

# **St. Petersburg College College of Nursing**



## **Self Study Report**

**Submitted to:**

**National League for Nursing Accrediting Commission, Inc.**

**February 7 - 9, 2012**



**SELF-STUDY REPORT FOR CONTINUING  
ACCREDITATION**

**2012**

St. Petersburg College  
*College of Nursing*  
Associate Degree Nursing Program

Prepared for

**National League for Nursing Accrediting Commission**

## Table of Contents

SECTION ONE: EXECUTIVE SUMMARY .....	1
GENERAL INFORMATION PROGRAM TYPE, PURPOSE AND DATES OF VISIT.....	1
INTRODUCTION .....	3
SUMMARY OF STANDARDS AND CRITERIA .....	5
SECTION TWO: STANDARDS 1-5 .....	20
STANDARD 1: MISSION AND ADMINISTRATIVE CAPACITY .....	20
CRITERION 1.1 .....	20
CRITERION 1.2 .....	26
CRITERION 1.3 .....	34
CRITERION 1.4 .....	34
CRITERION 1.5 .....	36
CRITERION 1.6 .....	38
CRITERION 1.7 .....	38
CRITERION 1.8 .....	40
CRITERION 1.9 .....	41
CRITERION 1.10 .....	42
STANDARD 2: FACULTY AND STAFF .....	43
CRITERION 2.1 .....	43
CRITERION 2.1.1 .....	44
CRITERION 2.1.2 .....	45
CRITERION 2.2 .....	53
CRITERION 2.3 .....	53
CRITERION 2.4 .....	54
CRITERION 2.5 .....	55

CRITERION 2.6 .....	57
CRITERION 2.7 .....	57
CRITERION 2.8 .....	60
CRITERION 2.9 .....	61
CRITERION 2.10 .....	62
STANDARD 3: STUDENTS.....	63
CRITERION 3.1 .....	63
CRITERION 3.2 .....	68
CRITERION 3.3 .....	73
CRITERION 3.4 .....	74
CRITERION 3.4.1 .....	74
CRITERION 3.4.2 .....	74
CRITERION 3.5 .....	77
CRITERION 3.6 .....	78
CRITERION 3.7 .....	79
CRITERION 3.8 .....	80
STANDARD 4: CURRICULUM .....	81
CRITERION 4.1 .....	81
CRITERION 4.2 .....	91
CRITERION 4.3 .....	94
CRITERION 4.4 .....	108
CRITERION 4.5 .....	110
CRITERION 4.6 .....	115
CRITERION 4.7 .....	119
CRITERION 4.8 .....	124
CRITERION 4.8.1 .....	126

CRITERION 4.9 .....	128
STANDARD 5: RESOURCES .....	129
CRITERION 5.1 .....	129
CRITERION 5.2 .....	133
CRITERION 5.3 .....	135
CRITERION 5.4 .....	140
SECTION THREE: STANDARD 6: OUTCOMES .....	141
CRITERION 6.1 .....	141
CRITERION 6.2 .....	142
CRITERION 6.3 .....	148
CRITERION 6.4 .....	149
CRITERION 6.5 .....	154
CRITERION 6.5.1 .....	154
CRITERION 6.5.2 .....	156
CRITERION 6.5.3 .....	157
CRITERION 6.5.4 .....	159
SECTION FOUR: APPENDICES.....	161
APPENDIX A .....	162
COLLEGE OF NURSING PHILOSOPHY .....	163
EDUCATIONAL OUTCOMES.....	166
ST. PETERSBURG COLLEGE'S MISSION AND GOALS .....	167
APPENDIX B .....	168
VITAE – SUSAN BAKER, Ph.D. ....	169
POSITION DESCRIPTION DEAN COLLEGE OF NURSING .....	172
APPENDIX C .....	174
CLINICAL FACILITIES CURRENTLY IN USE.....	175

SYSTEMATIC PLAN FOR EVALUATION REPORT (See Separate Document)

# NATIONAL LEAGUE FOR NURSING ACCREDITING COMMISSION

## SELF-STUDY REPORT

### SECTION ONE

#### EXECUTIVE SUMMARY

##### GENERAL INFORMATION PROGRAM TYPE, PURPOSE AND DATES OF VISIT

The College of Nursing at St. Petersburg College offers an Associate in Science in Nursing degree program since 1956. The purpose of the scheduled visit is for continuing accreditation of the nursing program. The dates of this visit are February 7, 8, and 9, 2012.

- **Name and address of the college:**

St. Petersburg College  
P. O. Box 13489  
St. Petersburg, FL 33733

- **Name and title of the chief administrative officer:**

William D. Law, Jr., Ph.D.  
President

- **Regional/institutional accrediting body and status of last review:**

St. Petersburg College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The College was last reviewed and reaffirmed in 2008.

- **Name and address of the educational unit in nursing:**

Mailing address: St. Petersburg College  
College of Nursing  
P. O. Box 13489  
St. Petersburg, FL 33733

Physical location: Health Education Center  
7200 66th Street North  
Pinellas Park, FL 33781

- **Name and title of the administrator of the unit in nursing:**

Susan A. Baker, Ph.D., R.N.  
Interim Dean, College of Nursing  
Phone: 727-341-3640  
Fax: 727-341-3646  
E-mail: [baker.susan@spcollege.edu](mailto:baker.susan@spcollege.edu)

Gail R. Burt, M.S.N., R.N.  
Program Director  
Phone: 727-341-3625  
FAX: 727-341-3646  
E-Mail: [burt.gail@spcollege.edu](mailto:burt.gail@spcollege.edu)

Janice K. Wittman, Ph.D., R.N.  
Program Director  
Phone: 727-341-3700  
Fax: 727-341-3646  
E-mail: [wittman.jan@spcollege.edu](mailto:wittman.jan@spcollege.edu)

- **Board of Nursing approval status:**  
Florida Board of Nursing, continuing approval for the past 50 years; continuing approval will be granted upon receipt of NLNAC continuing accreditation.
- **NLNAC accreditation standards and criteria used:**  
NLNAC Accreditation Manual; NLNAC Standards and Criteria: Associate Degree in Nursing Program – 2008 Standards and Criteria



## INTRODUCTION

St. Petersburg College (SPC) is a large multi-campus college that was founded in 1927 as a private, nonprofit, two-year college. At that time and until June 2001, the college was known as St. Petersburg Junior College (SPJC). In 1948, the college became a public, tax-supported institution and in June 2001, it became a four-year institution with a name change from SPJC to SPC.

In August of 2002, the college started offering baccalaureate programs leading to bachelor's degrees in education, nursing, and technology management. Additional degree programs were developed to meet the need for employees in the respective career fields. It should be noted that SPC remains strongly committed to its two-year programs and is proud of its high national ranking in that area. The college has also formed liaisons with other institutions of higher learning. Through the college-university partnership program, baccalaureate and higher degrees can be earned through a combination of distance education programs as well as some on site classes. The many educational opportunities offered to the citizens in our area as well as the long standing excellent reputation of SPC accounts for the high student enrollment that numbered 61,592 during the 2010–2011 academic year.

- **Total number of ADN Faculty for Fall Semester 2011:**  
Faculty: Full-time 41 (includes 7 hospital partnership contributed faculty)  
Skills Lab Facilitators 7  
Part-time 16
- **Total student enrollment in educational unit in nursing as of Fall Semester, 2011:**  
ADN Students 621 (345 day students and 276 evening students)

### **Historical Perspectives**

The SPC nursing program evolved from Mound Park Hospital (now Bayfront Medical Center) School of Nursing in 1956, becoming Florida's first community college nursing program. Initially approved by the Florida Board of Nursing as a three-year program, planning for a two-year associate degree program was initiated in the early 1960s with funding from a W.K. Kellogg Foundation Grant. Dr. Mildred Montag provided consultation for that project and her

correspondence with St. Petersburg Junior College remains in the archives of Columbia University. SPJC admitted its first two-year class in 1962. That class graduated in 1964 along with the last three-year class. Initial NLN accreditation was obtained in December 1970. Continuous accreditation has been maintained since that time.

Currently the nursing program consists of 72 credits. Eleven credits are required prior to admission to the first nursing course. The nursing courses are delivered over four semesters. The nursing courses are offered at the Health Education Center and Bay Vista classrooms. The general education support courses are taken on the student's home campus. There are numerous home campuses: St. Pete/Gibbs; Clearwater; Tarpon Springs; Seminole; Downtown and Midtown. While the nursing program utilizes the web for classroom support or blended online classes, the nursing program does not offer distance education.

Across its 55-year history, graduates of the college's nursing program have served the community in all hospitals as well as in multiple other health care settings. Many have continued their education and serve in management, education, clinical specialist, and advanced practice positions. Others have distinguished themselves in the areas of nursing research, nursing publication, nursing education, and deanships. Currently, some of the graduates who now hold advanced credentials are members of the SPC nursing faculty. Similarly, the nursing administrative team have been recognized as local, state and national leaders as have many of the faculty members.

The nursing program looks forward to continuing its tradition of excellence within a nationally recognized college.

## **SUMMARY OF STANDARDS AND CRITERIA**

### **Standard I - Mission and Administrative Capacity**

The nursing education unit's mission reflects the governing organization's core values and is congruent with its strategic goals and objectives. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified outcomes.

The College of Nursing's (CON) mission, vision and philosophy and Educational Outcomes (student learning outcomes) are congruent with St. Petersburg's College's (SPC) mission and goals as they both address providing accessible, learner-centered education, providing a diverse student body with innovative teaching and learning technologies, and contributing to the continued commitment to life-long learning.

Faculty, administrators and students participate in College and College of Nursing governance activities and have mechanisms through which they can communicate with higher administration through regular meetings, minutes, web pages, e-mails and special task forces.

The communities of interest have input through membership on the College of Nursing Advisory Committee. This committee is made up of representatives of the program's clinical partners, College of Nursing alumni, other area nursing programs, the Urban League and representatives from SPC and the College of Nursing.

The ADN Program have a number of partnerships which promote excellence in nursing education and provide resources that allow for an increase in enrollment. These include the Dr. George Morris Earn and You Learn Program, the BayCare Health Systems Partnership, the HCA Largo Medical Center and Northside Hospital Partnerships and the Bay Pines Veterans Administration Health Care Partnership. In addition, the ADN Program also has affiliation agreements with 12 health care agencies for clinical placement of students.

