Databases specifically appropriate to the PN Program are CINAHL Plus with full text on the EBSCO Host platform, Pro-Quest Nursing and Allied Health Source, Facts on File

Health Reference Center, and Facts on File Science Online. Records for library materials are accessed through an online library catalog. The NCTC library is part of a statewide consortium, allowing users to search catalogs of dozens of libraries simultaneously. The library provides access to virtually any published work through the Interlibrary Loan program. Materials not owned locally can usually be borrowed from other libraries and loaned to NCTC users.

Faculty do have input into the library resources. The librarian sends an email to all faculty every year and asks for faculty requests. Faculty also have input into the other resources for the program as well. At faculty meetings, faculty discuss the utilization of ATI, how to incorporate this resource into all PN courses, and whether to continue incorporating them in the program or try an alternate resource. The PN Director maintains a document for all faculty listing ATI assignments assigned to students during the PN Program (electronic resource site II-F). Table II-F-3 in the electronic resource II-F provides an overview of some of the available nursing resources.

Human resources are sufficient for achieving the mission, goals, expected program outcomes and student learning outcomes. A full complement of student services is available on each campus. TRF and EGF campuses have several resources available on-campus including financial aid, registrar, admissions, student services, counselor, and a bookstore. Students from both sites may access services at either campus. Those receiving distance/hybrid education have available online student help sessions, tutoring, and discussion boards. E-services through the college website and the use of email are common methods of communicating and assisting students with their needs.

Both campuses also have an Academic Success Center (ASC) to assist students who require instruction using alternative learning methods. Office hours are posted in each of the ASC departments and online ([Academic Success Center](#)). The ASC “believes that every student can be a successful learner” with the mission of providing “a learning environment that respects the rights of all students and offers equal opportunities to achieve academic success through staff and peer tutoring, supplemental

instruction, and study skills development. It also ensures that students with psychological, physical and/or learning disabilities are provided equal access to the programs, services, and activities at Northland. The Center strives to provide confidential services while assisting students in developing lifelong learning strategies and self-advocacy skills”.

Personnel in all student support areas have the appropriate degree for the area in which they work. Table II-F-4 in the electronic resource site II-F lists student services personnel, credentials, and location.

There are also staff within the nursing department that assist in meeting the PN Program outcomes. Jodi Stauss-Stassen, RN, MS, serves as the Dean for nursing and supervises faculty in the nursing, allied health, public services divisions, and EGF technical programs. She is accountable for ensuring quality and integrity of all academic functions of Health and Nursing Programs. She works directly with the Nurse Administrator (PN Director) and Nursing Coordinator of the PN Program to ensure all program needs are met. She provides assistance to the Nurse Administrator and Nursing Coordinator whenever needed.

Tara Harstad, AS, is a staff member assigned to the nursing department on the TRF campus and serves as the advisor for students in the TRF PN Program and all students in the AD program. The advisor manages the applications to the program, registers all nursing students for their nursing courses, assists future and current students with their nursing program needs, and provides administrative support to all members of the nursing department. She serves on several college committees including the PN Admissions Committee.





Susan Harrie, AS, is the Nursing Admissions/Clinical Coordinator on the EGF campus. Harrie’s position exists to support the admissions process of the nursing programs and provide advising to the nursing students. In addition, the position supports the nursing programs by establishing, maintaining, and communicating with health care industry partners in the coordination of clinicals within the region.

While Harrie is primarily assigned to work with the PN students, she is a valuable asset to the AD Program as she does some pre-advising for students, helps maintain clinical contact/partnerships, and serves as the key point of contact for the EGF campus's nursing department. She is often the first person EGF students go to for help and she works to assist them in connecting with the appropriate people as needed. She also provides administrative support as needed for the PN faculty.

Jodi Palmiscno is a Health and Human Services Verification specialist based on the EGF campus. This position exists to provide administrative support, under limited supervision, to the PN and AD Programs, as well as coordinate the eligibility status of students for clinical participation in health and human services programs. Palmiscno is responsible for auditing all the health records (students' CPR certification, background, immunization status, etc.) as required by clinical affiliation agreements. She notifies students of missing requirements and those close to expiration. Palmiscno provides faculty with bimonthly lists of their clinical students who have expired/deficient information. Additionally, she provides administrative support for the nursing department as she maintains contracts with facilities.

Deb Beland, MBA, RT, (R) (CT) is the Health Simulation Lab Assistant. Her position provides operational and technical support for the health simulation laboratory and the Allied Health & Nursing Division. The primary responsibility of her position is to provide technical instruction and support in the health simulation laboratory to assist in meeting the learning needs of our students. Other responsibilities include overseeing the daily laboratory operations, supervision of the health simulation facilities, and serving as a communication link for faculty and students. As an extension of these responsibilities, this position is responsible for orientation to the use, care, and maintenance of some laboratory equipment, inventory control, laboratory management, and setting up and taking down of lab experiences. Deb is also in charge of equipment cleaning and maintenance, ordering of supplies, and managing the simulation laboratory program budget. The PN Program utilizes simulation throughout different courses in the curriculum; therefore, this position provides much needed support and guidance

in that area. Table II-F-5 lists the staff serving PN students and their position description is embedded in the last column.

Table II-F-5: Non Nursing Staff			
Name	Credentials	Title/Department	Responsibilities
Tara Harstad	AS Criminal Justice	Office Administrative Specialist-Senior/Nursing , Thief River Falls	Advises TRF PN students and RN students.  OAS Sr. - Harstad 10-2014.docx
Jodi Palmiscino	2 years college	Office Administrative Specialist-Intermediate/Nursing, East Grand Forks	Tracks student immunizations, background studies, updates facility contracts.  OAS Sr - Palmiscino Jodi.docx
Susan Harrie	AA degree Web Development Certificate	Minnesota State Academic Professional 1; Nursing Admissions and Clinical Coordinator. East Grand Forks.	Advises EGF and Distance/Hybrid PN students. Coordinates EGF/Distance/Hybrid clinical schedules.  MnSCU AP1 - Harrie Susie Nuring Admis:
Deb Beland	MBA (Masters in Business Administration-Healthcare) BS in Radiologic Technology Registered Radiologic Technologist in Radiology and Computed Tomography	Health Simulation Lab Assistant	Simulation coordinator  CLA2 - Beland Deb.docx

Quality Indicator II-G. Nursing program resources are periodically reviewed and allocated as needed to sustain an environment of continuous quality improvement that enables the program to meet expected program outcomes and expected student learning outcomes.

The PN Program resources are reviewed by faculty and students throughout the school year.

Faculty review resources in September as part of the systematic assessment and review plan calendar.

Resources are also considered mid-year as part of the college budget planning process. Faculty may submit equipment requests or program budget increases with this process. During the 2015-2016 year, faculty requested to attend a more hands on conference for CBC. Permission was granted for two faculty to attend and upon return they shared the tools with all PN faculty. Faculty first utilize their individual faculty development funds provided through MSCF for these conferences, and any necessary remaining expenses are covered by the PN Program budget.

Every spring, the Dean conducts a survey for all nursing faculty asking if resources are adequate. The results from the 2016-2017 survey show that several faculty would like the sim equipment updated and labs updated. The sim manikin warranty is expired, so it was decided that we will no longer transport it to TRF for sim days. TRF students will travel to EGF for sim days. There were no specifics on what update in the lab is wanted (there *is* a question for specifics). We will continue to purchase more equipment when budget dollars are available. Also, some of the classrooms in EGF are quite crowded with 40 students in attendance and there are not enough electrical outlets for laptops. The PN Director followed-up on this and more electrical outlets will be added summer of 2018 to one or more rooms. See the SAEP II-G for several items related to this quality indicator.

Students are also asked if resources are adequate near the end of the PN Program on the graduate exit survey. The results of this survey for the 2016-2017 year were: one student mentioned that there's not enough equipment for practice, and another that there's not enough space for labs and practice. As a response to this comment, faculty decided to post the lab schedules on both campuses lab doors so students have the opportunity to practice skills when the lab is open. These lab schedules are posted in the PN Info D2L Brightspace shell as well. Practice time is also available during scheduled labs, but students rarely take advantage of this time.

One student also stated that more resources are needed in the library. Specifics were not included. A comment area is provided for each question. If the student disagrees, they are to explain

why. We will add instructions to be as specific as possible. Resources, such as the skills totes that students are required to purchase for skills labs, are also discussed at the PN QI meetings every semester. In the spring of 2015, students recommended that we decrease the number of syringes in the skills 1 pack and that was implemented for fall 2015. Students that semester also recommended that we add additional resources to the ATI basic Comprehensive and Review Product. For fall 2015, the products were added to the basic ATI package including Pharmacology Made Easy, Skills Modules, Achieve, and the ATI Live Review. The price did increase due to these additions; however, students felt the additional cost was worth the extra modules/products received. The PN Program does continuously strive to improve the quality of the resources utilized by students and faculty alike.

Strengths of the Program Related to Standard II

A summary of the strengths and areas for improvement are:

Standard II Summary	
<p>Strengths:</p> <ul style="list-style-type: none"> ➤ Wealth of resources available. ➤ Up to date simulation equipment and lab. ➤ Strong support from our communities of interest. ➤ Faculty involvement in campus committees. ➤ Availability of lockers for students to store skills totes while on campus. <p>Ability to conduct clinicals in a variety of settings/facilities.</p>	<p>Areas for Improvement:</p> <ul style="list-style-type: none"> ➤ Clarify instructions for ‘comments’ box in survey so students and faculty include specifics about what they’re not satisfied with (completed spring 2018). ➤ Printable document on program eligibility, program progression, program completion (completed spring 2018). ➤ Ways to obtain more feedback from nursing advisory committee.

Areas of the Program Needing Improvement Related to Standard II

See above table.

Standard III: Culture of Excellence and Caring - Faculty

The expertise, creativity, and innovation demonstrated by the collective faculty within a culture of excellence and caring enables the nursing program to achieve expected program outcomes aligned with the program’s mission and goals. The faculty complement consists of educationally and experientially qualified individuals of diverse backgrounds who have expertise as educators, clinicians, scholars, and researchers, as relevant to the program’s mission and use their expertise to co-create a student-centered learning environment and achieve expected program outcomes. The organizational environment and program core values support inclusivity and empower faculty to

achieve the professional outcomes expected of them in the faculty role, and seek the recruitment and retention of a diverse faculty. This commitment to creating a culture of excellence and caring supportive of faculty outcomes is evidenced through the achievement of the following associated quality indicators.

The PN faculty are a dedicated and hard-working group of nurse educators. While it is a challenge to find fully qualified faculty (with a bachelor's degree in nursing and preferably a master's in nursing), the program is able to maintain staffing as required by the college and regulatory expectations. The faculty have diverse backgrounds as general clinicians and in specialty areas, and work together to create a student centered experience.

Quality Indicator III-A. The program's faculty are qualified, diverse and adequate in number to meet program goals.

All Practical Nursing faculty meet the MN BON qualifications and Minnesota State credentials (see table II-E-1 in electronic resource). Faculty have a diverse background of experiences and this assists to meet the program's mission, goals, and expected outcomes. While diverse in experience, there have not been any male faculty members teaching in the program in the past. As of fall 2018, there will be one male teaching clinical in TRF. The MN BON requirements related to credentialing state that the organization must: "ensure practical nursing program faculty have a baccalaureate or graduate degree in nursing from a regionally or nationally accredited college or university recognized by the United States Department of Education or by a comparable organization if the baccalaureate- or graduate-level degree is from a foreign country" ([MN BON-MN Administrative Rules](#)). All PN faculty have at least a baccalaureate degree in nursing. All but two (newly hired in May 2018) full time faculty have a graduate degree in nursing. All of the part-time faculty possess a minimum baccalaureate degree in nursing. See Appendix I in the electronic resource for the faculty profiles with faculty names, credentials, rank, full-time or part-time, and area of teaching.

All faculty maintain a MN RN license and those teaching in EGF also maintain a ND RN license as many of the clinical experiences occur in Grand Forks, ND. The MN BON requires RNs to complete 24

contact hours of continuing education during a 24-month period to renew their license. Similarly, the ND BON requires RNs to complete 12 contact hours of CE obtained within the preceding 2 years.