The College of Nursing is administered by Dr. Susan Baker, Interim Dean, who is academically and experientially qualified for the position. She is strongly committed to the

program and its continuing success. She is assisted by two well-qualified program directors for the Associate Degree Program, Mrs. Gail Burt, Associate Degree Program Director and Dr. Janice Wittman, Associate Degree Program Director Evenings. Mrs. Burt holds a master's degree in nursing and Dr. Wittman has a master's degree in nursing and a doctoral degree in health education. Dr. Baker's position description shows that she is directly accountable for the A.S. in Nursing, RN-BSN Completion Program, and the Advanced Technical Certificates. She has the authority and responsibility for program development with the assistance of two program directors who are dedicated full-time to the administration of the ADN Program.

The Dean and the ADN Program Director, with input from faculty, participate in the budgetary process and have authority to prepare and administer the program budget. While there are some differences, the overall general operating budget is comparable to other health programs. The policies of the ADN Program are comprehensive, provide for faculty and staff welfare and are consistent with the governing organization. Policies related to hiring, salary and benefits, annual and continuing contracts, evaluation and termination are the same as the governing institution. Policy differences affecting faculty are related to contractual agreements with affiliation agencies or Florida State Board of Nursing requirements. These include the requirement for licensure, CPR certification, health and immunization requirements.

Students have a number of avenues to address concerns and suggestions including representation on ADN Committees. Students also have a right to follow an informal appeal process which begins with the instructor and follows the "chain of command" through the program directors to the Associate Provost. Once the student receives a decision by the Associate Provost, the student has a right to file a formal appeal which begins the formal appeals process which is outlined in the "Student Grievances and Academic Appeals" board rule. In 2009, there were two formal appeals that were decided in favor of the program. Since then there have been no formal appeals. Faculty also have a personnel grievance procedure.

The ADN Program does not offer distance education.

## **Standard II - Faculty and Staff**

Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing unit.

All 41 full-time faculty including seven hospital partnership (contributed) faculty are credentialed with a minimum of a master's degree with a major in nursing and maintain expertise in their areas of responsibility. Nine faculty have earned doctorates. Seventeen part-time faculty hold master's degree in nursing and six part-time faculty hold baccalaureate degrees in nursing. Seventy-four percent of the part-time faculty have master's degrees in nursing. Two part-time faculty members with baccalaureate degrees currently have 18 credits toward their master's in nursing and are credentialed by portfolio. Four of the baccalaureate part-time faculty are Skills Lab Facilitators who sometimes act in a part-time faculty role by doing skills check-offs and clinical substitution.

The Florida State Board of Nursing requires that the Program Director and 50% of the program's faculty members be registered nurses who have a master's degree or higher in nursing. The CON meets this requirement at 91%. The SPC rule require faculty to hold the doctor's or master's degree in the teaching discipline. However SPC has a procedure to allow for the hiring of highly qualified persons by portfolio if needed. The credentials of the Dean, Program Directors, full-time and part-time faculty are compliant with the rules as stated by the Florida Board of Nursing and St. Petersburg College without exception.

The Skills Lab manager and two Skills Lab Facilitators hold master's degrees in nursing. The other four Skills Lab Facilitators hold baccalaureate degrees in nursing. The Skills Lab Facilitators arrange supplies for practice, support computer testing, support simulation and practice with students. They also from time to time provide support to faculty in the clinical setting by reinforcing skills with weak students and serve as substitute clinical instructors. They

may also observe students completing skills check-offs after the skill has been presented and taught by faculty. It is for this reason that they are counted as part-time faculty.

The ADN Program has been fortunate in having an adequate supply of full- and part-time faculty to fulfill the purposes of the program.

All faculty continue their education through continuing education programs or in formal classes primarily as related to clinical practice or nursing education. Some faculty continue to practice in their area of expertise. The ADN faculty have a wonderful wealth and depth of educational experiences. Two faculty are certified nursing educators. A number of faculty are advanced practice nurses and four hold certification in practice areas. Many faculty are active in the community and the college.

There are no non-nurse faculty members teaching in the nursing program.

The secretarial support services include one full-time executive staff assistant to the Dean and three full-time administrative specialists.

SPC conducts an extensive orientation for newly hired full-time faculty. This is handled through the SPC's Center for Teaching and Learning (CETL). The CETL is also working to improve orientation for part-time faculty and is developing a survival guide for part-time faculty. The ADN Program also assists new employees to become oriented to their role.

Annual evaluation of all college employees is a requirement and provides for a recognition of strengths and weaknesses. In the Fall and Spring semesters college wide, students have an opportunity to complete the Student Survey of Instruction (SSI). Data collected from the SSI, along with observations and data from course evaluations are used by the Program Director when completing the college Faculty Evaluation and Professional Development Plan at the end of Spring semester each year. Goals from the previous year are evaluated and goals from the next year are established.

There are no non-nurse faculty members teaching in the ADN Program.

The Nursing Administrative staff are all evaluated annually utilizing the Career Staff Performance Planning and Evaluation Tool.

The ADN Program does not offer distance education.

### **Standard III – Students**

Student policies, development, and services support the goals and outcomes of the nursing education unit.

Policies for all students accepted by the ADN Program are congruent with those of SPC, are publically accessible, non-discriminatory, and consistently applied. Those policies that differ for nursing are required by affiliation agreements with clinical agencies. Policies are clearly delineated in the online College Catalog and in the College Student Handbook and in the A. S. Degree Nursing Student Handbook. Changes are communicated to students via the SPC live e-mail account, direct postal mailing, handbook addendum, and the ANGEL Student Commons.

Students have access to all Academic, Business and Campus Support services provided by the college. In addition, nursing students receive extensive support from the New Initiative Program (NIP) and from Connections. The NIP program provides tutoring support for nursing, general education and support courses. Connections provides support and resources to address academic, social and personal challenges that may hinder student success. A review of the SPC compliance certification indicates 100% compliance with all federal guidelines for record keeping by SPC, the Financial Aid Office and Student Records.

SPC is in full compliance with the Higher Education Reauthorization Act Title IV. SPC remains committed to upholding high standards in the administration of student financial aid services.

There are extensive materials available to the public online and in print to communicate information to the public. The information is accurate and consistent. It includes the program's NLNAC accreditation status and NLNAC contact information and the Florida Board of Nursing approval status.

Changes in policies, procedures and program information are clearly and consistently communicated to students through a variety of methods such as the ADN Student Commons within ANGEL, hard copy correspondence, nursing syllabi, college website and college student



e-mail. The changes are published to students prior to the implementation of a new policy or with an addendum to the syllabus at the beginning of the course.

All students must complete the SPC computer information literacy competency prior to entry into the ADN Program. Orientation to the ANGEL platform is found on the MY SPC home page. An ANGEL Help Support Desk is available from 7 a.m. - midnight seven days per week. Students also have access to the Simulation Center for Excellence in Nursing Education (SCENE) and are oriented by the Faculty and by the Skills Lab Facilitators who are specially trained in the operation of the simulators. Students learn about electronic medical records in the health care agencies where they are oriented and have access to technical support. The ADN Program is researching vendors to provide electronic medical record capability in the skills lab and in the SCENE.

The ADN Program does not offer distance education.

## **Standard IV - Curriculum**

The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.

The nursing curriculum is based on the 2000 National League for Nursing (NLN) Educational Competencies for Graduates of Associate Degree Nursing Programs. The curriculum is organized around the roles of the nurse as Provider of Care, Member of a Discipline and Manager of Care. Key competencies include clinical decision making, communication, managing care, collaboration and professional behaviors. There is a direct relationship from the 2000 NLN Competencies and nursing course content to the achievement of the Educational Outcomes (student learning outcomes).

The curriculum is developed by faculty and regularly reviewed for rigor and currency. Curriculum evaluation is a continuous process engaged in by all nursing faculty. Documentation of curriculum discussions and decisions can be found in the minutes of course level meetings, Curriculum Committee meetings and Faculty meetings. Examples of decisions made by faculty include a curriculum mapping project, addition of electronic medical records course objectives, changes in scholarly paper guidelines, and textbook adoptions.

Major Learning Outcomes (MLOs) and Course Objectives (CO) for each nursing course flow from the philosophy and conceptual model and the Educational Outcomes (student learning outcomes) identified by faculty and demonstrate increasing level of complexity of course content and objectives as students progress through the program. The delivery of instruction, selection of learning activities and the types of evaluation methods are directed toward the achievement of the Educational Outcomes (student learning outcomes).

Cultural, ethnic and socially diverse concepts are included in every nursing course. For example, with beginning students there is an examination of the role of federal agencies, initiatives and laws in provision of cultural health care. In the second semester, cultural, ethnic, and socially diverse concepts are discussed in relation to childbearing families. In the second

year, ethnic and sociocultural differences in dealing with child-rearing families and death and dying are explored. In the last semester students are expected to consider ethnic and sociocultural aspects as part of their holistic approach when intervening with clients with multisystem failure in acute and alternative delivery settings.

The faculty have carefully formulated evaluation methodologies and tools to reflect established professional and practice competencies. These methodologies and tools have been designed to measure achievement of Educational Outcomes (student learning outcomes) and Program Outcomes. Student progress is evaluated through achievement testing, standardized testing, scholarly papers and established clinical performance criteria.

Principles from brain based learning are applied through such activities as concept mapping, simulation, web-based learning, and creation of a learning environment that fosters development of patterns of learning. Faculty believe strongly in the importance of experiential learning and the need to involve the learner in the active learning process through carefully selected patient assignments and goal-oriented simulation scenarios that reinforce theoretical concepts being taught. Interdisciplinary collaboration is fostered on campus through teaching of faculty across disciplines. In the clinical setting, students have exposure to the other interdisciplinary roles in the health care setting. Nursing courses reflect the best practices as defined by the American Nurses Association Standards of Practice and Professional Performance as described in Nursing Scope and Standards of Practice (2nd ed.) and incorporate the knowledge, skills and attitudes for Professional Practice. Evidence-based practice is discussed at all level meetings and curriculum meetings and a process was established Spring 2011 to allow a direct channel of information to flow from the research gathered by faculty to incorporation of the change into the curriculum so the students are learning the most current content and techniques available.

The length of the ADN Program within the College of Nursing at St. Petersburg College is consistent with the policies of the governing organization as well as with state and national

standards. The length of the ADN Program is 72 credit hours with 30 credits of general education and support courses.

The clinical component of each course is planned to allow the development of increasingly complex judgment, critical thinking and skill. The ADN Program has affiliation agreements with all health care agencies where students do clinical. These agencies expose the students to diverse urban, teaching, community and age-related settings. All clinical agencies affiliated with the ADN Program are accredited by The Joint Commission and comply with patient health and safety goals.