Verification of licensure is conducted on a yearly basis. Nursing faculty meet the required continuing education hours by attending conferences, workshops, and webinars.

Because the NCTC PN Program is an out of state program conducting clinicals in ND, the ND BON requires the program to submit documents for the ND BON Distance Nursing Education Program Recognition every semester. The PN Director submits the following items prior to each semester:

- List of students participating in ND clinicals
- Facilities where clinicals occur
- Faculty names with resumes' (includes credentials and ND RN license number)
- Course syllabi
- Contract agreements with the facilities
- Letters from the facility presidents verifying they are allowing NCTC to conduct clinicals at their site
- Payment to the ND BON for the required fee

The program then receives approval/recognition to hold clinicals in ND.

The minimum requirements for Practical Nursing faculty according to Minnesota State's faculty credentialing policy is a bachelor's degree in nursing ([Minnesota State Practical Nursing faculty credentialing](#)). Minnesota State also requires a current RN license as well as completion of 'Teaching and Learning Competency' courses (listed in the above link), or an equivalency to these courses. These courses may be fulfilled with a master's degree. Again, all but two full-time PN faculty hold at least a master's degree in nursing. It is difficult in our rural area to find nurses with a graduate degree. When posting for faculty positions, it is always included that a master's degree is preferred. We will keep striving to recruit faculty with a master's degree, or faculty who are willing to pursue that degree. New hires are informed that faculty do receive tuition reimbursement within the system for those pursuing a higher degree.

The number of PN faculty are sufficient to meet program outcomes, the mission, and goals. NCTC delivers the PN Program to approximately 150 students via three cohorts (EGF campus, TRF campus, and distance/hybrid) each semester. The numbers vary depending on the qualifications of applicants. The PN Program could accept up to 40 students on both campuses and 30 distance/hybrid education students both fall and spring semesters. These numbers are set according to clinical site availability and course/lab maximum capacities. The number of applicants has decreased on the TRF campus in recent years, and the average is approximately 15 students that start each semester. Table III-A-1 exhibits the number of students in all three cohorts for one specific semester.

Table III-A-1: Typical Number of Students per Cohort (Fall 2017 numbers shown)				
Semester	EGF	TRF	Distance/hybrid	Total
First semester	40	15	15	70
Second semester	38	12	12	62
				132 Total for all 3 cohorts/sites

Faculty teaching at NCTC are recognized by Minnesota State as being exclusively represented by the Minnesota State College Faculty (MSCF) union. As per the 2017-2019 Master Agreement between MSCF and MN State, full time faculty in the technical programs may be assigned an annual maximum of up to 32 credits/academic year or up to 27 contact hours per week. Whenever either limit has been reached the instructor may accept additional credit or contact hour assignments as overload. When making part-time assignments, the credit/contact hour limitation shall be a proration of the full-time equivalent (FTE). The 27 student contact hour limit may be averaged per week within a semester and/or per semester within the academic year.

Spring semester 2018, the Dean requested to hire two more nursing faculty and the president approved this. One will be full-time for the PN program and one position will be shared between AD RN and the PN Program. As of fall 2018, the PN Program will have nine full-time faculty members and six part-time faculty members. All full-time faculty teach both lab or clinical and theory courses, while the

six part-time faculty serve in the role of clinical instructors and occasionally assist with skills labs. Several full-time faculty have their work load split between the PN Program and the AD RN Program. For example, Znajda, Johnson, and Greek also teach in the AD RN Program, one (Greek) teaches for the Nursing Assistant course and the AD RN program, and one (Larson) also teaches the Nursing Assistant course. Having faculty who teach across nursing programs helps insure that the content is appropriate and leads logically from one level of nursing to the next (laddering). The PN Program Director/Administrator teaches half-time and receives half-time release credits for the director workload. The remaining part-time faculty teach at the facility where they have been employed for years, so are teaching in the area of their expertise. NCTC PN Program is scheduled for clinicals two days at both main facilities in Thief River Falls and Grand Forks. Therefore, most clinical faculty can only teach one of the days if they also work as a staff nurse the remainder of the week. This means multiple different faculty are needed on two clinical days to fill the clinical teaching roles.

For purposes of calculating a “student contact hour” one lecture credit equals one weekly student contact hour and one lab credit equals two weekly student contact hours. Two weekly student contact hours in any lab is equal to one lab credit. (Article II Section 3 of the MSCF contract).

From the MSCF contract, Article 2 are the following definitions of faculty status:

- Adjunct faculty member: faculty who work fewer than five (5) credits in a term. Such faculty do not accrue seniority and are not probationary.
- Temporary full-time faculty member: faculty member who has been hired for a full-time assignment for an academic year.
- Temporary part-time faculty member: faculty member with a part-time assignment of five (5) or more credits in a semester or a summer session.
- Unlimited full-time faculty member: faculty member with a full-time assignment for an academic year that carries the assumption that such employment will continue on a full-time basis in subsequent years.
- Unlimited part-time faculty member: faculty member with a part-time assignment between forty percent (40%) and eighty percent (80%) for an academic year that carries the assumption that such employment will continue on a part-time basis in subsequent years.

The FTE is computed by taking the number of teaching credits assigned to faculty divided by 32 credits for technical programs. Table III-A-2 shows the FTE for the previous three academic years.

Table III-A-2: FTE for PN Program		
Year	Number of PN Faculty	FTE (number of PNSG credits assigned divided by 32 credits)
2015-2016 Previous 50/63 credit curriculum	9 FT 8 PT	10.86 (347.52 credits/32 credits)
2016-2017 Both 50/63 credit and 44 credit curriculum	8 FT 16 PT	10.62 (339.98 credits/32 credits)
2017-2018 Only 44 credit curriculum	7 FT 8 PT	8.28 (265.11 credits/32 credits)

The PN Program also has staff dedicated to the program. Both campuses have a PN Advisor to serve PN students as mentioned previously in standard II-F. The EGF PN Advisor is full-time and the TRF PN Advisor is 75%. The college also employs an office administrative specialist part-time to assist with tracking students' immunizations, background studies, etc. for all of the health programs as explained in standard II-F. Table II-F-5 in standard II lists the staff serving PN students.

The faculty to student ratio (as agreed upon by NCTC SGC) sets the [College Cap Capacities](#) in theory courses as 1:40. The PN skills lab is set at a ratio of 1:15 and PN Clinicals ratio is 1:10. The college cap for distance theory courses is 1:30 with the lab ratio remaining at 1:15 and clinicals at 1:10. Table III-A-3 shows the credit breakdown and faculty-to-student ratio for the PN courses.

Table III-A-3: Faculty-to-Student Ratios:			
Course Number and Name	Credit Load Theory/Lab- Clinical/ On the job training	Ratio- campus Faculty to Students (theory/lab)	Ratio- distance Faculty to Students (theory/lab)
PNSG 1250 Introduction to Practical Nursing	1/0/0	1:40	1:30
PNSG 1254 Nursing Foundations	3/1/0	1:40/1:15	1:30/1:15
PNSG 1258 Psychosocial	2/0/0	1:40	1:30
PNSG 1262 Concepts I	3/2/0	1:40/1:15	1:30/1:15
PNSG 1266 Clinical Care I	0/1/0	1:10	1:10
PNSG 1270 Transition to Practice	1/0/0	1:40	1:30

PNSG 1274 Maternal/Newborn	1/0/0	1:40	1:30
PNSG 1278 Invasive Nursing Therapies	1/1/0	1:40/1:15	1:30/1:15
PNSG 1282 Nursing Concepts II	5/1/0	1:40/1:15	1:30/1:15
PNSG 1286 Clinical Care II	0/5/0	1:10	1:10

There is usually minimal overload for PN faculty. According to the MSCF contract, “An overload assignment shall be defined as any assignment to a faculty member that exceeds the workload assignment limitations in this contract. Overload assignments must be mutually agreed upon between the faculty member and the college president or designee”. When there are overloads for PN faculty (usually 3-4 credits), it has been due to faculty resigning shortly before the semester began, credits as part of the assignment are faculty development co-coordinator credits, or a FT faculty being on sabbatical. Faculty are not required to take an overload assignment. Rather, current faculty are offered overload if it is available.

Quality Indicator III-B. Preceptors are qualified and prepared for their assigned role and responsibilities in facilitating student learning.

The PN Program does not utilize preceptors. All clinical courses are staffed on-site with qualified clinical faculty hired by the college.

Quality Indicator III-C. Faculty are supported in providing unique and innovative contributions to the faculty role as defined by the missions of the parent institution and nursing program.

The mission of NCTC and the PN Program both include creating a quality learning/educational environment. Both missions also include serving learners or responding to the needs of our learners. To accomplish the missions mentioned, faculty need to participate in on-going professional development and are supported in their quest for professional development. They are valued and recognized by the PN Program and the college. Faculty share what they’ve learned at conferences with colleagues during the twice monthly faculty meetings.

According to the MSCF collective bargaining agreement, classroom teaching and other contacts with students form the core of the faculty work assignment at the technical program level. Additionally, professional development and service to the college are the other core components of a faculty

member's work assignment. At NCTC, faculty members are expected to engage in other activities such as committee assignments and community service as part of their overall work assignment. Faculty are not expected to conduct research at this level. All full-time technical faculty members maintain a minimum of two office hours per week while part-time faculty hours are prorated. All full-time faculty complete a professional development plan (PDP) each fall which is reviewed by the Dean in spring semester with each faculty member. The faculty PDP can be found in each faculty member's faculty portfolio housed in the on-site document room. A blank PDP is found in the electronic resource site III-C. Clinical faculty were also asked to complete a PDP fall semester 2017 and again spring semester 2018.

As per the MSCF contract Article 20, "All appointments shall be made by the college via a letter of appointment which includes the type of appointment, the length of appointment (if not an unlimited position), the faculty member's address, State of Minnesota employee identification number, and the wages" (Page 96). When faculty are hired on an unlimited full-time track, they must first complete three years (six semesters) of probationary status before becoming an unlimited full-time faculty member. The clinical faculty are hired as either temporary part-time (five or more credits in a semester) or as adjunct status (fewer than five credits for a semester). These faculty positions terminate at the end of the stated appointment period; therefore, clinical faculty are hired semester by semester.

All PN faculty are supported to maintain currency and expertise in their field. Faculty have funds available for tuition (if pursuing a graduate degree or any other courses at Minnesota State colleges) and professional development. As per Article 17 of the MSCF contract, faculty have access to professional development funds: "Each college will allocate faculty development funds at the rate of \$250 per each full-time equivalent faculty position at the college during the preceding academic year." Each MSCF chapter has the discretion to determine an equitable procedure for the distribution of these funds. For NCTC, there is a MSCF chapter on both campuses. Faculty on both campuses are required to complete a request for professional development funds via a specific form for each campus. Faculty are encouraged

to request money from this fund for expenses to attend conferences, workshops, college courses, etc. Part-time faculty professional development funds are pro-rated.

Faculty may choose the professional development activity they wish to attend. For example, some faculty will participate in continuing education units for their RN license in the area of their specialty. When faculty attend workshops or conferences, they are invited to share information learned at the bi-monthly faculty meetings. This demonstrates how faculty value each other's contributions to the program, and that faculty continue to strive to improve program excellence and diversity. See individual faculty portfolios for examples of participation in opportunities that faculty engage in for continuous quality improvement.

The college also invests in release credits to pay two faculty to serve as college wide faculty development coordinators. They assist faculty with PDPs, host brown bag lunch sessions on a variety of topics, assist administration in planning in-service days, and assist in providing a faculty mentor for faculty who request assistance with syllabus development, classroom behavior, online course development, and other needs. The faculty development coordinators are also available for individual faculty mentoring. Examples of professional development opportunities offered during the 2016-2017 academic year include:

- Purchased and facilitated webinar on 'Move Beyond Civility'
- Coordinated brown bag lunches to assist faculty working on their professional development plan
- Facilitated webinar on 'Using Social Media to Engage Students'
- Hosted a session on 'ABC's of Designing Accessible Documents'
- Arranged 1:1 meetings for D2L Brightspace assistance, Quality Matters course prep, etc.

The faculty development coordinators compose a short monthly newsletter and send it to all college faculty. The newsletters include links to articles and webinars of a diverse array of topics. Examples of the newsletters are provided in the electronic resource site III-C. Currently, the PN Director serves as one of the faculty development coordinators and receives release credits for this work.

Faculty are oriented to their role by the program director and the Dean, as well as fellow faculty members. The Dean provides new faculty with college-wide information through the college hiring process, and the PN Director provides specific information about the PN Program. The Dean has developed a NCTC Nursing Faculty Orientation Manual for new nursing faculty (electronic resource III-C). There is also a [NCTC Faculty Handbook](#) for all college faculty developed fall 2016. Included in this handbook are college procedures for adopting textbooks, classroom procedures, course syllabus information, academic grading, professional development funds, employee resources, student services, college policies & services, IT and library information, and more. The PN Director, in collaboration with the Dean and current faculty, have recently developed a 'Faculty Clinical Handbook' specific for nursing faculty teaching clinicals. This handbook includes clinical timelines, grading timelines, ATI assignments, clinical calendars, and more. This Faculty Clinical Handbook is available in the electronic resource site III-C. Clinical faculty also have access to the student PN Handbook and are encouraged to become familiar with that as well.

As part of the development of this self-study report, it was realized that an orientation process specifically for PN faculty was needed. The PN Director developed an orientation checklist for new PN faculty May 2018 (electronic resource III-C). After review by the Dean, Nursing Coordinator, and other PN faculty, this new checklist will be utilized for the two new PN faculty fall 2018. Their feedback will be requested and the orientation checklist will be revised as necessary. There are three sections to the checklist including one that the Dean completes with the new PN faculty, another section the PN Director will review, and last a section to be accomplished with a PN faculty mentor. Through the college professional development coordinators, faculty mentor new faculty and receive a stipend for their time. Both mentor and mentee complete an agreement with mutual goals at the beginning of the semester, and both complete a separate evaluation at the end of the semester. The two new PN faculty starting fall 2018 will have an experienced PN faculty as a mentor, beginning summer 2018.

Often, the clinical faculty find the answers to questions from fellow experienced faculty who have taught clinicals before or who are currently teaching clinicals. Faculty frequently see each other at lunch at the clinical site and discuss questions/concerns they may have. The faculty development coordinator assigned two new faculty mentors (experienced nursing faculty) for fall 2017 and one of the mentorships continued into spring 2018. The new faculty commented that this was extremely helpful.

The PN Director offered several meeting times during fall 2016, spring 2017, fall 2017 and spring 2018 for clinical faculty to come and review documents for clinical and learn/practice more with D2L Brightspace. The PN Director is available via phone or email should issues arise during the clinical day. There is a scheduled all-day meeting at the end of each semester to review clinical experiences, edit clinical worksheets, update rubrics, etc. that most clinical faculty attend. This is vital to share feedback from those teaching the clinical courses and to improve the experience for students the following semester. Faculty are also offered to attend via virtual connection (Zoom, Adobe Connect, WebEx) if they are unable to attend on campus.

Quality Indicator III-D. Faculty demonstrate individual and collective achievement of the program's expected faculty outcomes.

Faculty have developed six faculty outcomes. They are shown in table III-D-1 in the electronic resource III-D.

The PN Program values diversity in faculty work experience. Faculty have a variety of work experience backgrounds, such as home health, school nursing, obstetrics, long-term care and medical-surgical nursing. Because of this focus, one faculty outcome is that 80% of the clinical faculty will retain employment in the health care industry. This outcome was not met in 2015-2016 (had 75% rate), but was improved and was met in 2016-2017 with a 93% rate and in 2017-2018 with a 92% rate. Several full-time faculty also continue to work periodically in the hospital and hospice setting which is feasible for some given winter, spring, and summer breaks in the academic schedule. The program will continue to strive to meet the 80% outcome set.

Faculty also value expertise and excellence as educators in the PN Program. In order to continually achieve that, another faculty outcome is that 95% of full-time faculty will attend an educational conference every other year. This outcome has been met in recent years. It is felt faculty need to learn, practice, and implement the evidence based practices in nursing education. This is often met when many faculty attend a state-wide health educators conference held every spring. A small group of MN colleges organize this event and it is held at various sites around the state. Other conferences/workshops that faculty attend include Quality Matters webinars/workshops, D2L Brightspace conferences, online webinars (through Nurse Tim or Keith RN), etc. See each faculty portfolio (in campus document room) for conferences/workshops attended. The nursing department has paid for a subscription to [Nurse Tim](#) for many years now, and faculty are encouraged to attend continuing education through this venue at the cost of the department. Whenever faculty attend a conference/workshop, they are invited to share what they learned at PN faculty meetings held twice a month. The PN Director is an ATI Champion and relates updates from ATI to all faculty at the monthly meetings.

As part of this faculty goal of attending an educational conference every other year, the PN faculty have determined that we would like at least two nursing faculty (one PN and one AD RN) to attend a *national* conference every other year. Two PN faculty attended a Nurse Tim conference last year while one AD RN faculty participated in the ATI Summit conference and another attended the NLN Summit.

As part of the faculty MSCF assignment, faculty are expected to participate in college committees. The faculty outcome is that 100% of full-time faculty will participate in one college committee every year. This outcome has also been met in recent years. See the table in standard II-B-1 for the evidence of faculty participation in college committees. Larson and Sorvig have also served on the local high school Health Careers program advisory committee in Thief River Falls.

The majority of the current FT faculty obtained their master’s degrees while teaching for the PN Program and utilized the available tuition waiver for programs within the Minnesota States’ system. As previously stated, out of the nine full-time faculty for fall 2018, only the two newly hired faculty do not have a master’s degree.

The sixth faculty outcome is to have all newly hired full-time faculty attend a college faculty orientation session. Learning about the college, its’ structure and organization, policies and procedures will alleviate some of the anxiety of a new faculty member. A formal orientation for new nursing faculty is something that needed to be strengthened; therefore, this faculty outcome was recently added. A new nursing faculty orientation was developed May 2018 as described earlier. Faculty input is valued and necessary for this to occur, as all were new faculty at one time and have suggestions to offer for this process.

All FT tenured faculty at NCTC are evaluated via a classroom observation by their respective Dean every three years. For faculty on probation status, classroom observation evaluation occurs annually. A copy of the faculty classroom observation form is found in the electronic resource site III-D.

Strengths of the Program Related to Standard III

A summary of the strengths and areas for improvement are:

Standard III Summary	
<p><i>Strengths:</i></p> <ul style="list-style-type: none"> ➤ Faculty background experience diversity. ➤ Engagement of faculty in professional development activities. ➤ Faculty that remain working in health care industry while teaching. ➤ Most faculty teach in theory, lab and clinical to increase continuity of conceptual learning. 	<p><i>Areas for Improvement:</i></p> <ul style="list-style-type: none"> ➤ More structured orientation for new nursing faculty-developed May 2018. ➤ Lack of master’s prepared nurses in the region. ➤ Lack of male nursing faculty members. ➤ Lack of budget to support faculty to attend more nationwide conferences.

Areas of the Program Needing Improvement Related to Standard III

See above table.

Standard IV: Culture of Excellence and Caring - Students

The parent institution and nursing program are committed to providing student-centered services sufficient to create a learning environment focused on promoting student success. The learning environment is supportive of students, enabling them to achieve academic success. The nursing program has established student policies which conform with institutional student policies. Student policies include, but are not limited to, those related to recruitment, admission, retention, progression, and graduation processes. Students enrolled in distance learning programs have access to student services to support their success. The program's commitment to acting in the best interest of its students and creating a caring environment that fosters student success is exhibited through the achievement of the following associated quality indicators.

Student success is promoted at NCTC. The home web page of the college contains a link with [‘success stories’](#) of current students and past graduates. Several of the features are about nursing students. NCTC's small class size enables faculty to know students by name and offer a supportive environment aimed at student success. NCTC is an open access college which provides an opportunity for nursing applicants to be admitted to the Practical Nursing program if they meet admission requirements (have earned enough points to be admitted) and start a career in nursing. A multitude of services and resources aid students in pursuing their goal of becoming a nurse.

All NCTC students have the option of taking the general education courses face-to-face, hybrid, or via distance learning. PN students have the option of applying for a campus based program or a distance/hybrid format. The distance/hybrid program provides online theory delivery, while students attend labs in East Grand Forks and clinicals at area facilities. The same services and resources that are offered to campus students are also accessible to distance/hybrid students.

Quality Indicator IV-A. The institution and program provide student services that are student-centered; culturally responsive; and readily accessible to all students, including those enrolled in distance education; and, guide students through the processes associated with admission, recruitment, retention progression, graduation and career planning. Student services are evaluated for effectiveness and ability to satisfactorily meet student needs through a process of continuous quality improvement.

An array of student services are available on both campuses to all students; this is consistent with the college mission. As described in standard II, resources, there are counselors, academic advisors, library services, an academic success center, financial aid personnel, student success services, student life activities, English proficiency services, bookstores, and proctoring services on both campuses. Distance/hybrid students may call any of these campus personnel, as well as schedule appointments when they come to campus for skills labs. Students applying to the program may have completed general education courses at institutions other than NCTC. The college provides online advising and registration assistance to all students requesting admission to the program. For example, campus and distance/hybrid students have access to several of these services on this [Distance MN web page and NCTC student web page](#). A link to the [NCTC student handbook](#) is included on the NCTC student web page, and contains more information about each of the services listed above.

Academic, career and personal [counseling/advising services](#) are available to all students on both campuses. The goal of NCTC counselors is to help students address any concern or situation that interferes with their ability to find success. Examples of academic advising topics include academic progress, appeals, stress and time management, and study skills/test anxiety. If a student is undecided on a career when entering college, the Northland counselors provide free online career exploration and planning. Personal counseling may involve assisting students to deal with anxiety, decision-making, depression, stress, as well as screening for mental health needs. When appropriate and to provide the best help to students, counselors may refer them to agencies in the community.

A [library](#) on both campuses offers print, media, and electronic database collections to assist students with research and information needs. There is staff on both sites willing to assist students determine where to look for the best sources. See standard II under resources for more details regarding the library services.

Within both library settings is a testing center. Students taking online courses requiring test proctors may schedule a test time online and take tests on either campus. This is a free service to NCTC students and a valuable resource. Distance/hybrid nursing students also have the option to take proctored tests at a college testing center located close to their home or they may utilize ProctorU. ProctorU proctors students in their home via web cameras and audio settings. There is a fee for this, but many students say it is less than the mileage and time expense of driving to a college testing center.

The [Academic Success Center](#) (ASC) provides free services to all Northland students including tutoring and disability services. 'Every student can be a successful learner' is the first sentence in the ASC mission statement. Their mission statement also affirms: "The Center provides a learning environment that respects the rights of all students and offers equal opportunities to achieve academic success through staff and peer tutoring, supplemental instruction, and study skills development. It also ensures that students with psychological, physical and/or learning disabilities are provided equal access to the programs, services, and activities at Northland." Accessibility services, Accuplacer assessment, assistive technology, and limited English proficiency are other services provided by the ASC. All student services are focused on promoting student success.

Nursing students utilize the ASC regularly. In the past, several students received amplified stethoscopes to assist them in hearing blood pressure sounds adequately. Students with learning disabilities are encouraged to contact the ASC director. The ASC reviews a student's situation/documentation and provides faculty with an 'accommodation plan' individualized for each student. Examples of accommodations include extended test time and testing in the ASC (quiet environment). Students are made aware that in order to receive these accommodations for writing the NCLEX-PN[®] they will have to submit documentation to the board of nursing. The ASC also offers tips and study hints for peer study groups as some students learn better in groups versus individually.

[Financial Aid](#) (FA) offices are located on both campuses and personnel assist students with completing Free Application for Federal Student Aid (FAFSA). Personnel in financial aid assert that most students at NCTC are eligible to receive some type of financial aid. The FA web page supplies the school code for Northland, a net price calculator, a FA checklist and links to multiple helpful videos regarding financial aid.