The ADN Program does not offer distance education.

## **STANDARD V - Resources**

The fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organizations. The College administration and Board of Trustees are committed to providing resources necessary to maintain a nationally acclaimed institution while providing equity across institutional programs. Fiscal resources are considered equitable with other health programs in the college. This is done through the Unrestricted General Operating Budget as well as by the Nursing Lab Fees Budget.

There are 15 general classrooms, one computer lab, and a multi-million dollar Simulation Center for Excellence in Nursing Education. In addition, the ADN Program has access to other classrooms in the HEC as needed. All full-time faculty have private offices and part-time faculty share offices. An attempt is made to assign a part-time day faculty with a part-time evening faculty to assure privacy for counseling students. There are areas on the first and second floors for students to congregate including the library and table and chairs in the lobby and hallways.

The resources available to students at SPC and at the HEC are vast. The M. M. Bennett Library serves four campuses and five centers and has a vast collection as well as 231 electronic research databases. In addition, the online library provides 24/7 access to the resources of the library and serves as a gateway to the library services. Other services available to nursing students at HEC include the Nursing Skills Lab where students can practice their motor skills, access computerized instruction, and receive assistance from a skills lab facilitator with their learning needs. The Simulation Center for Excellence in Nursing Education (SCENE) provides for a supportive environment in a realistic clinical setting for students to learn and master nursing skills. It is a safe, non-threatening teaching/learning environment which fosters the development of the level of critical thinking essential for the professional nurse.

The ADN Program does not offer distance education.

## **Standard VI - Outcomes**

Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

The ADN Program uses the Systematic Plan for Evaluation (SPE) as an essential tool in the ongoing assessment and evaluation of the Educational Outcomes (student learning outcomes) and Program Outcomes and of the NLNAC Standards. In accordance with the evaluation plan, data is collected and reviewed at predetermined time intervals. Data is aggregated, trended and distributed to faculty through multiple reporting methods.

Aggregated, trended evaluation findings are used to inform decision making. For example the LPN three semester graduation rates were used to make the decision to appoint full-time faculty to the Orientation to Professional Nursing course and to complete syllabus revisions. Data from the Student Surveys of Instruction, course evaluations, course completion rates, and End of Program Exit Exams and NCLEX results are examples of some of the data used to by faculty to make decisions.

Evaluation findings are shared with communities of interest through the College of Nursing Advisory Committee which meets twice per year where data regarding student enrollment, retention, NCLEX performance, program satisfaction, Educational Outcomes (student learning outcomes) and major curriculum changes are discussed. The Advisory Committee minutes are posted to the Advisory Committee website which is accessible to the public and other important stakeholders. Also on this website is the Comprehensive Academic Program Review which summarizes the elements of the program's viability and productivity.

Graduates demonstrate achievement of competencies appropriate to role preparation. For example students must successfully pass the End of Program Exit Exam and satisfactorily demonstrate clinical competence on the NUR 2811C clinical performance evaluation. There are

seven Educational Outcomes (student learning outcomes) that are tracked with a variety of measures and students are meeting the benchmarks set by faculty.

The program demonstrates evidence of achievement in meeting the program outcomes. The NCLEX pass rates are trending upward. Licensure pass rate was at the national rate for the second and third quarters of 2011. The year-to-date pass rate is within 0.12% of the national pass rate. A number of strategies have been implemented in an effort to raise the pass rate.

The ADN Program is meeting the benchmarks set by faculty for program completion. The Program tracks four and five semester graduation rates for Nursing I students. While it is hoped that students will graduate in four semesters, there are a number of outside influences such as family and financial problems that make it very difficult to complete the program without having to stop out. The current graduation rate is at 76% for four semesters and at 85% for five semesters. The LPN Transitional students are tracked for three and four semesters. The current graduation rate for three semesters is 74.6% and the four semester rate is 79.4%. The LPN Transitional students tend to be less academically prepared although they meet the minimum admission requirements. They work full-time jobs to maintain health care benefits and to meet financial obligations.

Program satisfaction measures indicate that the graduates and the employers are satisfied with the program. Ninety-one percent of the graduates indicate they would recommend the program to others. Ninety-nine percent of the employers indicate they would hire SPC nursing graduates. Efforts have been made to increase the response rate of both graduates and employers.

Job Placement rates are tracked by SPC Institutional Research, Planning and Budgeting with the most recent official data available demonstrating that 16 graduates were continuing their education and 288 were employed in the field of nursing with a 100% placement rate.

The ADN Program does not offer distance education.

## **ANALYSIS AND SUMMARY OF STRENGTHS AND AREAS NEEDING IMPROVEMENT**

Analysis reveals the following strengths of the SPC College of Nursing:

1. Well-qualified CON administrators and faculty.
2. CON faculty and students who are active and involved within the college and the community.
3. Commitment to the CON's Mission, Vision, and Philosophy and SPC's Mission and Goals in implementing the CON's program of study.
4. Fair and equitable policies and support services for students.
5. A carefully designed increasingly complex curriculum for the ADN Program that is consistent with the CON philosophy and organizing framework. Attainable outcomes are designated for each course and for the end of the program of study.
6. Multiple and varied clinical learning environments and facilities.
7. Extensive resources to promote student learning.
8. Administrative support external to the CON.
9. Equitable fiscal resources.
10. Community support through partnerships.
11. An active Advisory Committee.

Analysis reveals the following Areas for Improvement:

1. Improve pass rate on NCLEX-RN for first time writers. Measures have been instituted that should help to improve student preparation and graduate performance on the NCLEX-RN.
2. Improve achievement test construction and leveling of test complexity across the curriculum.
3. Incorporate the new NLN Education Competencies for Graduates of Associate Degree Programs in the curriculum.



4. Include the Quality and Safety Education for Nursing Competencies (QSEN) in the curriculum.

## **SECTION TWO**

### **STANDARD 1: MISSION AND ADMINISTRATIVE CAPACITY**

The nursing education unit's mission reflects the governing organization's core values and is congruent with its strategic goals and objectives. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified outcomes.

**Criterion 1.1: The mission/philosophy and outcomes of the nursing education unit are congruent with those of the governing organization.**

The mission, goals and philosophy of the nursing unit for the ADN Program are congruent with and contribute to the achievement of the mission, goals and philosophy of St. Petersburg College (SPC). The mission and goals of the college are published in the 2011-2012 St. Petersburg College Catalog, [www.spcollege.edu/webcentral/catalog](http://www.spcollege.edu/webcentral/catalog) (Appendix A). The philosophy of the nursing unit is published on pages 11–13 of the 2011-2012 College of Nursing A. S. Degree Nursing Student Handbook (available on-site). New editions of the handbook are provided to students upon entry into the program and at the beginning of each academic year. Faculty members also maintain current copies.

The College of Nursing has recently revised its mission and vision statements to better reflect the mission of the College. The mission statement reflects an inclusive mission for both the Associate and Baccalaureate degree programs. The newly developed vision statement projects a global vision for current and future planning. Additionally, a marketing tag line was developed and states "Caring enough to learn, Learning enough to care". Table 1.1.1 reflects the new mission and vision statements.

**Table 1.1.1: College of Nursing Mission and Vision Statement**

CON Mission Statement	CON Vision Statement
<p>The College of Nursing at St. Petersburg College is committed to promoting student learning and maximizing opportunities for student success. Associate and Baccalaureate level nurses are prepared to care for a diverse society by exposure to rich learning experiences that:</p> <ul style="list-style-type: none"> <li>• Provide challenging educational opportunities aimed at developing competent nurses who respond to changing issues, trends and global perspectives influencing policies and practices in health care.</li> <li>• Provide a diverse student body with innovative teaching and learning technologies.</li> <li>• Enhance opportunities for community collaboration and partnerships.</li> <li>• Contribute to continued commitment to lifelong learning.</li> </ul>	<p>Through creative, innovative educational experiences students from diverse populations will become competent nurses who can meet the health care needs of the community.</p> <p><i>SPC-CON Tag Line: "Caring enough to learn, Learning enough to care"</i></p>

The mission and vision of the nursing unit for the ADN Program contribute to the achievement of the mission of St. Petersburg College (SPC). The nursing unit mission and vision are highly congruent with the governing organization’s mission. Table 1.1.2 reflects a comparison of the College’s mission and the College of Nursing’s mission. (See Appendix A)

**Table 1.1.2: Comparison of Mission and Vision**

SPC Mission and Vision	CON Mission Statement
Provide accessible, learner-centered education for students pursuing . . . associate degrees.	Is committed to promoting student learning and maximizing opportunities for student success.
Goal VII - Provide a diverse student body with innovative teaching and learning technologies.	Prepared to care for diverse society by exposure to rich learning experiences.
Goal V and IV - Provide challenging educational opportunities; providing opportunities that encourage global awareness and perspectives.	Provide challenging educational opportunities aimed at developing competent nurses who respond to changing issues, trends and global perspectives influencing policies and practices in health care.
Goal VII - Provide a diverse student body with innovative teaching and learning technologies.	Provide a diverse student body with innovative teaching and learning technologies.
Goal III - Promote community’s economic and cultural development . . . and targeted partnerships and leadership activities.	Enhance opportunities for community collaboration and partnerships.
Goal III - Promote community’s economic and cultural development with . . . continuing education life-long learning.	Contribute to continued commitment to lifelong learning.

The philosophy of the ADN Program, as published on pages 11-13 of the 2011-2012 College of Nursing A. S. Degree Nursing Student Handbook, has further congruency with the College mission statement. The ADN Program philosophy reflects the integral role of the program in facilitating achievement of the college mission and goals as well as contemporary beliefs and legal requirements for the practice of registered nurses. Table 1.1.3 reflects a comparison of the College’s mission and goals and the College of Nursing’s philosophy and Educational Outcomes (student learning outcomes). The philosophy and Educational Outcomes (student learning outcomes) are located in Appendix A.