Northland employs a success coordinator/advisor. This person works on both campuses and is in charge of [student senate](#) and student [clubs and organizations](#). Each campus's student senate serves to fulfill multiple purposes:

- Organize, maintain, and stimulate activities within the student body.
- Further academic interest and achievement with all groups of students.
- Encourage students to join vocational student organizations related to their field of study.
- Encourage and support student understanding and participation in Citizenship activities.
- Promote student/community relations.
- Establish communication between the students and staff, local Community organizations, and other educational bodies.

Nursing students have been involved in the college student senate on both campuses. Recently, an EGF PN student served on the student senate, and in spring 2018 a TRF PN student held an officer position on the TRF senate.

The PN Program has encouraged and supported a PN Club on both campuses for years. As stated on the [Clubs and Organizations web page](#): "Northland strongly supports student participation in professional service organizations and honor societies. Because of this support the clubs and organizations at Northland have a range of goals including academic, social, athletic, and awareness raising." Examples of PN Club activities and services include: sponsoring a blood drive at the college, assisting with the career expo on campus (high school students visit campus and various departments), conducting bake sales and selling t-shirts and sweatshirts. The fund raisers assist in financing a trip to the MN state legislative Day on Capitol Hill or recently a trip to tour Mayo Clinic in Rochester, MN and the new Sanford Hospital in Fargo, ND. Both PN Clubs maintain a D2L Brightspace shell that contains

meeting agendas, minutes, and announcements. Examples of other college clubs are Phi Theta Kappa, Inkwell, Vex Robotics and various program clubs. See the electronic resource site II-B for examples of PN Club meeting minutes.

Although not advertised widely, the success coordinator also provides several personal services for students in need. College personnel are asked to bring gently used protective winter outer wear every year, and the coordinator donates the items to students who are not ready for the MN winters. The success coordinator also has contacts with nursing services in both cities and lends a hand to ensure students have health coverage. A free flu vaccine clinic is held each year on both campuses which is coordinated with the success coordinator and the vaccine provider. There is an emergency food box in the success coordinators' offices for students in crisis. The success coordinator also works with financial aid personnel to assist some students in obtaining food stamps. Transportation is one more area that is needed in order to help students succeed. The success coordinator helps coordinate the Tri Valley bus services between campuses.

[NCTC Bookstores](#) resides on both college campuses. Students may purchase textbooks and official NCTC gear and supplies at both sites as well as online. The college is currently transitioning to a completely online process for ordering textbooks. Students will order and pay for textbooks online, and then have the option to have their textbooks shipped to the college or the students' home address. The PN program requires skills totes for all lab courses. Students pay for these in the bookstore, receive a receipt, and turn the receipt in to faculty the first week of classes to receive their tote of supplies. Practical Nursing students order a bundle of textbooks through Elsevier and also have the option of utilizing the e-books for these texts. Faculty have the option of sharing highlighting in the e-books with their students. The program is investigating the utilization of the e-books within D2L Brightspace for the future.

Once students apply to the college, an online process, they are provided information about many of the previously mentioned student services when they attend a student orientation, assessment and registration day ([SOAR](#)) day on either campus. Students are led through an online orientation with the student activities personnel if they have not completed that already, and all of the available services to students are explained. Next a student services counselor talks to them and then they take the Accuplacer placement test. Accuplacer assessment may be substituted with ACT, SAT or MCA test scores. Once that is completed the student visits with an academic advisor to register for classes (PN advisor for PN students) and may confer with financial aid personnel. The college has also implemented a campus orientation day that was the result of the college's diversity plan (now called the Equity and Inclusion Committee). On this day students see and hear from more personnel from all the various student services departments in person. This campus day is optional for students.

The PN admission is an additional process to the college admission process and is based on an objective point system. The separate process is necessary due to the limits in facility sites for clinical seats. This in part determines how many students we can admit each semester. Admission is based solely on the points earned by each applicant. The PN selection criteria with points rubric was developed by faculty prior to implementation of the CBC. The criteria and rubric can be found on the [PN web page](#). There is not a specific number of points required for admission to the PN Program at this time. There are usually 15-30 students accepted for the TRF and distance/hybrid cohorts, and up to 40 accepted for the EGF cohort. Depending on the number of applicants, the students with the highest points are accepted. Recently, there have been only a few students not accepted each semester due to low points or an ineligible status.

There is an application period of one month for both semesters. Students who desire to begin the program fall semester apply during the Feb. 1 – March 1 application window, and those wanting a spring semester start apply Sept. 1 – Oct. 1. The application is completed online utilizing Survey Monkey.

The PN advisors export data to a spread sheet and sort/prioritize applicants according to points earned. All applicants, whether accepted or not, receive an email communication approximately two weeks after the application closes, informing them of their acceptance or non-acceptance. For students currently completing requirements, they may receive an 'accepted pending' letter. This means they are accepted into the program pending a passing grade of 'C' or higher in the course(s) they are completing that semester. See sample letters in the electronic resource site IV-A.

The college has transitioned to a program-specific advisor system in recent years. Therefore, when students are on campus to take the Accuplacer assessment test, they are advised and registered for classes by the PN advisors on both campuses. The EGF PN advisor also assists the distance/hybrid students, while the TRF PN advisor is also the advisor for all AD mobility program students. Both advisors are very knowledgeable about the general education courses for the AD mobility program as well. Therefore, they advise students as needed for pre-requisites for the AD program as appropriate. Students have the option of completing only the PN general education courses before applying to the PN Program, or they may complete all general education courses for both nursing programs before applying to the PN Program. The AD mobility program is a separate program and thus has its own point based admission process.

Based on student feedback from the 2016-2017 QI meetings, students accepted into the program are now required to attend a one-half hour orientation the semester prior to beginning PN courses. The higher expectations of the nursing program are explained at this meeting as well as health screening data requirements for clinicals, and the importance of email communication. This meeting is offered via polycom between the campuses and via WebEx for distance/hybrid students. After review of this meeting by faculty during the self-study development and hearing student feedback, it was decided to begin offering this meeting via a recorded voice over PowerPoint presentation (Kaltura) beginning

spring 2018 semester for the fall 2018 starts. This will be assessed and evaluated on an ongoing basis via student QI meeting feedback and faculty review. If necessary, it may return to a face-to-face meeting.

During the first week of each semester, all accepted PN Program students are required to attend a three-hour mandatory program orientation. This is incorporated into the first on-campus lab meeting for the distance/hybrid students. At this session, the student services counselor, academic success center staff, and IT personnel introduce themselves to students and share information about services they offer. They often show the respective departments' web page to students. For instance, on the [academic success center web page](#), it shows tutoring hours available on both campuses as well as free online tutoring resources. Students are able to see college personnel in person and discover how they can be of assistance to students during the PN Program. The PN Director reviews highlights from the PN Handbook, explains the curriculum framework, and introduces CBC. Faculty stop in to introduce themselves as well so students can meet them in person before the first class day.

The [PN Handbook](#) contains policies for admission, retention, and program progression and the policies are reviewed during the program orientation mentioned above. The link to the PN Handbook is found on the [PN Program web page](#). Even though the admission/progression policies are contained on the PN web page and in the PN Handbook, it was realized during the writing of this self-study report, that a printable version of this would be beneficial to prospective students. The PN Director has developed a document during the 2017-2018 academic year and it was posted to the PN web page April 2018.

The college registrar emails students and posts notices on college kiosks (found in the hallways on both campuses) regarding graduation requirements (application, gown rental, program information, etc.). The PN Director also posts this information in the Practical Nursing Information D2L Brightspace course under announcements so PN students have access to this in several locations. The college's [virtual career center](#) contains links to career counseling, tools and information, and employment

opportunities. This is accessible to all students. The PNSG1270 Transition to Practice course requires students to submit a current resume' and students have access to [resume' writing resources](#) through the NCTC virtual career center. The PN Director speaks with all students in the PNSG1270 Transition to Practice course about the process for registering for the NCLEX-PN^R exam. The MN BON emails nursing program directors a fact sheet with the vital information and recently has added this document to their web page. As of Oct. 2017, MN BON requires a background study with fingerprints for initial licensure. The handouts from MN BON and NCSBN are posted in the PN Information D2L Brightspace course for student reference.

All employees in student services have an annual performance review with their supervisor (electronic resource site IV-A). There are monthly student affairs meetings to discuss topics pertinent to the various departments and college processes. When the PN curriculum change was being developed, the PN Director and Dean attended this meeting to explain the new 44 credit diploma program requirements so recruiters and staff were knowledgeable and able to relay updates to prospective students.

The college administers the SENSE and CCSE surveys every two years. Evaluation of student services is also completed via the PN student exit satisfaction survey and from feedback provided at the student QI meetings. A question asked of all graduating students in the student exit satisfaction survey is: 'student services/human resources are sufficient (financial aid, business office, bookstore, counseling, advising, tutoring, etc.)'. The outcome in the SAEP is to have 90% of students rate this question a 3 or higher on a scale of 1-4. For the fall 2016 and spring 2017 surveys combined, there was 89.6% of students that rated this question a 3 or higher. Although not quite met, comments made by students provided opportunities for improvement. Student feedback is reviewed and relayed to the appropriate supervisor/personnel for follow up. At the Oct. 27, 2017 faculty meeting, it was decided to change this outcome to 80% as the program has little control over college personnel changes/cuts.

An example of feedback follow-up includes students requesting better wireless connections in classrooms that PN students utilize in TRF. As a result of those comments, several more wireless access points were added outside of two rooms near nursing. Also, more electrical outlets were added to rooms on both campuses so students can plug in their laptops if necessary, as per student requests.

Another retention-related comment from several PN graduates is the need for a nursing specific tutor and/or study groups. When students start requesting study assistance, faculty ask students who are performing well in class, to tutor their peers. Even with encouragement, students recently are not stepping up to tutor. There are funds from the ASC to pay tutors for several hours per week. This service has been provided on both campuses and is open to any students who want to attend. Another challenge is scheduling a time that works for all who want to attend, and then once a day/time has been set, getting students to attend. When a student volunteers, the information is shared in the PN Information D2L Brightspace shell. There was a TRF student who tutored TRF and distance students' (via online format) spring 2018. The ASC director provides a one hour orientation session for students providing peer tutoring services. There is already a tutor for both campuses in place for fall 2018. Distance students may request to meet via web conferencing tools.

Diversity in the PN student population is demonstrated in the areas of gender, age, and race/ethnic variations. As of fall 2017, there were 15 males (10%) and 139 (90%) females. The majority (60%) of students were 25 years of age and younger, and the next highest age group was 26-30 years (18%). The majority of the PN population consists of Caucasians (86%), Black/African American (6%) and Hispanic/Latino (4.5%). Nine out of the ten Black/African Americans were on the EGF campus, which mimics the general population there due to the proximity of the campus to Grand Forks, ND. The TRF nursing student population largely consists of Caucasians, which closely matches the TRF community demographics. Over the years, the PN Program has had students from Somali and several African countries. These students often traveled from the Minneapolis area to attend the program here, due to

difficulty in obtaining a seat in the metro PN programs. Due to the language difficulties, faculty would conduct study sessions for students at that time, and often spent the majority of time explaining English terms. This aided students in test-taking skills. Once the PN Program initiated TEAS test requirement and then the competitive point system for admission at NCTC, there was a decrease in Somali and African students applying to the PN Program.

Quality Indicator IV-B. The program's student policies conform with institutional student policies and are readily available to the public.

Practical Nursing student policies conform to NCTC's policies with the exception of policies justified by program requirements. Due to specific and more stringent requirements for clinicals, the PN Program does have differences compared with the college's policies. Table IV-B-1 in the electronic resources site IV-B shows which PN policies differ from the college and why. As stated previously, there is a separate and additional admission process for the PN Program. The eligibility process ensures applicants have completed required courses, the TEAS exam, and have achieved the required GPA.

Another PN policy that is stricter when compared to the NCTC policy relates to grading. Once admitted to the program, the grading scale in nursing is higher than the college scale. A letter grade of 'D' is passing for the college, and the percentage for each letter grade may vary with college faculty. The passing grade for the PN Program courses and all required general education courses is a 'C'. The following scale is consistently followed for all PNSG courses:

- A = 94-100%
- B = 86-93%
- C = 80-85%
- D = 74-79%
- F = <74%

There is no rounding up of points nor is there any bonus/extra credit points in PNSG courses.