**Table 1.1.3: Comparison of College Mission and Goals, CON’s Philosophy and Educational Outcomes (Learning Outcomes) – Excerpts – Full Table On-Site**

SPC Mission	CON Philosophy	Educational Outcomes (Learning Outcomes)
Provide accessible, learner centered education for student pursuing selected . . . associate degrees . . .	Learners are unique individuals with previously acquired knowledge, experience, attitudes and behaviors who discover their potential for self-actualization through the learning process.	Outcome 7 – Knowledge of Theoretical Concepts and Critical Thinking Skills essential for the safe practice of nursing care as a graduate nurse.
	Preparation for nursing practice is a creative, dynamic process that occurs within a system of higher learning.	
	By providing opportunities for students to identify learning needs, faculty assists students to meet specific objectives.	
Creative partner with students, communities . . . to deliver rich learning experiences.	The learning process ensures faculty and learners will establish a collaborative, trusting, caring and ethical relationship.	Outcome 2 - Communication abilities by applying knowledge of the use of principles and concepts of therapeutic communication and interpersonal relationships.
	Contemporary societies are aggregates of culturally diverse persons who coexist in communities. These communities evidence interpersonal and institutional relationships.	Outcome 4 - Knowledge of alternative delivery systems. Outcome 6 - Knowledge of and application of the role of the Associate Degree Nurse as members of the discipline.

**Table 1.1.3: cont.**

SPC Mission	CON Philosophy	Educational Outcomes (Learning Outcomes)
	Through evidence-based nursing practices, clinical and cultural competencies, high ethical standards and dignified care is provided to all clients regardless of health problems, personal attributes, or socio-economic status.	Outcome 3 - Application of knowledge of therapeutic nursing interventions by providing a physically and psychologically safe and comfortable environment for clients.
. . . to promote economic and workforce development.	. . . nursing education is directed toward enabling students to develop professional attitudes and the knowledge, skills and behaviors necessary for the ethical practice of nursing . . .	Outcome 5 - Knowledge of and application of the role of the Associate Degree Nurse as manager of care. Outcome 7 - Knowledge of theoretical concepts/critical thinking skills essential for safe practice of nursing.
Goal VII - Provide diverse student body.	Contemporary societies are aggregates of culturally diverse persons.	Outcome 2 - Use principles and concepts of therapeutic communication and interpersonal relationships.
Goal VII - . . . innovative learning technologies in various instructional modalities.	This system (system of higher learning) provides opportunities to increase knowledge in nursing theory and practice through a variety of teaching and learning modalities such as . . .	Outcome 7 - knowledge of theoretical and critical thinking skills essential for safe practice of nursing.
Goal IX - Recruit and develop an outstanding, diverse faculty.	Faculty members serve as role models, instructors, evaluators, mentors and co-learners in the learning process.	Outcome 7 - Knowledge of theoretical and critical thinking skills essential for safe practice of nursing.
Goal X - . . . assure a culture of excellence in . . . academic success.	Scholarship, the demonstration of systemized knowledge and expertise in academic teaching.  Each learning activity is designed to prepare the graduate for the challenges of nursing practice and the evolving demands of the health care environment.	Outcome 3 - Application of knowledge-therapeutic interventions-provider of care. Outcome 5 - Knowledge and application-manager of care. Outcome 6 - A member of the discipline of nursing. Outcome 7 - Knowledge of theoretical and critical thinking skills essential for safe practice of nursing.

The college is committed to equal access/equal opportunity as noted in the 2011-2012

College Catalog located online at [www.spcollege.edu/webcentral/catalog](http://www.spcollege.edu/webcentral/catalog). The Office of Special

Programs is designed to increase students' awareness of the importance of receiving a college education and to increase the number of underrepresented students who graduate with a degree and/or complete academic programs and to reduce the number of students who leave college before realizing their dreams of graduation. Students participate in this program on an individual basis.

Table 1.1.4 reflects the diversity of students admitted to the nursing program from Fall 2008 through Summer 2011.

**Table 1.1.4: Diversity of Nursing Students Admitted to the Nursing Program**

<b>Session and Year</b>	<b>Cohort Population</b>	<b>Caucasian</b>	<b>African/American</b>	<b>Asian/Pacific Islander</b>	<b>Native American</b>	<b>Hispanic</b>
<b>US Census Bureau 2010</b>	Pinellas County	82.1%	10.3%	3.1%	0.3%	8%
	Florida	75%	16%	25%	0.4%	22.5%
<b>Fall 2008</b>	SPC Nursing	57.8%	8%	5.6%	.4%	9.6%
<b>Spring 2009</b>	SPC Nursing	63.6%	13.4%	6.4%	.1%	6.2%
<b>Summer 2009</b>	SPC Nursing	61.8%	16.6%	4.2%	1%	6.2%
<b>Fall 2009</b>	SPC Nursing	62.6%	11%	4.4%	1%	6.4%
<b>Spring 2010</b>	SPC Nursing	63%	11.4%	7%	1%	4%
<b>Summer 2010</b>	SPC Nursing	64.8%	9.6%	3%	1%	7%
<b>Fall 2010</b>	SPC Nursing	62%	9%	6%	1%	6%
<b>Spring 2011</b>	SPC Nursing	60.4%	9.8%	5.6%	1%	4.4%
<b>Summer 2011</b>	SPC Nursing	61.6%	10.3%	6.6%	2%	5.6%

**Criterion 1.2: The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.**

The nursing unit has a long history of participatory decision making in determining the philosophy, organizing framework and curriculum for the program; in making decisions regarding admission and progression of students and in participating in decisions regarding other operational aspects of the program. Faculty, administrators and students participate in college-wide governance activities and have mechanisms through which they can communicate with higher administration through regular meetings, minutes, web pages, emails and special task forces.

Annually, all full-time faculty members are appointed to committees within the nursing program with input from the faculty as to their area of interest. Part-time faculty are appointed to respective course level committees and Associate Degree Faculty Committee. The committees include:

1. Associate Degree Faculty Committee - All ADN faculty are members of this committee and receive reports from the other committees and take final action on recommendations that are brought forward by other committees. The Nursing Administrative Team may also bring forward issues that affect the program and require action by faculty as another mechanism of making sure that policies and procedures voted by faculty are being implemented as approved by faculty. In this forum, the budget is discussed and faculty input is solicited.
2. Curriculum Committee - An instructor serves as the chairperson of the committee with representatives from each course serving as committee members. The committee addresses issues of concern related to all aspects of the curriculum and its implementation. Recommendations go to the Associate Degree Faculty Committee for final action.



- a. Resources Subcommittee - This committee is a subcommittee of the Curriculum Committee and is responsible for oversight of all resources necessary for the implementation of the curriculum. A representative from the HEC library serves on this committee to facilitate the maximum utilization of all library resources and to maintain the currency of resources and audiovisual materials.
  - b. Ad Hoc (Electronic Medical Record) Subcommittee – This is a subcommittee of the Curriculum Committee and is responsible for reviewing EMR products available for purchase and making recommendations to faculty.
3. Evaluation Committee - An instructor serves as the chairperson of the committee with representatives from each course serving as committee members. This committee is responsible for the implementation of the Systematic Evaluation Plan. The members coordinate the collection, assimilation and interpretation of data. Data is relayed to faculty usually in level meetings and committee meetings to serve as a basis for decision making.
4. Student Affairs Committee - An instructor serves as the chairperson of the committee with representatives from each course serving as committee members. The Student Nurses Association Advisor serves as a committee member. Student representatives often participate in the committee meetings. The committee is responsible for addressing student concerns, student policies and procedures and student activities. All students have input into this committee via e-mail where issues/concerns can be brought forward to faculty. Student Nurses Association volunteer activities and pinning activities are communicated to faculty through this committee.
5. Faculty Life Committee - This committee is chaired by a faculty member with the representatives from various course levels and College of Nursing's faculty representatives to the Faculty Governance Organization. This committee is

responsible for addressing faculty concerns that affect faculty satisfaction. Some of the areas that this committee addresses include faculty orientation and mentoring, planning of the Endowed Chair workshop(s), communication with nursing administration regarding problematic issues, and overseeing the Faculty and Staff Fund for Activities such as retirements, flowers and cards for ill faculty members and their families, and holiday parties.

6. Scholarship Committee - A faculty member serves as co-chairperson with a BSN faculty co-chairperson. Each student's scholarship application is reviewed by the committee. Scholarships are awarded based upon the criteria for each individual scholarship.
7. Course Level Committees – This committee consists of members of the teaching teams for NUR 1021C, 1211C, 2462C, 2731C and 1001C. An instructor serves as the Lead Instructor for the level and chairs the committee meeting. All faculty members teaching in the course serve as committee members. The committee promotes consistency in planning, implementing and evaluating the curriculum across the multiple sections of the course.

The administrative team consisting of the Dean, Associate Degree Program Director and Evening Program Director function as ex-officio, non-voting members of all of the committees. As a matter of practice, the program directors attend the committee meetings with the exception of the Scholarship Committee and a portion of the Faculty Life Committee.

Record of committee member attendance is maintained in committee meeting minutes and tracked by the Evaluation Committee (available on-site). Table 2.1 depicts faculty committee assignments for the current academic year. The committee assignment for 2010-2011 is available on-site.

**Table 1.2.1: Faculty Committee Assignments for 2011-2012 Academic Year**

<p><b>ADHOC EMR SUBCOMMITTEE:</b>          Burch, Vera          Clem, Dr. Angela          Merrefield, Sharon          Neuzil, Anna          Rewald, Chuck          Schwalb, Jake  <b>Velazquez, Ruth - Chair</b></p>	<p><b>ADHOC RESOURCES SUBCOMMITTEE:</b>  <b>Burch, Vera - Chair</b>          Lauman, Deborah          Lutocka, Christine          McCusker, Dr. Mimi          Rewald, Chuck          Sutton, Marla</p>
<p><b>CURRICULUM:</b>          Briggs, Dr. Jeff          Clem, Dr. Angela          Honig, Leslie          Keller, Dr. Rosemary          Lauman, Deborah          Lutocka, Christine          Merrefield, Sharon          Morgan, Darcy          Morris, Anne          Neuzil, Anna          Offutt, Michelle          Patterson, Kristina          Rewald, Chuck          Siegel, Jeanne  <b>Velazquez, Ruth - Chair</b></p>	<p><b>EVALUATION:</b>          Crumbs, Catherine          Gallagher, Ruth          Garrison, Chris          Greenfield, Vicki          Keeney, Becky  <b>McCusker, Dr. Mimi - Chair</b>          McGill, Dr. Lori          Patterson, Kristina          Rudolph, Brent          Siegel, Jeanne          Suttle, Dr. Cathy          Sutton, Marla</p>
<p><b>FACULTY LIFE/FGO REPS:</b>          Archbold, Lisa          Esser, Dr. Joni          Keeney, Becky  <b>Lane, Dr. Kathy - Chair</b>          Prairie, Alexis          Ratliff, Marty          Smisek, Maria          Warman, Kathy - Senate Member</p>	<p><b>LEVEL I</b>          Burgess, Diana          Crumbs, Catherine          Greenfield, Vicki          Keller, Rosemary          Lutocka, Christine          Lysinger, Linda  <b>McGill, Dr. Lori - LEAD</b>          Merrefield, Sharon          Morris, Anne          Neuzil, Anna          Turner, Nancy</p>
<p><b>LEVEL II:</b>          Archbold, Lisa          Castillo, Theresa          Concepcion, Iris          Gallagher, Ruth          Honig, Leslie          Louis, Louisiana          McCusker, Dr. Mimi  <b>Offutt, Michelle - LEAD</b>          Prairie, Alexis          Ratliff, Marti          Russell, Barbara          Scott, Aissa          Stein, Heidi</p>	<p><b>LEVEL III:</b>          Clem, Dr. Angela  <b>Esser, Dr. Joni - LEAD</b>          Goot, Joanne          Johnson, Lisa          Morgan, Darcy          Schwalb, Jacob          Smisek, Maria          Siegel, Jeanne  <b>Warman, Kathy - LEAD</b>          Willis, Susan</p>