All NCTC students are held to the [student code of conduct](#) regarding behavior. In addition, PN students are required to follow program expectations for professional conduct. This includes professionalism in all program settings, a social media policy, and academic integrity expectations (PN

Handbook page 16). During the program orientation, students sign a form and agree to follow the Nursing Program Honor Code Policy, and must indicate they understand and will be compliant with the PN Program Handbook.

Another policy differing from the college policy is how many times a course may be repeated. College courses may be repeated two times while PNSG courses may only be repeated one time. This is due to the nature of the profession and high stakes testing (NCLEX-PN^R).

All health program students are required to show evidence of more immunizations than general college students. Due to the policies of health facilities where clinicals are conducted, health students need additional immunizations, TB testing, CPR, and background studies. Most facilities also necessitate that students sign a HIPAA agreement for confidentiality purposes. Minnesota State System compels all health students to purchase liability insurance if participating in clinicals. The differences in policies for the PN Program are found on the PN web page and in the PN Handbook. This is accessible to the public and all communities of interest. The PN Handbook is also available to students in the PN Information D2L Brightspace course and all PNSG courses.

For all other policies, students are directed to follow the college policies. For example, all college students follow the same academic calendar, field trip policy, and graduation requirement policy. These policies and practices are found in the [college student handbook](#) that is available online to all students and the public, as is the [PN Handbook](#). The [NCTC Catalog](#) and [academic calendar](#) are also found online and accessible to the public.

The college web site includes a marketing page for all employees. Faculty may request marketing for their program, with the cost coming out of that program's budget. Each program does have a program web page and that is probably the most widely used process to market and recruit students. When prospective students come to campus, they are shown the program web pages and talk to the PN advisors. The PN Program web page is reviewed every year by the PN Director, PN advisors,

and the Dean. Program costs, faculty changes, eligibility process, etc. are updated and sent to the college web personnel. Updates to the PN Program web pages are also made whenever necessary throughout the year. The electronic resource site IV-B contains some sample emails and screen shots sent to the web personnel with changes for the PN web page.

The NCTC Dean of Student Affairs invites all personnel to convene, review, and update college policies as needed on an annual cycle. When a policy is reviewed and updated, the date of the review/change is added to the end of the policy. The Dean then sends out email notifications to all students and employees announcing any changes made to policies. All academic policies are also sent to the Academic Affairs and Standard Committee (AASC) where faculty and administrators discuss them and make suggestions for further revisions, or approve them. The PN Handbook and PN Policies are reviewed by PN faculty every semester and updated for the start of each semester. These changes are noted in the faculty meeting minutes and the resulting updates made to the PN Handbook for the following semester.

Quality Indicator IV-C. Student policies are clearly delineated and accessible with students advised of changes with adequate notice.

All PN student-specific policies are included in the PN Handbook. These policies are accessible on the program web page in the PN Handbook. Students have links to the PN Handbook in all the PNSG learning management courses. Since it is reviewed and updated every semester, changes are not made during a semester. If there are a significant number of changes in the PN Handbook from one semester to the next, the PN Director develops a document with the changes and posts this for all PN students in the Practical Nursing Information D2L Brightspace course, as well as having the PN advisors send it out to all PN students. This occurred for spring 2018 – see the document ‘PN Policy Changes Sp’18’ in the electronic resource site IV-C. Faculty will also share major changes with students in their courses at the beginning of the semester. The PN advisors also sent this document via email to all returning students

before the semester started. See table IV-C-1 in the electronic resource site for dates the PN web page has been updated, the PN Handbook posted, and CNEA accreditation status posted.

Quality Indicator IV-D. Faculty and staff process the formal program complaints of students using policies and procedures that are clearly delineated.

All students at NCTC are provided with a process for addressing formal complaints. This process is delineated in the [Student Complaints and Grievances](#) policy and procedure (policy 3240). Students are first encouraged to try discussing the complaint with the faculty as an informal resolution. If the issue is not resolved to the student's satisfaction, the student may proceed to the formal resolution. This consists of submitting an appeal, complaint, or grievance in writing to the campus registrar. There are two committees that deal with appeals/complaints including the Academic Appeal Committees and the Student Affairs Appeal Committee. The nursing program has a program specific appeals process. If a PN student wishes to appeal a decision or action related to a program policy, the first step is to send an appeal to the PN Advisor or PN Director. The PN Program has a PN appeals committee consisting of nursing faculty and PN advisors. The appeal is discussed at a faculty meeting and the PN Director emails the student the decision of the committee. If the PN student is not satisfied with the committee decision, they may take their appeal to the next level for academic issues – to the Dean. The process for nursing student appeals is included in the [PN Handbook](#) in Appendix H. This is reviewed at PN Program orientation at the beginning of every semester with all new PN students.

The college has a separate process for a grade appeal, and PN students are required to follow the college [grade appeal policy](#) (policy 3430). Once a grade is posted that the student desires to appeal, they must first discuss the disagreement with the instructor that assigned the grade. The College cannot change the grade assigned by an instructor unless presented with clear and convincing evidence that the instructor's grading procedure was biased, did not reflect sound educational practices, or was inconsistent with the common course outline and course syllabus. If the informal process does not resolve the issue, the student may complete an appeal form and submit it to the campus registrar. The

appeal is given to the appropriate Dean, who then investigates the issue by discussing the matter with both the faculty and student. If the student does not agree with the Dean's decision, and feels they have additional relevant information for the appeal, they may submit an appeal to the Provost. The decision of the Provost is final.

The PN Director maintains a spread sheet with the PN informal complaints/appeals. The PN appeals committee strives to be consistent with decisions, while at the same time, considers each appeal individually. A copy of the appeals over the last several years in spread sheet form is available in the electronic resource site IV-D.

Quality Indicator IV-E. Student records are maintained in a secure, confidential manner in accordance with the policies of the parent institution, nursing program, and regulatory guidelines.

The college has a [records retention schedule](#) that it follows for maintaining student records in a secure, confidential manner (electronic resource IV-E). The nursing department does not keep any permanent student records in the department. All student records are maintained in student services electronically.

The MN BON rules require records retention for nursing programs in the event of program closure or program approval is revoked. This rule is found in Minnesota Administrative rule [6300.2400 Academic Records](#). The college keeps student transcripts permanently; therefore, the MN BON requirements are met.

NCTC Policy 2015 Data Privacy includes Family Education Rights and Privacy Act (FERPA) language as well as the stricter language from the Minnesota Government Data Practices Act (MGDPA). This policy may be found at [NCTC 2015 Data Privacy Policy](#) under the Policies and Procedures section. The notification of rights under FERPA and MGDPA is also included in the NCTC Student Handbook online at [Notification of Rights under FERPA and MGDPA](#).

Staff and faculty members throughout the college have mandatory data privacy tutorials and courses to complete through D2L Brightspace. The most common course that all employees must

complete is entitled Public Jobs - Private Data. Other courses that certain individuals in specific roles need to complete include: (a) Data Security Information for Faculty, Managers, and Supervisors; (b); Managing Financial Data Securely; and, (c) Managing Student Data Securely. All faculty and staff have password protected computers, lockable filing cabinets, and secure locks on their office doors.

The PN Program does not maintain a paper academic file for each individual student. The registrar’s office has all student files stored electronically. Student electronic gradebooks are maintained in D2L Brightspace for three years following course completion.

Program students submit their medical documentation online to an approved vendor (currently Castle Branch). This includes immunizations, CPR verifications, TB test, and background studies. The health programs at the college share one office administrative specialist (OAS) who tracks all health students’ data. The OAS notifies the PN advisors of students who are not compliant. The PN advisors in turn notify faculty if a student is not allowed to participate in clinical due to the noncompliance. Students receive emails from the OAS, Castle Branch, PN advisor and faculty if they have health data that needs updating. Though faculty are notified, they do not know specifics about the students’ health data; they only know an item(s) has expired and is in need of updating.

Strengths of the Program Related to Standard IV

A summary of the strengths and areas for improvement are:

Standard IV Summary	
<p>Strengths:</p> <ul style="list-style-type: none"> ➤ Wide array of student services available to all students. ➤ A very thorough college wide orientation is offered to all students (SOAR). ➤ A specific program orientation is offered to all PN students. ➤ Dedicated PN advisor on each campus for all PN students. ➤ PN Faculty hold office hours on a regular basis. 	<p>Areas for Improvement:</p> <ul style="list-style-type: none"> ➤ Dedicated nursing tutor for PN students. ➤ Printable program admission information available on the program web page. This was added April 2018.

Areas of the Program Needing Improvement Related to Standard IV

See table above.

Standard V: Culture of Learning and Diversity – Curriculum and Evaluation Processes

Faculty design program curricula to create a culture of learning that fosters the human flourishing of diverse learners through professional and personal growth, and supports the achievement of expected student learning outcomes. Professional nursing standards and other professional standards appropriate to the program type are foundational curricular elements and are clearly integrated throughout the curriculum. Teaching, learning and evaluation processes take into consideration the diverse learning needs of students and are designed to support student achievement of learning outcomes. Distance learning programs are held to the same curricular, teaching/learning, and evaluation standards as campus-based programs. The program's culture of learning and diversity related to the implementation of curriculum and teaching/learning/evaluation processes is evident through the creation of a positive learning environment and achievement of the following associated quality indicators.

NCTC PN Program offers a 44-credit diploma degree. The curriculum was previously a 50-credit diploma and 60-credit AAS degree. Faculty reviewed the previous curriculum and developed the 44-credit curriculum over several years, and implemented the new format fall 2016. Faculty decided to change to a CBC due to what many felt was happening with the previous curriculum: content saturation. Thus, to avoid continually adding content, the CBC evolved. The professional nursing standards chosen as the foundation of the curriculum are integrated throughout the curriculum including: (a) Quality and Safety Education for Nurses (QSEN); (b) National Association for Practical Nurse Education and Service (NAPNES) Standards; and, (c) MN BON Scope of Practice (SOP). The curriculum is also aligned with the NCLEX-PN^R test plan.

The PN curriculum focuses on skills and health/illness concepts that progress from simple to complex during the two semesters of didactic/skills and clinical PNSG courses. Simulation occurs in theory, labs, and clinical courses. The clinical sites are determined by faculty and support the achievement of student learning outcomes (SLO). Feedback from students, faculty, and the nursing advisory committee establish if the clinical sites continue to meet the SLOs. This feedback is obtained through student, faculty, and advisory committee surveys and the results can be found in the SAEP.

Quality Indicator V-A. The curriculum is designed to foster achievement of clearly delineated student learning outcomes that are specific to the program mission and type (i.e., practical/vocational, diploma, associate, bachelor's, master's, post-master's, and clinical doctorate) and aligned with expected curricular program outcomes.

The PN Program faculty developed SLOs at the program, course, and unit/module levels designed to be appropriate for the PN practice role upon graduation from the program. Faculty began developing a new 44-credit, CBC in 2013-2014 academic year, and implemented this curriculum fall 2016. Faculty started by choosing a framework to build the program on (program concepts arose from this work), writing the program mission statement, writing program SLOs and competencies that aligned with the program concepts, and finally choosing the pertinent curriculum concepts for the PN level. The diagram and document containing program SLOs and competencies, mission, curriculum framework, and curriculum concepts is found in Appendix J (titled NCTC Practical Nursing Curriculum Poster). The Nursing Poster document is part of the PN Handbook and is introduced to new students every semester at the program orientation. Another table is found at the end of that document that displays the integration of the NCLEX-PN^R test plan categories throughout the curriculum, as well as, the curriculum concepts. The curriculum sequence document is also part of Appendix J. The curriculum was reviewed in comparison to the updated 2017 NCLEX-PN^R test plan in Nov. 2017. As a result, minor adjustments were made to the curriculum. See PN Faculty meeting minutes for Nov. 1, 2017. The table comparing the NCLEX-PN^R 2017 test plan to the 44-credit PN curriculum can be found in the electronic resource V-A other curriculum docs (NCLEX_2017_PN_NEW_Curric). The [MN Nurse Practice Act](#) was another reference utilized by faculty to develop the curriculum. Also underpinning the PN curriculum are the four NLN core values of caring, diversity, integrity, and excellence throughout our curriculum.