**Table 1.2.1: Faculty Committee Assignments for 2011-2012 Academic Year (cont.)**

<p><b>LEVEL IV:</b>          Briggs, Jeff          Chen, Allison          DeLaRosa, Digna          Erickson, Toni          Garrison, Chris          Goot, Joanne          Greenawald, Karen          Hawkins-Johnson, Jacqueline          Higgins, Joyce          Jay, Pat          Keeney, Rebecca          Keller, Dr. Rosemary          Lane, Kathleen          Lauman, Deborah          Murdock, Jackie          Neuzil, Anna          Patterson, Kristina          Rudolph, Brent          Rupp, Marc          Smisek, Maria          Suttle, Dr. Cathy  <b>Sutton, Marla - LEAD</b>          Velazquez, Ruth</p>	<p><b>LPN TRANSITIONAL:</b>  <b>Gallagher, Ruth – LEAD</b>          Honig, Leslie          Smith, Sabrina</p>
<p><b>SCHOLARSHIP COMMITTEE:</b>          Clem, Dr. Angela  <b>Neuzil, Anna - Chair</b>          Sutton, Marla          Robinson, Debbie</p>	<p><b>STUDENT AFFAIRS/SNA ADVISORS:</b>          Castillo, Theresa          Gerst, Mary          Goot, Joanne – SNA advisor          Morris, Anne          Murdock, Jackie  <b>Schwalb, Jake - Chair</b>          Scott, Aissa</p>

The nursing program faculty members are involved in college-wide faculty governance activities and serve on college-wide committees. There is an active Faculty Governance Organization (FGO). The Faculty Governance Organization (FGO) provides a vehicle through which faculty members may have input into administrative decisions of the college. The College Faculty Senate, a component of FGO, is comprised of elected representatives from each campus or center. These senators relay issues and concerns of those they represent. Similarly, they communicate Senate actions to their campus or center group. Each campus and center at the college has an arm of FGO. FGO representatives are elected from each department. The number of representatives is determined by an apportionment process based on the number of faculty members in each department. Each department elects their representatives. The ADN Program has four representatives.

The Faculty Governance Organization at SPC provides the forum and means for faculty to initiate input related to academic decision making and self-governance. FGO, having a multi-site, hierarchal structure, allows opportunities for ample input, critical discussion and formulation of recommendations. Recognition by the college administration and by FGO that cooperation and collaboration are key elements in facilitating quality development and progress within the college continually supports this mutual commitment. The President of FGO sits on the President's Cabinet and provides input into policy and budgetary discussions and has a seat on the platform at all graduation ceremonies.

The President of the SPC Faculty Senate is a senator who is elected to that position by fellow senators. The President of the SPC Faculty Senate, with input from the FGO, participates in the naming of faculty to college-wide committees as liaison. Of particular significance has been continuous representation of the nursing unit on the college-wide Curriculum Committee by the Chairperson of the Nursing Program Curriculum Committee. Through her service on the Deans Council, the Interim Dean is kept apprised of higher administration's initiatives and communicates them back to faculty. Table 1.1.2 documents current faculty representation on college-wide committees for academic year 2010-2011.

**Table 1.2.2: Faculty and Administrator's Representation on SPC College Committees 2010-2011**

Name	Committee
Gail Burt	Insurance, Academic Chairs and Program Directors, HEC Management and Educational Oversight
Joni Esser	FGO
Vickie Greenfield	Student Grievances
Leslie Honig	Faculty Compensation
Rebecca Keeney	FGO
Alexis Prairie	Clast Appeals
Ruth Velazquez	Curriculum and Instruction and FGO
Kathy Warman	HEC Safety, FGO and Faculty Senate
Dr. Jan Wittman	Academic Chairs and Program Directors and HEC Management

Students are invited to participate as non-voting members of all of the ADN Program committees with the exception of the Scholarship and Faculty Life Committees. The level of participation varies from year to year and with the time that students feel they have to devote to these endeavors. For example, during the 2010-2011 academic year students brought forward computer hardware problems, a student proposal of revision of Nursing I clinical prep tool for student use which was approved, a request for all handouts to be put in a centralized area which is still being considered (Nursing IV), writing on test booklet which faculty approved (Nursing I) and one addition to the clinical uniform dress code that was approved by faculty.

Nursing students are also active in the Student Nurses Association (SNA), and Phi Theta Kappa. Some are also active members of Florida Student Nurses Association (FSNA) through attendance at the annual FSNA Convention.

During the 2010-2011 academic year, ten nursing students attended various committee meetings. Table 1.2.3 demonstrates the level of student participation on college committees.

**Table 1.2.3: Student Representation on College and CON Committees**

<b>College Committee</b>	<b>Student Participation</b>
<b>Level 1 Nursing Committee</b>	Nursing I Team Meeting - student attended almost weekly Fall 2010 and Spring 2011 semesters
<b>Level 4 Nursing Committee</b>	Attended Nursing IV Team meetings - occasional basis
<b>Nursing 4 Student Participation in Other Committees</b>	HEC Phi Theta Kappa Secretary Organized food donation drive for the homeless Participated - 2011 Student Leadership Trip - Tallahassee Attended HEC Club Leader Retreat Participated in Student Government Association Budget Committee
<b>Curriculum Committee</b>	Attended monthly Curriculum Committee meetings on frequent basis
<b>Student Nurses Association</b>	2010-2011 - 39 members 2011-2012 - 98 members
<b>President SNA</b>	Planned Bake Sales for fundraising Attended HEC Club Leader Retreat Participated in Student Government Association Budget Committee Attended FSNA mid-year state convention - 2011 Attended Pizza with the President - October 2010 Attend the Leadership Retreat - February 2011
<b>Vice President SNA</b>	Attended FSNA mid-year state convention - 2010 Attended NSNA National Convention 2010 and 2011 Attended Pizza with the President - October 2010 Attend the Leadership Retreat - February 2011 Attended the Martin Luther King Junior Awards Dinner in January 2011
<b>Secretary SNA</b>	Attended Pizza with the President - October 2010
<b>Treasurer SNA</b>	Attend the Leadership Retreat - February 2011 Participated in the Nursing Information sessions - March 2011
<b>Historian SNA</b>	Participated in the Nursing Information sessions - March 2011
<b>Phi Theta Kappa</b>	2010-2011 academic year - 39 CON members

Nursing administrators actively represent the nursing unit at meetings with the Health Education Center. Nursing administrators attend Program Director, Provost Meetings and college level meetings as scheduled.

**Criterion 1.3: Communities of interest have input into program processes and decision-making.**

The College of Nursing's Advisory Committee meets twice per academic year. Committee membership includes representatives of the program's clinical partners, hospital nursing educators, College of nursing alumni, representatives from area nursing programs, the Urban League, and representatives from SPC and SPC College of Nursing. The Advisory Committee's functions include:

- Assessing how the program meets the current occupational needs of employers.
- Reviewing and making recommendations on the program curriculum.
- Providing input to help prepare students for work in their chosen field.
- Assisting in recruiting, providing internships and in placing qualified graduates in appropriate jobs.
- Expanding and enhancing St. Petersburg College's reputation in the community by fostering positive community relationships.
- Approving all program equipment purchases in excess of \$999.99.

This information assists the Advisory Committee in providing input regarding program processes and assists the nursing unit in facilitating program planning, purchase of skills lab equipment and identification of sites for clinical experiences. Information about the Advisory Committee is available on-site.

**Criterion 1.4: Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community.**

Every clinical site has a formal contract with SPC in the form of Affiliation Agreements. Agency and college responsibilities are outlined in these contracts. All contracts are up-to-date and reviewed annually. The College of Nursing currently has 12 affiliation agreements and five Memoranda of Understanding. Appendix C shows the clinical agencies currently in use.



The Dr. George Morris Earn As You Learn RN Program is sponsored by Morton Plant Mease Health Care and admits 12 students per incoming class. The students are supported with a weekly stipend, tuition and books. The students are required to work two shifts per pay period and after graduation the students are hired by Morton Plant Mease Health Care. The program also provides one full-time hospital partnership contributed faculty.

The BayCare Health Systems partnership admits 24 incumbent workers or family members of employees who meet the minimum requirements for admission to the Nursing Program. The students are supported with payment of tuition. The students also have a work requirement as a part of their agreement. BayCare provides three full-time partnership contributed faculty and one full-time partnership contributed Skills Lab Facilitator. Additional classroom space with computers is provided by Bay Care at the Bay Vista Educational facility for student use.

HCA Largo Medical Center and HCA Northside Hospital partnerships admits 24 students every two years. At Largo, students are supported with a financial aid stipend in Nursing I to purchase books. They sign a contract to work two eight hour shifts per month until graduation. They have access to tuition reimbursement if they maintain their two shifts a month.

Northside guarantees students a position in the hospital upon graduation from the program. They can work as student nurse interns after successful completion of Nursing I. They receive tuition reimbursement and health benefits if they work in this capacity while in school. Criteria for tuition reimbursement requires them to work 24 hours per month. They sign a contract to work for two years after they are licensed.

The Bay Pines Veterans Administration Health Care partnership admits 12 students every two years. This allows for students who are interested in working in the VA system to be admitted when they may not have had an opportunity for admission. The students meet the minimum standards for admission and do not have a work commitment after graduation. The

partnership provides one full-time hospital partnership contributed faculty. The Memoranda of Understanding are available on-site.