PN faculty completed the NCTC PN Curriculum Map Worksheet as required for the college Assessment and Program Review (APR) committee (electronic resource site V-A), and shows alignment with the Institutional Learner Outcomes (ILOs), PN Program Student Learning Outcomes (SLOs), and one or more course outcomes. Faculty then developed a document showing alignment with the program

concepts, SLOs, competencies, and even more course outcomes (electronic resource site V-A); it is titled NCTC PN Concepts_Def_SLO_Competerencies_Course_Outcomes. Next, faculty completed a course outcomes table for each course. They determined that more than one course outcome meets one or more SLO, and these tables illustrate this. The outcome table lists the program, course, and unit/module outcomes, several examples of learning activities which align with the outcomes, and a description of how the activities are assessed (electronic resource site V-A in each course folder).

The course syllabi, schedules, and outcomes tables are available in the electronic resource site V-A and in the document room (course binders). Each faculty member is responsible for developing their course syllabus and schedule. All faculty utilize a syllabus template (electronic resource V-A), so syllabi look similar. The course schedules format may vary according to faculty preference.

NCTC requires programs to align their program CLOs with the Institutional Learner Outcomes (ILOs) as well. The ILOs describe what a student will be expected to know, do, or value as a result of their educational experience at NCTC. Even though students completing diploma or certificate programs of 20-45 credits are only required to achieve three ILOs, the PN faculty determined that all five ILOs will be achieved by practical nursing students. The document showing alignment of the PN Program SLOs and the ILOs is titled 'NCTC ILOs compared to PN SLOs' and is available in electronic resource site V-A. Each course syllabi also includes an ILO number before the course outcome that demonstrates students will attain both the course and ILO.

Graduating students and alumni ultimately evaluate whether they achieved the SLOs. This is evaluated using the graduate exit survey and the 6-12 month alumni student survey. Results are part of the program outcomes and included in the SAEP with standard I. Standard V-A SAEP shows that faculty review the SLOs and professional national nursing standards regularly to ensure they are appropriate for the role of the LPN and that they are incorporated in the curriculum.

Quality Indicator V-B. The curriculum incorporates professional nursing standards and other professional standards and guidelines, associated with PN/VN and RN licensure, APRN certification

and/or other graduate level practice competencies aligned with practical/vocational, diploma, associate, bachelor's master's, post-master's certificate, and clinical doctorate types.

The PN faculty identified and adopted professional standards for the PN Program and curriculum including [QSEN](#), and [NAPNES](#) standards of practice. Both documents are included in the electronic resource site V-B. Also used as guides for curriculum development were the NCLEX-PN^R test plan, Minnesota Nurse Practice Act Scope of Practice table (electronic resource site V-B), and Linda Caputi's 'The Curriculum Revision Toolkit'. In addition, faculty had the opportunity to utilize resources from HealthForce Minnesota, which offers curriculum, resources, and clinical partnerships for MN health educators. "A PN Curriculum was developed in 2013/2014 through a Minnesota State College and University grant received by HealthForce Minnesota-Center of Excellence. A collaboration of 23 Minnesota PN Programs worked together to develop a PN curricular framework which includes courses, syllabi, assignments, clinical tools, and suggestions on implementation at schools of nursing within the state" (HealthForce Minnesota, www.healthforceminnesota.org). While faculty chose to adopt some of the PN curriculum developed through the grant, revisions were made to make it a specific NCTC PN curriculum.

While QSEN may be directed more towards the AD RN level or higher, faculty researched and voted to adopt QSEN along with NAPNES, which is an organization specifically for PN education. Faculty decided the QSEN competencies are applicable to the PN level. Some of the teaching strategies provided on the QSEN web site are easily adoptable to the PN level, or even developed for the PN level (Test Taking Strategies is one submitted for the PN level). As the QSEN project addresses the need to continuously improve the safety and quality of healthcare systems, the PN Program wants to prepare students to begin their nursing career aware of these competencies and prepared to become a productive member of the health care team.

The PN Program SLOs were developed around the QSEN competencies and the NAPNES standards of practice. The first SLO is related to the teamwork & collaboration competency of QSEN and

the communication standard from NAPNES. The second SLO is related to NAPNES standard of managing care. For the MN BON SOP, this pertains to managing care of the individual patient. The correlation between the program concepts/framework and the SLOs is shown in the table on page four in the 'Nursing Poster' document (Appendix F). Two competencies for each SLO were then added. While developing and revising the SLOs and competencies, faculty were very cognizant of the MN Nurse Practice Act and SOP for the PN level. The competencies were taken from the NAPNES competencies and QSEN targets for knowledge, skills, and attitudes, and then revised for the PN level and scope of practice in MN.

The course level outcomes align with one or more SLO and this is shown in the individual course outcomes tables in the electronic resource V-A and document room (course notebooks). The curriculum framework/program concepts are explained to all students at the mandatory program orientation held every semester. QSEN and NAPNES are reviewed as well as the SLOs. Students are encouraged to review the SLOs in the PN Handbook frequently throughout the program as they are surveyed at the completion of the program on how well they feel they have met these outcomes.

Several examples of where the program's adopted standards and competencies are integrated throughout the curriculum are provided next. In the first semester course, PNSG1250 Introduction to Practical Nursing, one of the unit/module outcomes is to 'identify the eight categories of the NCLEX-PN^R test plan'. Even though this may not meet a SLO, it meets one of the course outcomes (identify critical thinking skills essential to program success) and starts the process of referring students to the NCLEX-PN^R test plan.

In another first semester course, PNSG1254 Nursing Foundations, a unit/module outcome is to 'explain the PN Program concepts and their sources'. This aligns with the course outcome #8 (Discuss personal integrity, professional boundaries and professional behaviors') and requires the students to

delve more into these standards and competencies. An assignment directs them to the web sites and requires them to answer questions about QSEN and NAPNES standards and competencies.

In the second semester course, PNSG1282 Nursing Concepts II, students complete a capstone project. They are directed to find an evidenced based practice (EBP) article and apply that to an exemplar from the course. Students then present that paper/project to their classmates, so that all learn about many EBP research results. Student feedback has requested that more pharmacology concepts be integrated into the program. As a result of this feedback, faculty have revised the capstone project for spring 2018 to include a focus on pharmacology. This revision will be evaluated at the end of spring 2018 semester and faculty will amend as indicated for fall 2018.

Students begin utilizing SBAR in PNSG1266 Clinical Care I for reporting off, in lab to practice, and continue with that in PNSG1286 Clinical Care II. A team leading assignment was added to PNSG1286 Clinical Care II spring 2018 and concept maps are incorporated into many theory courses as well as PNSG1266 Clinical Care I. A skills grading rubric was developed for the PN level and is used to grade all skills validations/test outs and is found in the electronic resource site V-B.

For PNSG1286 Clinical Care II, a second semester clinical course, faculty developed a performance grading rubric (found in the electronic resource site V-B and within the PNSG1286 Clinical Care II syllabus) categorized around the QSEN competencies with a list of weekly outcomes that students will be graded on. This document is also available in the document room. Several adjustments have been made to this rubric and faculty will continue to revise this as needed to improve student assessment in the clinical setting.

Quality Indicator V-C. The program's curriculum is sequenced, designed and implemented to progressively support student achievement of learning outcomes and the acquisition of competencies appropriate for the intended practice role.

At the time faculty began development of a new CBC curriculum, the national average for credits in PN programs was 45 credits as reported by accredited PN programs to Accreditation

Commission for Education in Nursing (ACEN) (ACEN 2013 Report to Constituents, p. 21, table 18). At that time, ACEN was the only option for accreditation of PN Programs. The goal was then set to create a curriculum with 45 or less credits. The final product resulted in a 44 credit PN diploma degree.

The first semester consists of 16 credits of general education courses. These courses were decided by PN and AD nursing faculty, as well as the Nursing Advisory Committee. The Nursing Advisory Committee voted on a list of general education courses, and then all nursing faculty discussed the pros and cons of those courses, and also voted on which courses to include in the curriculum. The final courses voted on and approved by PN faculty include:

- HLTH1110 Nursing Assistant (3 credits)
- BIOL2252 Anatomy & Physiology I (3 credits)
- BIOL2254 Anatomy & Physiology II (3 credits)
- ENGL1111 Composition I (3 credits)
- HLTH1106 Medical Terminology (2 credits)
- MATH1003 Math Applications for Nurses (2 credits)

Faculty and the Nursing Advisory Committee agreed that these are the foundational courses necessary to begin the PN Program. Nursing Assistant provides students with fundamental nursing skills. Anatomy and Physiology are science courses necessary for beginning nursing students, as these courses deliver the core essentials of the human body structure and function. This content is extremely valuable to students as they are required to recall the normal structure and function of body systems and compare that to the abnormal structure and function associated with diseases/conditions studied in the PN Program. Composition I prepares students for writing in many careers and is essential for communication in nursing. Medical Terminology enables students to communicate adequately with medical language in all health careers. Math Applications for Nurses is a course specifically for nursing students that prepares them for the math component in medication administration and IV maintenance. Many students choose to complete these courses and more general education courses for the AD RN program over two semesters before applying to the PN Program. The appropriateness of the chosen

general education courses is a question on the student graduate exit survey. See standard V-C in the SAEP for the expected outcome and results. This outcome has been met the previous three years.

Students may opt to transfer in any of these general education courses if the courses are approved by the NCTC registrar's office. The Nursing Assistant (NA) course must be completed within the last five (5) years or the student may currently be on a nursing assistant registry, verifying current work experience as a NA. Occasionally, a student requests to test out of one of the general education courses. For instance, if they have previously successfully completed a one credit Medical Terminology (Med Term) course, they may attempt to test out of our two-credit course by completing a written test. Med Term faculty have created a test and a minimum score that is considered a passing grade. The pass is recorded on the student's transcript so the course requirement is shown as fulfilled.

During the semester that students are completing their general education courses, they apply to the PN Program via an online application. The PN Program selection criteria/rubric evaluation for admission is available online for students and the public on the [PN Program web page](#). Students receive points for the ATI TEAS test (a minimum cumulative score of 50 is required), cumulative GPA (2.5 required), grades in the general education courses (minimum of C grade or higher is required), completion of NA course or a NA certificate, a previous degree, and experience working in healthcare.

The required courses and selection criteria information is all available to prospective students on the [PN Program web page](#). In addition, the PN Program Director and both PN Advisors conduct open meetings every semester for any pre-nursing students to explain the requirements and process to apply to the PN Program. These meetings (typically 3-4 every semester) are held via polycom for both campuses, and are also available for distance/hybrid students to join virtually (via Zoom or Adobe Connect or WebEx). Students are notified of these meetings via emails from their advisor and on the [college web page academic announcements](#).

Upon acceptance into the PN Program, there are two semesters of PNSG courses. See the 'PN Curriculum Sequence' document (Appendix J) for the sequence of curriculum for the PN Program courses. When developing the CBC, faculty were very cognizant of the sequencing and leveling of the PN outcomes and courses. Starting with first semester courses, the majority of verbs utilized in the course outcomes were from Blooms lower level domains (recall, define, identify). However, because there are only two semesters, there are some 'applying' level verbs as well in first semester program courses (select, perform, demonstrate). There are more upper level domain verbs employed in the second semester program courses (prioritize, implement, and differentiate). This demonstrates the leveling up of outcomes from the first semester to the second semester in PNSG courses. See the course syllabi in the electronic resource site V-A or the document room for course outcomes.

Faculty also applied leveling to the health/illness concepts and exemplars chosen for the PN curriculum. PN faculty chose the health/illness concepts and exemplars after studying Jean Giddens list of concepts, the NCLEX-PN^R test plan, and reviewing the disease conditions students most often encounter in the clinical settings they attend. This was a challenging area for faculty: decreasing the content overload in our curriculum and realizing every disease condition can't be included! Most of the health/illness concepts are repeated from first semester to second semester (for example from PNSG1262 Nursing Concepts I to PNSG1282 Nursing Concepts II, and from PNSG1266 Clinical Care I to PNSG1286 Clinical Care II), with more complicated exemplars chosen for the second semester. The second table in the 'PN Curriculum Sequence' shows the health/illness concepts and exemplars for all PNSG courses. Faculty decided to place Maternal/Newborn course, Invasive Nursing Therapies course, and the Transition to Practice course in the second semester due to advanced concepts/exemplars and the end of program need-to-know information in those courses.