A three-year Community Based Job Training grant from the U. S. Department of Labor was funded and began November 1, 2005, with an orientation session in Washington, D.C. attended by the project coordinator and program director. The grant provided \$1,653,765.00 to expand enrollment by 48 students, provide advanced training to 100 registered nurses through the Advanced Technical Certificate in Critical Care, provide outreach to 90 high school students through a three-week High School Academy for each of the three years of the grant, and provide four \$5,000.00 scholarships to bachelors prepared nurses working on their masters in science in nursing degree. Forty-seven nursing students graduated from the program and all were successful on the NCLEX-RN and were hired on graduation. As part of this grant the College of Nursing was able to set-up the SCENE, Simulation Center for Excellence in Nursing Education. The Community Based Job Training ended April 31, 2009, after a six-month extension.

Students also receive financial assistance from WorkNet Pinellas. WorkNet Pinellas enrolls eligible, perspective graduates with intensive services. Through this they provide graduates with \$400.00 in prepaid credit cards in order to pay for their Florida licensure and initial NCLEX fees. In Fall 2010, WorkNet Pinellas had 100 applications and in Spring 2011, 104 applications were received. WorkNet Pinellas granted funding for over 80% of students. They provide funds to approximately 200 students each year.

**Criterion 1.5: The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.**

On August 3, 2011 Dr. Susan Baker was appointed as Interim Dean while the search for a new dean is ongoing. Dr. Susan Baker graduated from Florida A & M University with her bachelor's degree in nursing and received both a master's and doctorate in nursing from the

University of South Florida. Dr. Baker was awarded the doctorate of philosophy in nursing from University of South Florida in 2008.

Dr. Baker has extensive clinical experience in oncology and medical surgical nursing as a staff nurse, clinical specialist and charge nurse. She was an assistant professor at Florida A & M University School of Nursing and a professor at St. Petersburg College RN-BSN program. She received the Excellence in Teaching Award from Florida A & M University School of Nursing and she received the Outstanding Dissertation Award from the University of South Florida. Dr. Baker is a member of a number of professional organizations and active in the local community.

Dr. Baker is assisted by two program directors for the Associate Degree Program, Mrs. Gail Burt, Associate Degree Program Director, and Dr. Janice Wittman, Associate Degree Program Director Evenings. Mrs. Burt holds a master's degree in nursing and Dr. Wittman has a master's degree in nursing and a doctoral degree in Health Education. Curriculum Vitae are available for review on-site.

A review of the organizational structure of SPC indicates that the College of Nursing Dean reports to the Vice President for Baccalaureate Degrees who reports to the Vice President of Academic Affairs. The VP of Academic Affairs reports directly to the President of the College. While the organizational chart does not reflect it, there is an informal relationship with the HEC Provost who oversees all activities at the HEC (available on-site).

Within the College of Nursing the Interim Dean has the overall authority for the administration of the College of Nursing. The Director of the Associate Degree Program is responsible for the overall administration of the Associate Degree program. She is assisted by the Evening Program Director. Both report directly to the Interim Dean and share in the evaluation of the AD Faculty. Evaluation of the Skills Lab Facilitators and selected office staff is a shared responsibility of the Program Directors.

**Criterion 1.6: The nurse administrator has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.**

Dr. Susan Baker's position description (Appendix B) demonstrates that she has authority and administrative responsibility for both programs within the College of Nursing. Her position as Interim Dean requires full-time attention to administer the College of Nursing. She is exceptional in her endeavors to keep faculty informed through attending all level meetings and faculty meetings. Dr. Baker also meets with faculty and program directors individually and she serves as liaison between the higher administration, the CON and the community. Dr. Baker has an open door policy. As the new dean she is currently holding 10 minute meetings with each ADN faculty member not only to get to know them better but to discuss their input on the ADN Program. Dr. Baker also demonstrated her authority as Interim new dean when faced with an Associate Degree student appeal. She investigated the situation in depth prior to making a final decision.

Dr. Baker is assisted by two academically and experientially qualified individuals. Gail Burt is the Associate Degree Program Director and Dr. Janice Wittman is the Program Director for the Evening Program (position description available on-site). Considering the complexity of their positions and the size of a very large ADN Program, both Program Directors are dedicated full-time to the management of the ADN Program. Mrs. Burt is responsible for the budget, purchasing, scheduling, curriculum oversight and conferencing with faculty and students. Dr. Wittman is responsible for planning of hospital rotations and managing the county-wide master rotation planning committee, oversight of the Systematic Plan for Evaluation and conferencing with faculty and students.

**Criterion 1.7: With faculty input, the nurse administrator has the authority to prepare and administer the program budget and advocates for equity within the unit and among other units of the governing organization.**

The Dean and the Program Director are responsible for preparing and administering the General Operating Budget and Laboratory Fees Budget (Fund 10 Site 08000 and Fund 10 Site

01111). Faculty has input into the budget regarding resources and requests for items to be placed on the “wish list” through discussion at faculty meetings, by emailing requests to the Program Directors and through course level meetings, the Resources Subcommittee and Curriculum Committee. The Program Director also holds a budget meeting prior to the development of the budget to discuss the items to be included in the budget for the next year. The Dean and Program Director submit the budget electronically in SharePoint where it is reviewed by the Provost and approved and then reviewed by the College Budget Committee. The President and the Budget Committee approve the budget which then goes to the Board of Trustees for final approval.

Table 1.7 describes a comparison of the Nursing budget with other allied health programs for academic year 2010-2011. While there are some differences, overall the Nursing Program General Operating budget is comparable to the other programs and in Laboratory Fees exceeds the other programs in dollars spent per student. The differences occur mainly in the year a program is being reaccredited.

**Table 1.7: Fund 10 Site 08000 General Operating Budget**

<b>Program</b>	<b>Budget Dollar Amount</b>	<b>Number of Students</b>	<b>Dollar per Student</b>
<b>Nursing</b>	28,644.84	660	43.67
<b>Veterinary Technology</b>	25,520.33	250	102.08 (increased due to accreditation)
<b>Health Information Management</b>	5,000.00	173	28.90
<b>Emergency Medical Services</b>	8,988.53	210	42.80
<b>Respiratory Care</b>	10,032.20	40	250.81 (increased due to accreditation)

**Fund 16 Site 0111 Laboratory Fees**

<b>Program</b>	<b>Budget Dollar Amount</b>	<b>Number of Students</b>	<b>Dollar per Student</b>
<b>Nursing</b>	320,626.00	660	485.79 (including 6 Lab Facilitators)
<b>Veterinary Technology</b>	38,538.47	250	136.67
<b>Health Information Management</b>	239,531.81	173	134.42
<b>Emergency Medical Services</b>	93,586.94	210	230.04
<b>Respiratory Care</b>	19,913.84	40	95.00

**Criterion 1.8: Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.**

Policies of St. Petersburg College apply to all faculty members, including the nursing faculty. These policies are stated in the St. Petersburg College Faculty Manual (under Employment Policies: Instructor Evaluation) and in the SPC Board of Trustees (BOT) Rules item 6Hx23-2.10. The Faculty Manual is available online [http://www.spcollege.edu/central/hr/Policies/2011-2012\\_Faculty\\_Manual.htm](http://www.spcollege.edu/central/hr/Policies/2011-2012_Faculty_Manual.htm). The Board of Trustees Rules are also available online to faculty, [www.spcollege.edu](http://www.spcollege.edu). These policies address hiring practices, appointment, salary and benefits, annual and continuing contract, evaluation practices and termination. Associate degree full-time nursing faculty members are hired for a nine-month or a ten and one-half-month contract. Faculty are reappointed on a yearly contractual basis until the end of the third year of employment. At that time a decision is made to appoint on a continuing contract basis with automatic renewal or not to reappoint for employment. Full-time faculty members earn sick time and other benefits as set forth by the college and stated in the College Faculty Manual.

Certain rules adopted by the college are specific to faculty employed in health programs. These rules are designed to meet contractual stipulations by clinical facilities. All nursing instructors must be licensed as a Registered Nurse in the State of Florida. All faculty teaching in a clinical agency must maintain current CPR certification, annual PPD, tetanus immunization every 10 years, a record of a varicella titer, MMR immunization or titers and a physical examination every three years. Additional policies are related to the unique requirements of affiliating health care agencies. These include the requirement for all faculty and students to show proof of annual influenza vaccination or wear a facemask while in the hospital, complete agency-specific orientation and an electronic medical record training program. The College assigns 1.0 ECH to all theory classes. Nursing faculty earn 0.75 ECH for the clinical

component. However when compared to science labs it is a benefit as faculty teaching the science lab receive 0.625 ECH.

**Criterion 1.9: Records reflect that program complaints and grievances receive due process and include evidence of resolution.**

All SPC students have the right to file a formal complaint or grievance and to appeal academic decisions according to established college policy and as delineated in the College Catalog on line entitled “Student Grievances and Academic Appeals” and supported by BOT Rule 6Hx23-4.36. Information pertinent to this process is also located in the A. S. Degree Nursing Student Handbook on page 79 and in BOT Procedure P6Hx23-4.53 “Health Related Programs-Academic/Clinical Probation, Suspension and Dismissal.” The informal process begins with the student’s instructor and if no resolution the student then goes to the Program Director followed by the Associate Provost who must resolve the decision in writing within seven days. Should the student desire to file a formal appeal, the Student Appeals Form must be filed pursuant to Section IV within seven working days of the informal decision of the Associate Provost. The HEC Review Committee is the first step of the Formal Appeal Process. Documents related to formal complaints, grievances or appeals are kept in the HEC Associate Provost’s Office.

During academic year 2008-2009 there were two formal appeals. One was regarding program requirements and was decided on December 15, 2008, and the other was a grade appeal and was decided on March 6, 2009. In both instances, the faculty members’ decisions were upheld and the appeals were denied.

There were no formal complaints, grievances or appeals filed since 2009. All student concerns have been handled through the informal process.

Likewise, faculty has a number of avenues to address concerns and suggestions. Faculty avenues are: weekly Level Committee meetings, monthly Faculty Life Committee and ADN Faculty meetings. An active Faculty Governance Organization shares faculty concerns

and suggestions with the college as a whole. The College has a Personnel Grievance Procedure for employment complaints to be heard and remedial action taken when determined necessary, without prejudice and/or reprisal. (Available on-site.)

**Criterion 1.10: Distance education, as defined by the nursing education unit, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.**

The ADN Program does not offer Distance Education.



## STANDARD 2: FACULTY AND STAFF

Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit.

**Criterion 2.1: Full-time faculty are credentialed with a minimum of a master's degree with a major in nursing and maintain expertise in their areas of responsibility.**

The College of Nursing (CON) student enrollment has grown tremendously over the last several years. In order to continue to offer a quality nursing education program, SPC has been able to employ faculty members that are academically and experientially well-qualified and have maintained expertise in their respective teaching arenas. All full-time nursing faculty hold master's degrees in nursing which complies with the Southern Association of Colleges and Schools (SACS), and the Florida Board of Nursing requirements for full-time nursing faculty.

Collectively, the CON has 41 full-time faculty (including seven hospital partnership contributed faculty). Nine faculty have earned doctorates. Thirty-two have master's degrees in nursing. The majority of faculty members are prepared at the advanced level in adult health (medical-surgical) nursing. Other clinical areas of graduate specialization include maternal-child, pediatric, psychiatric, administration and gerontological nursing. As the Faculty Data Forms (available on-site) and the Faculty Profile (Table 2.1.1), reveal multiple full- and part-time faculty who hold graduate degrees in nursing and who are also Advanced Registered Nurse Practitioners (ARNP).

All nursing faculty maintain their clinical practice competence and increase their teaching and clinical expertise in various ways. Faculty members engage in clinical practice, regularly attend continuing education offerings, workshops and seminars, and read professional journals. The college contributes to faculty development through an annual Professional Development Day and through various offerings by the Center of Excellence for Teaching and Learning (CETL). Each faculty member is funded for \$1,500.00 for two years to use for attendance at continuing education activities or for professional dues. The CON also provides a continuing

education workshop through the annual Nancy Hartley/Almeida Martin Endowed Chairs. All nursing faculty comply with the Florida Board of Nursing mandatory continuing education requirements for license renewal. This requirement consists of 24 contact hours including two hours of medical error prevention. In addition, every third biennium there is a two-hour domestic violence requirement for 26 total hours. Based on evidence of faculty clinical competence, the CON administrators certify to clinical agencies that faculty are competent in skills they are responsible for teaching within those agencies. A summary of each faculty member's current credentials and continuing education is available on-site.

**Criterion 2.1.1: The majority of part-time faculty are credentialed with a minimum of a master's degree with a major in nursing; the remaining part-time faculty hold a minimum of a baccalaureate degree with a major in nursing.**

The CON employs two part-time faculty members with a BSN degree who were originally credentialed by portfolio. At this time, both faculty have completed 18 graduate credit hours in nursing. Both faculty members are currently enrolled in graduate study toward MSN and their education plans are available on-site for review.

All 23 part-time faculty members have a minimum of a baccalaureate degree in nursing (BSN). Seventeen part-time faculty hold master's degrees in nursing (MSN). In order to be credentialed by the college to teach in the ADN Program with a BSN, faculty members must complete 18 graduate credit hours in nursing or submit a Professional Portfolio. The Professional Portfolio is used to demonstrate special circumstances where a faculty member may possess academic and work experience that clearly contribute to the major learning outcomes of the SPC courses to be taught. The Professional Portfolio includes BSN transcripts and course descriptions of nursing courses taken. A description is included of how nursing courses taken are related to and meet the requirements of the nursing courses to be taught. Documented work experience is included that is related to the courses to be taught. Occasionally skills lab facilitators function in a part-time faculty role by doing skills check offs and clinical substitution.

**Criterion 2.1.2: Rationale is provided for utilization of faculty who do not meet the minimum credential.**

All faculty members meet the minimum credential for either full-time or part-time status.

Table 2.1.1: Faculty Profile

Faculty Name	FT/PT	Date of Initial Appointment	Rank	Initial RN Program	Institution Granting Degree	Graduate Degrees	Institution Granting Degrees	Area of Clinical Expertise	Academic Teaching and Other Areas of Responsibility
Baker, Susan	FT	January 2008	Interim Dean	BSN	Florida A & M University	MSN PhD	University of South Florida University of South Florida		Interim Dean, College of Nursing
Burt, Gail	FT	August 1976	Director	Diploma BSN	Maryview Hospital University of Virginia	MSN	University of South Florida	Administration General Medical Surgical Coronary Care Clinical Research Home Health Progressive Care Pharmacology	AD Program Director
Wittman, Jan	FT	September 1989	Director	Diploma BS	Mercy Hospital Mary Manse College	MSN PhD	Marquette University University of Toledo	Medical Surgical Adult Health Education Pharmacology	Program Director, Evening Chair Pinellas County Master Rotation Committee
Archbold, Lisa	FT	August 2009	Instructor	BSN	Ohio State University	MSN	University of South Florida	Psych Medical Surgical Maternal-Child	NUR 2511C - Psychosocial Nursing Faculty Life Committee
Briggs, Jeffery	FT	May 2005	Instructor	AS BSN	Capital Community College Central Connecticut State University	MSN DNP	University of South Florida Case Western University	Critical Care Medical Surgical Nursing	NUR 2731C - Level 4 NUR 2811C - Management NUR 2813 - Roles Curriculum Committee
Chen, Allison	FT	August 2006	Instructor	BSN	Emory University	MSN	Emory University	Medical Surgical	NUR 2463C - Level 3
Clem, Angela	FT	August 2008	Instructor	BS BSN	University of Florida University of Florida	MSN PhD	University of South Florida University of South Florida	Public Health Infection Control Medical Surgical	NUR 2462C - Level 3 Curriculum Committee Scholarship Committee Ad Hoc Resources
Crumbs, Catherine	FT	August 1990	Instructor	AA/AS BSN	St. Petersburg Junior College University of South Florida	MSN	University of South Florida	Community Health Medical Surgical Psychiatry Gerontology	NUR 2731C - Level 4 NUR 2811C - Management Evaluation Committee
Esser, Joni	FT	August 2005	Instructor	Diploma	St. Alexis Hospital School of Nursing	MSN ARNP DNP	University of Akron Case Western	Emergency Pediatrics	NUR 2462C - Level 3 Faculty Life Committee

Table 2.1.1: cont.

Faculty Name	FT/PT	Date of Initial Appointment	Rank	Initial RN Program	Institution Granting Degree	Graduate Degrees	Institution Granting Degrees	Area of Clinical Expertise	Academic Teaching and Other Areas of Responsibility
Gallagher, Ruth	FT	January 2003	Instructor	AS AA BA/BS	Gynadd Mary College, PA Chesnut Hill College, PA	MS MA PhD CNE	University of South Florida	Critical Care Medical Surgical Nursing Management Pediatrics Women's Health	NUR 1142C – Pharmacology NUR 1001C - LPN-RN Transitional NUR 1060C - Process Evaluation Committee LPN to RN Lead Instructor
Garrison, Christopher	FT	August 2011	Instructor	AAS BS	Northern Virginia Community College Pennsylvania State University	MSN CNE	George Mason University	Medical Surgical ARNP	NUR 2731C - Level 4 NUR 2811C – Management Evaluation Committee
Goot, Joanne	FT	August 2007	Instructor	BSN	Hunter Bellevue School of Nursing	MSN	SUNY at Stony Brook	Medical Surgical Critical Care ARNP	NUR 2462C – Level 3 NUR 2813 – Roles SNA Faculty Advisor Student Affairs
Greenfield, Vicki	FT	August 1998	Instructor	BSN	University of Texas at San Antonio HSC	MS	Texas Women's University	All Hospital Home Health Medical Surgical Neonatal Intensive Care Pediatrics	NUR 1021C - Level 1 Evaluation Committee
Honig, Leslie	FT	August 2001	Instructor	BA	State University of New York at Binghamton	MSN ARNP	PACE University New York Medical College	Neonatal ICU Pediatrics/OB	NUR 1142C - Pharmacology NUR 1001C - LPN-RN Transitional NUR 1060C - Process Curriculum Committee
Keeney, Rebecca	FT	January 2006	Instructor	BSN	Medical College of Georgia	MSN	University of Tampa	Management Pediatrics Critical Care	NUR 2462C – Level 3 Evaluation Committee Family Life
Keller, Rosemary	FT	August 2002	Instructor	BSN	Seton Hall University	MS PhD	Adelphi University University of South Florida	Administrative/Education Oncology Nursing Medical Surgical Adult	NUR 1021C - Level 1 NUR 2813 – Roles Curriculum Committee
Lane, Kathleen	FT	August 2005	Instructor	AS BSN	Middlesex Community College Atlantic Union	MSN DNP	University of Mass Case Western	Family Practice Emergency Nursing Medical Surgical	NUR 2462C - Level 3 Chair – Faculty Life

Table 2.1.1: cont.

Faculty Name	FT/PT	Date of Initial Appointment	Rank	Initial RN Program	Institution Granting Degree	Graduate Degrees	Institution Granting Degrees	Area of Clinical Expertise	Academic Teaching and Other Areas of Responsibility
Lauman, Deborah	FT	August 1999	Instructor	BSN	Jacksonville State University	MSN	University of Alabama	Adult Health	NUR 2731 - Level 4 NUR 2811C – Management Curriculum Committee Ad Hoc Resources
Lutocka, Christine	FT	January 2005	Instructor	BSN	University of Florida	MSN	University of Tampa	Critical Care Medical Surgical	NUR 1021C - Level 1 Curriculum Committee Ad Hoc Resources
McCusker, Marie (Mimi) Anne	FT	January 2003	Instructor	Diploma BSN	James Ward Throne School of Nursing Alverno College	MSN DNP	University of Tampa Case Western	Education OB/GYN Pediatrics Management Home Health - Pediatrics	NUR 1211C - Level 2 Chair-Evaluation Committee Ad Hoc Resources
McGill, Lori	FT	August 2006	Instructor	BSN	University of Arkansas	MSN DNP	University of Phoenix Case Western	Home Health Hospice Medical Surgical	NUR 1021C - Level 1 Evaluation Committee Level I Lead Instructor
Merrefield, Sharon	FT	August 1999	Instructor	ADN BSN	St. Petersburg Junior College Armstrong State College	MSN	Medical College - Georgia	Adult Health Nursing Medical Surgical Education	NUR 1021C - Level 1 Curriculum Committee Ad Hoc Resources
Morgan, Darcy	FT	January 2000	Instructor	AS BSN	St. Petersburg College University of South Florida	MSN	Schiller International University	Education Medical Surgical Psych	NUR 2511C – NUR 2511C - Psychosocial Nursing Curriculum Committee
Morris, Anne	FT	September 2008	Instructor	AA BSN	St. Petersburg College University of Florida	MSN	Northern Illinois University	Medical Surgical	NUR 1021C - Level 1 Curriculum Committee Student Affairs Safety Committee
Murdock, Jacqueline	FT	January 2008	Instructor	Diploma BS	St. Luke Hospital University of Maryland	MSN	University of Maryland	Community Health Education Senior/Middle Management Direct Clinical Care Medical Surgical	NUR 2731C - Level 4 NUR 2811C – Management Student Affairs
Neuzil, Anna	FT	January 1992	Instructor	AS BSN	Morton Junior College, IL Loyola University of Chicago, IL	MSN	University of South Florida	Medicine Outpatient Clinic Medical Surgical Nursing Nurse Practitioner Geriatric Nursing	NUR 1021C - Level 1 Curriculum Committee Scholarship Committee Chair EMR Ad Hoc Committee

Table 2.1.1: cont.