Students graduating from our PN Program (and other PN Programs as well) have the option to continue their nursing education by applying to our AD RN Mobility Program. There are additional

general education credits that also are often transferred in. Practical Nursing and Associate Degree nursing faculty share content ideas and suggestions for PN curriculum to improve our students' success in both programs. Attempts are made to meet annually with the entire nursing program to discuss nursing policies and curriculum concerns. Some faculty teach in both programs which helps with ensuring continuity of content. Administrators/Program Directors from each nursing program attend both program's faculty meetings and share information between programs.

Quality Indicator V-D. The curriculum is up-to-date, dynamic, evidence-based, and reflects current societal and health care trends and issues, research findings, and contemporary educational practices.

The PN curriculum has been developed in recent years and is up-to-date, dynamic, and evidence-based for the PN level. Faculty chose the CBC, which is current, contemporary practice in nursing education. At the time of the decision to change to CBC, there were a limited number of nursing programs in the state that had implemented a CBC.

The QSEN competencies incorporated into the program are also relevant and still utilized by nursing education programs as well as health care facilities. QSEN will always be relevant to PN education. The PN Program faculty endeavor to provide quality and safety education for our students so they are prepared for their role in the workforce upon graduation. Even though NAPNES has not been updated in recent years, it is one of only several organizations specifically for PN students and LPNs. The intention is to expose PN students to organizations available to them as PN students and as LPNs.

Evidence-based practice is introduced to students at program orientation, while reviewing QSEN competencies. It is also incorporated into many of the PNSG courses. For instance, in PNSG1282 Nursing Concepts II, students are required to complete a capstone project where they research an exemplar and locate an EBP article to incorporate into their project. For PNSG1286 Clinical Care II, EBP is part of the grading rubrics for the write up and student performance each week. See the clinical grading rubrics in each course syllabi and a sample of a student capstone project in the document room.

When building the CBC, faculty asked the Nursing Advisory Committee where they thought PN clinicals should take place. The committee recommended long-term care, clinic, and acute care settings as this is where LPNs are hired in the region. Upon committee advice, PNSG1266 Clinical Care I is conducted at long-term care facilities, and PNSG1286 Clinical Care II is held at long-term care/rehab, clinic setting and acute care. This will be continually evaluated and could change in the future, depending on student, nursing advisory committee and employer feedback.

An Intravenous (IV) Therapy course had previously been taught in the PN AAS degree curriculum. The IV content was included in the CBC curriculum, and is part of PNSG1278 Invasive Nursing Therapies which also includes nasogastric, feeding, and enteral tubes content. However, the ND Board of Nursing stipulates that an IV course can only be taught in an AAS degree program for LPNs to practice IV therapy in ND. With a diploma PN program, LPNs working in ND must take the course from a ND BON approved vendor/education program AFTER they pass NCLEX-PN[®]. In order to meet regional, and more specifically the border state of ND employer needs, NCTC recently decided to offer a stand-alone IV Certification course through the Center for Outreach and Innovation (COI) department. This was developed during the fall 2017 academic semester and sent to the ND BON in Nov. 2017 for approval. The course was approved by the ND BON in April 2018. It is a unique situation in that NCTC is a MN program, but have many PN graduates choose to work in ND after graduation. The ultimate goal is to prepare graduates to be qualified to work in the region. The non-credit IV Therapy course will be offered for the first time in July 2018.

The PN Program will continue to assess the CBC for necessary changes and improvements every semester. The first graduates of the CBC curriculum occurred in spring 2017 so 6-12 month graduate surveys and employer surveys were reviewed during the 2017-2018 academic year. The curriculum is dynamic; it is understood that initial changes should be minimal in order to adequately evaluate success of the curriculum. However, it is anticipated that changes/revisions/improvements will occur.

Curriculum standard V is scheduled for review in the months of December and April (as shown on the NCTC PN Calendar for CNEA Standards Review), and as needed. Faculty determined that major changes will not be made for the 2018-2019 academic year.

Faculty stay up-to-date with emerging teaching innovations by attending conferences (Health Educators Conference in MN every year, Nurse Tim conferences, ATI Summit, NLN Workshops/Conferences), by reading professional journals, and attending NCTC professional development sessions. Faculty who attend conferences then share what they have learned with their peers at faculty meetings. See faculty professional development plans in the faculty portfolios (document room) for more details on individual accomplishments in this area.

Quality Indicator V-E. The curriculum provides students with experiential learning that supports evidence-based practice, intra- and interprofessional collaborative practice, student achievement of clinical competence, and as appropriate to the program's mission and expected curricular outcomes, expertise in a specific role or specialty.

The PN curriculum contains six credits of experiential/clinical learning. As stated previously, upon the Nursing Advisory Committee's advice, the clinical rotations occur in long-term care/rehab, clinic, and acute care settings. This variety of experiential learning sites provides a comprehensive and diverse scope of settings relevant to the practice role of the LPN. Students are also assigned enrichment/observation experiences during the PNSG1286 Clinical Care II rotation. Examples of sites where students go to observe include endoscopy, palliative care, same day surgery, dialysis, and intervention radiology. These experiences provide interprofessional collaborative learning opportunities for students. Interprofessional learning opportunities also occur on the units when lab, X-ray, PT, and OT visit the student's patient or when the student accompanies their patient to these departments. Intraprofessional learning opportunities transpire weekly as students are assigned a facility staff nurse during their direct patient care days. Students work in collaboration with the facility staff nurse as well as their instructors to provide patient care.

Students have also participated in facility/public flu shot clinics and vision/hearing screening at elementary schools in both East Grand Forks and Thief River Falls. Faculty consistently receive very positive feedback from students about these experiences. Students develop technical skills during first semester lab/theory courses and implement their abilities during second semester. For example, injections are taught in PNSG1262 Nursing Concepts I and in PNSG1286 Clinical Care II flu shot clinics take place. Another example of leveling includes teaching vision/hearing screenings in PNSG1262 Nursing Concepts I and allowing students the opportunity to participate in actual screening at elementary schools during the course lab time and in PNSG1286 Clinical Care II.

The first semester PNSG1266 Clinical Care I provides students the opportunity to reinforce their physical assessment skills with relatively stable patients in rehab or long-term care. This rotation occurs later in the semester, after successful achievement of these skills in the lab setting in the PNSG1254 Nursing Foundations course. To prepare for the physical assessment skills test out in the lab, students practice on each other and family members of all ages. Students may also perform basic skills such as blood glucose testing and simple dressing changes during the first semester clinical after successful skills validation in lab.

The second semester clinical finds students refining and applying the above skills to various patient populations in the clinic setting, acute care, and rehab/long term care. They also add more advanced skills such as medication administration, urethral catheterization, IV maintenance, etc. The evaluation of students in the clinical setting increases from basic to more advanced criteria from PNSG1266 Clinical Care I to PNSG1286 Clinical Care II. See the clinical evaluation tools in the course syllabi located in the electronic resource site V-B.

The PNSG1286 Clinical Care II write up/worksheet incorporates the QSEN standards. Therefore, evidence-based practice is assessed every week. See the document room (course notebooks) for

examples of student write ups/worksheets and how students achieve those course and student learning outcomes.

A high-fidelity simulation day is incorporated into PNSG1286 Clinical Care II and takes place on the EGF campus sim lab in the nursing department. The simulation coordinator requires faculty to complete a sim request form before their assigned sim day. The coordinator utilizes the form to prepare the simulation room. The coordinator operates the sim manikin while faculty evaluate and provide feedback to the students. Students are expected to view two sim orientation videos available to them in the D2L Brightspace before the day of simulation, as well as research the condition the sim scenario is covering. Afterwards, de-briefing ensues with the faculty and students.

Many of the PN theory faculty are incorporating more simulation into the skills labs, utilizing basic simulation manikins which are available on both campuses. An example is the unit on perfusion in PNSG1282 Nursing Concepts II: a scenario was provided to students about a patient with congestive heart failure (CHF) and post-cardiac catheterization procedure. Students had to decide what to do when the patient started to develop edema (swollen ankles) and crackles upon auscultation of the lungs. Feedback from students is consistently positive regarding their sim experiences. Simulation scenarios provide another opportunity for students to display their critical thinking skills and allow decision making in a safe environment. See examples of simulation scenarios in the document room (course notebooks).

Clinical sites are evaluated by students, faculty, and the Nursing Advisory committee for appropriateness in meeting the student learning outcomes. Students complete a survey regarding the facility every semester at the end of both clinical rotations. This data is shared with the facilities and used to improve the experiential/clinical experiences for the students. An example of feedback that was utilized to make an improvement is emphasizing the role of the LPN to students for PNSG1266 Clinical Care I. Student comments on the survey after the first semester it was taught included that they felt like

they were doing Nursing Assistant work. PN faculty discussed this at faculty meetings and encouraged all clinical faculty to remind students they need to think like a LPN now and level-up their assessment skills. It was also decided students are allowed to perform acuchecks, dressing changes, etc. if they have completed the skill in lab. The student comments related to their clinical experiences have gradually improved. Faculty discuss the clinical sites at faculty meetings and the nursing advisory committee meetings when necessary. See the standard V-E SAEP for this review and also for the review of agency contracts. See the electronic site V-E for copies of the agency contracts maintained with our clinical affiliates.

Quality Indicator V-F. The curriculum provides experiential learning that enhances student ability to demonstrate leadership, clinical reasoning, reflect thoughtfully, provide culturally responsive care to diverse populations, and integrate concepts, including, but not limited to context and environment of care delivery, knowledge and science, personal and professional development, quality and safety, patient-centered care, and teamwork into their practice.

Students have the opportunity to demonstrate various abilities through experiences in the clinical setting, as well as in the lab and simulation environment. Leadership is addressed with the MN Nurse Practice Act and the scope of the LPN guiding this area of the curriculum. When reviewing standard V during the Dec. 2017 faculty meeting, faculty realized the curriculum does not have a specific leadership experience in the clinical setting for students. Even the new LPN will be required to perform as a leader, especially in long term care settings. Clinical faculty then began to develop an experience and corresponding write-up at the beginning of spring semester 2018. PNSG1286 Clinical Care II groups incorporated this experience during spring semester and we will evaluate and revise the experience/assignment at the end of the semester. One decision was to add a peer review of the student team leader. This will be incorporated fall 2018.

Care is provided by students to diverse populations in both communities' clinical settings, where they see a range of ages, cultural, and ethnic backgrounds. There may be limited categories of *cultural* diversity in Thief River Falls; however, diversity also encompasses a range of ages and ethnic

backgrounds. In the classroom, lab activities, and discussions, students learn about each other's cultural and ethnic diversity. Students write a reflection paper on the day they are assigned to an enrichment experience in PNSG1286 Clinical Care II. An enrichment experience allows the students to observe a different aspect of the healthcare system (e.g., palliative care, intervention radiology, or same day surgery). The reflection paper includes an observation of communication between members of the health care team, knowledge gained by the student from the visit, and unexpected learning/ events.

Students in PNSG1286 Clinical Care II also complete a self-reflection paper at mid-semester and end-of-the-semester. For example, the paper requires students to share how they have demonstrated professional (or unprofessional) behavior in the clinical setting, utilized the nursing process to prioritize patient care, and implemented safety with med administration. Each question/reflective statement is aligned with a course outcome and this is shown on the assignment document. Students are also asked how they will improve any areas that necessitate improvement. This paper is found in the document room.

Clinical reasoning is incorporated into the simulations and clinical experiences.

Table V-F-1 in the electronic resource site V-F provides examples of where some of these values are incorporated into the curriculum and demonstrated by students. The table V-F-2 in the electronic resource site V-F demonstrates examples of where concepts are integrated in the curriculum.

Quality Indicator V-G. The faculty use a variety of teaching, learning, and evaluation strategies within the curriculum, including distance education programs, that are evidence-based, student-centered, and designed to create a culture of learning as demonstrated by student achievement of expected course and curricular program outcomes appropriate for the program type (i.e., practical/vocational, diploma, associate, bachelor's master's, post-master's certificate, and clinical doctorate).

Faculty employ a variety of teaching and learning techniques, as well as evaluation strategies. While planning the CBC, faculty began researching active learning ideas for each course as it was developed. The nursing departments hired a nurse consultant through Nurse Tim, Inc. who traveled to our campus for two days to provide guidance with the new CBC. The consultant also provided ideas for

class activities that would assist students in meeting the course and student learning outcomes. Some examples of class/lab activities include Jeopardy, Bingo, Kahoot, written assignments, web assignments, discussions, videos, and ATI assignments. All activities can be shared and conducted with the distance/hybrid cohorts as well. Students are provided with the activity, and encouraged to 'play' it with peers, family or friends. See examples of activities and assignments in the course notebooks in the document room.

Learning resulting from the above activities are evaluated via assignments, quizzes, and test questions administered by faculty. The program also utilizes ATI as an outside standardized testing source to assess students' progress. PN proctored tests in ATI are assigned to a course in the PN curriculum. As recommended by ATI, there is a maximum of 10 points for the practice, proctored and remediation assignment; therefore, the point allotment is not enough points to drastically alter a student's grade for the course. Students take a practice test first to prepare for the proctored test. After the proctored test, students review their results and remediate on their lowest score areas. Faculty have assigned ATI activities and tests to all courses throughout the PN curriculum. Students are encouraged to re-take a proctored exam, if desired; especially the ATI Comprehensive Predictor. This allows students to review their low areas on the first proctored test, then re-take another proctored exam. See the ATI assignment document in the electronic resource site V-G.

To evaluate learner outcomes in the skills labs and clinicals, faculty utilize quizzes and psychomotor skills performance evaluations. In skills lab, there is a grading rubric that is consistent for all skills lab test outs. See the rubric in the electronic resource site V-B. This skills rubric was revised for spring 2018 so it could be embedded in D2L Brightspace as a grading rubric. Using the D2L Brightspace rubric option, faculty are able to type in comments directly in the rubric while grading students and may publish the results to students sooner than would occur with traditional paper/pencil rubrics. All skills rubrics are included in the course syllabi at the beginning of the semester where students can view them

prior to skills validations. There is a separate performance evaluation for both PNSG1266 Clinical Care I and PNSG1286 Clinical Care II as noted previously.

The course calendar/schedule provides students with the module/unit outcomes, which are then tied to the overall course outcomes. Curriculum tables in the electronic resource site V-A and the document room demonstrate the outcome that various activities are aligned with.

Quality Indicator V-H. The faculty design and implement evaluation strategies to measure individual student achievement, ensuring the evaluation strategies are explicitly communicated in course materials and program policies and related to expected course and curricular program outcomes.

The grading policy for the PN Program is implemented in all PN courses. The grading policy is published in the PN Handbook, all course syllabi, and reviewed with all new students at the program orientation. During the 2016-2017 academic year, the PN Program Director and PN advisors began conducting 'Pre-Nursing' information sessions every semester for students planning to apply to the PN Program that semester. The grading policy is also shared at these meetings in order to prepare students for the more difficult academic rigor of the nursing programs. A grade of 'C' or higher must be earned in all general education courses. This information is also listed on the PN web page so pre-nursing students may access this requirement online. A 'C' in general education courses may go as low as 70-75%; however, in PNSG courses 80% is the lowest 'C'. See the grading scale posted earlier in this report. 80% is the passing standard for evaluation across all PN courses. There is no rounding up in PNSG courses, and no extra credit or bonus points to improve a student's grade.

After the CBC was taught for two semesters, faculty evaluated grades of graduating students. It was determined that theory courses containing lab component allowed students grades to increase due to the lab points – possibly the exercises and assignments completed in the lab. Therefore, some students passed a course without passing many of the tests with an 80% or better. Therefore, for the 2017-2018 academic year, a 60/40 weighted grading system was implemented. For courses with theory and lab components (PNSG1254 Nursing Foundations, PNSG1262 Nursing Concepts I, PNSG1278

Invasive Nursing Therapies, PNSG1282 Nursing concepts II), 60% of the grade is computed from test scores, and 40% of the grade is determined from lab skills/assignments. This approach was evaluated at the end of the 2017-2018 academic year to assess if a 'truer' picture of students' grades results. It was decided to keep this weighted grading in place for 2018-2019. As stated earlier, many of the graded assignments, the lab skills test outs, and clinical performance evaluations include rubrics. Faculty realize that more consistent grading occurs when utilizing a rubric. See course notebooks for rubric examples.

Course outcomes tables demonstrate how module, course, and program outcomes are achieved by students and evaluated by faculty (see course outcomes tables in electronic resource V-A). Beginning spring 2018 these tables were incorporated into appropriate courses in D2L Brightspace and reviewed with students. The components of these tables are addressed throughout the semester as needed.

Examples of tests from courses across the curriculum and test plans are included in the document room in the course binders. The D2L Brightspace quiz capabilities includes some test analytics, such as class average, standard deviation, average for each question, discrimination index, and point biserial. Faculty review test questions and revise test questions based on the statistical analysis each semester. One of the PN faculty has attended several NCSBN Test Item Writing Workshops and assists other faculty with writing NCLEX-style questions.

Quality Indicator V-I. Technology, including the use of distance education technology as applicable, is used effectively to support the teaching, learning, and evaluation process.

When students are accepted into the PN Program, their acceptance letter informs them that a laptop computer is required. The letter guides them to the college web page that shows what software/hardware requirements are necessary for the laptop. The ITS web page includes contact information so students (campus or distance/hybrid students) may contact them via email or telephone with questions.

All students D2L Brightspace accounts have a D2L Brightspace orientation course available to them. During the PN Program orientation sessions, ITS staff present to students navigation of the LMS.

The IT personnel share D2L Brightspace updates, information on new components, e-mail suggestions, and more. Most students have already been using D2L Brightspace in their general education courses, so have very few questions.

New to D2L Brightspace for the fall of 2017 was a virtual classroom availability within D2L Brightspace as well as a video assignment option. In the past, faculty teaching the distance/hybrid cohort have utilized Zoom or WebEx for virtual meetings with students. This may be changed to the virtual classroom in D2L Brightspace. Several faculty utilized this fall 2017; however, there were problems with the virtual classroom. They were unable to share their desktop or share documents on screen with students during the virtual classroom. The audio and signing in process worked fine. Faculty contacted IT several times, but IT was unable to assist in getting those components to work. They have reported the issues to the statewide IT office and to D2L Brightspace.

Also beginning fall 2017, students had the option of downloading their text book/E-books to their laptop. Faculty chose a new set of text books more aligned with CBC and purposely chose texts that also have the E-book options. Several faculty shared their highlighting in E-books with the students in their course. Student receive access to online resources where they can find answers to review questions in the text, as well as additional resources.

The NCTC library has resources that students access electronically to conduct research for several papers that are assigned. The librarian often visits a PNSG classroom to instruct students how to find credible research articles for their capstone project. Another technology that students have access to and are required to complete assignments in is ATI. ATI personnel visit both campuses each semester and offer orientation to all new students. Students also receive hard copies of the ATI books, per previous student feedback. Facilities where clinicals occur provide staff to deliver orientation to students for the electronic health record used in the clinical setting.

Students are asked about technology orientation and support in the graduate exit survey. This outcome has been met the last three years. See standard V-I SAEP for results.

Faculty also have access to technology support through both campuses ITS departments. Some faculty request assistance in person in a one-on-one scenario, while some faculty may call them with questions. In addition, all faculty have access to a course in D2L Brightspace titled 'D2L Brightspace and Professional Development Resources'. This contains documents and links to videos demonstrating how to use the different components in D2L Brightspace. The college's D2L Brightspace site administrator emails all faculty information regarding updates to D2L Brightspace, webinars and documents available to learn how to utilize the updates, and when D2L Brightspace may be down for updating.

The college's E-Learning committee has hosted a technology fair the last several years. Faculty may choose one of two sessions to attend for three to four time slots. Several examples of technology demonstrated include:

- Kaltura Mediaspace – how to record voice over PowerPoints
- Social Networking– how to engage students via social media
- D2L Brightspace – how to add a personal touches to your courses

The NCTC professional development coordinators have also hosted one hour sessions for faculty on 'ABCs of designing accessible documents' and 'Using Social Media to Engage your Students'. One session during the fall 2017 in-service, 'Gamification', was presented by a professor from the University of North Dakota. There was positive feedback from faculty and some PN faculty are already incorporating one or more of the speaker's game demonstrations into their own courses. To enhance the incorporation of available technology, all full-time faculty received high quality head phones with microphones in summer 2017. Also, all full-time faculty, if desired, are equipped with docking stations and an extra monitor in their offices to enhance efficiency with teaching and learning.

One or two of the PN clinical faculty responded on the annual faculty survey in spring 2017 that they weren't aware of orientation to D2L Brightspace technology. The PN Director has since shared the IT staff contact information and invited clinical faculty to several meetings to walk through copying the course information from the master shell to their individual course shell. The director plans to continue to offer this for the clinical faculty. Full-time faculty have also stated they are willing to assist the clinical faculty with D2L Brightspace and have done so. However, all responding faculty, agreed that they do have support in the use of instructional technology. See the standard V-I SAEP.

There is support for faculty at ATI as well. When the ATI educator visits at the beginning of each semester for the student orientation, there is time scheduled between the student orientations where faculty can meet the educator to ask questions and seek assistance. Faculty also have the opportunity to email, call or conduct an online chat with ATI support services, and attend ATI webinars.

Quality Indicator V-J. There is systematic and ongoing review and evidence-based revision of the curriculum and teaching, learning, and evaluation strategies by faculty within a culture of continuous quality improvement to foster achievement of the program's expected student outcomes.

After teaching the first semester of the new CBC, faculty made several changes to improve the experience for students. The order of topics was altered in PNSG1254 Nursing Foundations course to better align with the experience of students in PNSG1266 Clinical Care I. Also, in PNSG1266 Clinical Care I, several of the weekly objectives were re-ordered to enable students to build a rapport with residents before asking them questions about culture/spiritual background. The PN program will continue to obtain student feedback every semester and strive to maintain excellence in our curriculum.

All courses include an end-of-the-semester student course evaluation (electronic resource site V-J) that is completed by students. Individual faculty have access to the results, as well as the Dean. Improvement suggestions may be included on the subsequent faculty professional development plan. The faculty have also recently decided to complete a 'Course QI Plan' for individual course improvement (electronic resource V-J). The form (developed by ATI) asks for areas identified for improvement, plan of

action, and follow up required. The student exit survey additionally provides overall feedback on the program for faculty to evaluate and make decisions. The student QI meetings every semester are an additional means of continuous quality improvement suggestions from the student perspective. PN faculty discuss these surveys during the twice monthly faculty meetings, which are made available via Zoom, Adobe Connect or WebEx as requested. A copy of various surveys (e.g., faculty, student graduate exit, 6-12 month exit, employer, and advisory committee) are found in the electronic resource site V-J.

Strengths of the Program Related to Standard V

A summary of the strengths and areas for improvement are:

Standard V Summary	
<p><i>Strengths:</i></p> <ul style="list-style-type: none"> ➤ CBC curriculum. ➤ More student centered learning with active learning strategies utilized. ➤ Professional development opportunities for faculty. ➤ Technology and support available for faculty and students. ➤ Clinical/advisory committee partnerships. ➤ Consistent, well attended faculty meetings to review and update curriculum. ➤ Student and faculty opportunity for evaluative input via multiple surveys and various meetings. ➤ Faculty background experience diversity. ➤ Engagement of faculty in professional development activities. ➤ Faculty that remain working in health care industry while teaching. 	<p><i>Areas for Improvement:</i></p> <ul style="list-style-type: none"> ➤ Sharing documents with students on alignment of activities/tests/assignments with course and program outcomes (implemented spring 2018). ➤ Continued enhancement of incorporating teaching and learning activities within the hybrid environment-improving each semester. ➤ Improved understanding among clinical faculty regarding current curriculum. They usually are not able to attend the faculty meetings so may have more difficulty applying the CBC to the clinical setting.

Areas of the Program Needing Improvement Related to Standard V

See table above.