Faculty Name	FT/PT	Date of Initial Appointment	Rank	Initial RN Program	Institution Granting Degree	Graduate Degrees	Institution Granting Degrees	Area of Clinical Expertise	Academic Teaching and Other Areas of Responsibility
Offutt, Michelle	FT	August 2004	Instructor	AS AA BSN	Cameron University St. Petersburg College University of South Florida	MSN	University of South Florida	Maternal-Newborn Medical Surgical	NUR 1211C - Level 2 Curriculum Committee Level 2 Lead Instructor
Patterson, Kristina	FT	August 2008	Instructor	AASN BSN	Elgin Community College Dominican University	MSN	University of Phoenix	Critical Care Emergency Medical Surgical	NUR 2731C - Level 4 NUR 2811C – Management Curriculum Committee Evaluation Committee
Prairie, Alexis	FT	August 1999	Instructor	BS BSN	Philadelphia Biblical College New Jersey State University	MA MSN	Kean University	Education Medical Surgical Psych	NUR 1211C - Level 2 Faculty Life
Rudolph, Brent	FT	August 2006	Instructor	BSN	Florida State	MSN	Florida State University	Critical Care Medical Surgical Psych	NUR 2731C - Level 4 NUR 2811C – Management Evaluation Committee
Schwalb, Jake	FT	October 2007	Instructor	AS BSN	St. Petersburg College St. Petersburg College	MSN	Cleveland State	Management Medical Surgical	NUR 2462C - Level 3 Chair-Student Affairs EMR Ad Hoc
Scott, Aissa	FT	August 2008	Instructor	BSN	University of South Florida	MSN	University of Florida	Labor & Delivery	NUR 1211C - Level 2 Student Affairs
Siegel, Jeanne	FT	August 2002	Instructor	AAS BSN	Mercer County University of South Florida	MSN	University of Tampa	Pediatrics OB/GYN RNC CS PNP Adult Medical	NUR 2462C - Level 3 Curriculum Committee Evaluation Committee
Smisek, Maria	FT	August 2010	Instructor	AASN BSN	Ocean City College Monmouth University	MSN	Monmouth University	Pediatrics Medical Surgical	NUR 2462C - Level 3 NUR 2813 – Roles Faculty Life
Suttle, Catherine	FT	August 2006	Instructor	BSN	University of South Florida	MSN PhD	Belmont University Capella University	Medical Surgical Emergency-Trauma Military Family Practice ARNP-BC	NUR 2462C - Level 3 Evaluation Committee

Table 2.1.1: cont.

Faculty Name	FT/PT	Date of Initial Appointment	Rank	Initial RN Program	Institution Granting Degree	Graduate Degrees	Institution Granting Degrees	Area of Clinical Expertise	Academic Teaching and Other Areas of Responsibility
Sutton, Marla	FT	January 2003	Instructor	BSN	Medical College of Vas/Virginia Commonwealth University	MSN	University of Pennsylvania	Emergency Medical Surgical Psych	NUR 2731C - Level 4 NUR 2811C – Management Scholarship Committee Evaluation Committee Ad Hoc Resources Level 4 Instructor
Velazquez, Ruth	FT	August 2003	Instructor	BSN	University of South Florida	MSN	University of South Florida	Geriatrics Medical Surgical Critical Care Adult Nurse Management ARNP	NUR 2731C - Level 4 NUR 2811C – Management Chair-Curriculum Committee Chair-EMR AdHoc Committee
Warman, Kathy	FT	May 1998	Instructor	AS AA BS	St. Petersburg Junior College University of South Florida	MS	University of South Florida	Management Pediatrics Medical Surgical	NUR 2462C - Level 3 Chair-Safety Committee Faculty Life – Senate Member Level 3 Lead Instructor
Burgess, Diana	PT	October 2006	Instructor	AS BSN	St. Petersburg College St. Petersburg College	MSN – In Progress		Critical Care	NUR 1021C - Level 1
Castillo, Theresa	PT	January 2011	Instructor	AA BSN	St. Petersburg College University of Phoenix	MSN	University of South Florida	Critical Care Progressive Care Medical Surgical	NUR 1021C - Level 1 Student Affairs
Concepcion, Iris	PT	January 2009	Instructor	BSN	Seton Hall	MSN	Seton Hall	Medical Surgical Maternal-Child	NUR 1211C - Level 2
Cuthbertson, Lottie	PT	August 2011	Instructor	BSN		MSN		Education Risk Management	NUR 2462C – Level 3
DeLaRosa, Digna	PT	August 2011	Instructor	AS	Clinton Community College South University	MSN	South University	Medical Surgical	NUR 2731C – Level 4
Erickson, Toni	PT	August 2006	Instructor	AS BSN	St. Petersburg College University of South Florida	MSN EdD	University of South Florida Argosy	Neurology Medical Surgical	NUR 2462C - Level 3
Greenawald, Karen	PT	August 1999	Instructor	BS	University of South Florida	MS MPH	University of South Florida	Intensive Care Medical Surgical Health Assessment	NUR 2462C – Level 3



Table 2.1.1: cont.

Faculty Name	FT/PT	Date of Initial Appointment	Rank	Initial RN Program	Institution Granting Degree	Graduate Degrees	Institution Granting Degrees	Area of Clinical Expertise	Academic Teaching and Other Areas of Responsibility
Hawkins-Johnson, Jacqueline	PT	January 2010	Instructor	BSN	Choppin State University	MSN Completion Date		Medical Surgical Management Critical Care	NUR 2731C - Level 4
Higgins, Joyce	PT	September 2009	Instructor	ASN  BSN	Hillsborough Community College University of Phoenix	MSN	University of Phoenix	Critical Care Medical Surgical	NUR 2462C -- Level 3
Jay, Patricia	PT	January 2006	Instructor	BSN	Florida Southern College	MSN	University of South Florida	Community Health Education Long-term Care Maternal-Newborn Nursing Home OB/GYN Risk Management Home Health	NUR 2731C - Level 4
Johnson, Lisa	PT	August 2010	Instructor	BSN	Alverno College	MSN	Florida Southern	Medical Surgical	NUR 2462C - Level 3
Louis, Louisana	PT	August 2006	Instructor	BSN	University of South Florida	MSN DNP	University of Phoenix Case Western	Medical Surgical	NUR 2462C - Level 3
Lysinger, Linda	PT	August 1999	Instructor	BSN	California State University, CA	MSN	University of Phoenix, Florida	Long-term Care Medical Surgical Ortho-Neuro	NUR 1211C - Level 2
Morris, Michelle	PT	February 2007	Instructor	AS  BSN	Essex Community College University of Tampa	MSN	University of Phoenix	Medical Surgical	NUR 2731C - Level 4
Ratliff, Martha	PT	December 2005	Instructor	BSN	University of Phoenix	MSN	University of Phoenix	Education Medical Surgical Oncology	NUR 1021C -- Level I Faculty Life Committee
Rupp, Marc	PT	August 2011	Instructor	AASN  BSN	University of Toledo University of Toledo	MSN	University of Phoenix	Medical Surgical	NUR 2731C -- Level 4 NUR 2511C - Management
Russell, Barbara	PT	September 1991	Instructor	AA  BS	St. Petersburg Junior College Texas Women's University	MS	Texas Women's University	Home Health Medical Surgical OB-Pediatrics ER	NUR 2462C -- Level 3
Smith, Sabrina	PT	August 2005	Instructor	BSN	University of Florida	MSN	University of Florida	Medical Surgical Psych	NUR 1001 -- LPN-RN Transitional NUR 1060C -- Process

Table 2.1.1: cont.

Faculty Name	FT/PT	Date of Initial Appointment	Rank	Initial RN Program	Institution Granting Degree	Graduate Degrees	Institution Granting Degrees	Area of Clinical Expertise	Academic Teaching and Other Areas of Responsibility
Stein, Heidi	PT	January 2006	Instructor	BSN	University of Santo	MSN	University of South Florida	Community Health Education Medical Surgical Psych	NUR 1021C – Level 1
Turner, Nancy	PT	August 2011	Instructor	BSN	Regis College	MSN	University of South Florida	Medical Surgical	NUR 1021C – Level I
Willis, Susan	PT	January 2007	Instructor	AA AS BA BSN	St. Petersburg College St. Leo College University of South Florida	MSN EdD	University of South Florida Argosy - Enrolled	Medical Surgical ARNP	NUR 2462C - Level 3
Gleichman, Cynthia	FT	August 2004	Lab Facilitator	BSN	Columbia University			Medical Surgical	Skills Lab Facilitator
Rewald, Charles	FT	February 2005	Skills Lab Manager	Diploma AAS BSN	Eastern Montgomery Vo Tech School Montgomery Community College Westchester University	MSN	Ball State University	Community Health Emergency Medicine Home Health Nurse Staffing Medical Surgical	Skills Lab Manager Curriculum Committee EMR Ad Hoc Ad Hoc Resources
Robinson, Diane	FT	October 2009	Lab Facilitator	ASN BSN	St. Petersburg College St. Petersburg College	MSN	University of South Florida	Medical Surgical	Skills Lab Facilitator
Torres, Irene	FT	August 2011	Lab Facilitator	AASN BSN	Ulster County College St. Petersburg College			Medical Surgical	Skills Lab Facilitator
Burch, Vera	PT	January 2008	Lab Facilitator	BSN	St. Petersburg College			Case Management Medical Surgical	Skills Lab Facilitator EMR Ad Hoc Committee Chair-Ad Hoc Resources
D'leon, Lynne	PT	August 2006	Lab Facilitator	AS BSN	St. Petersburg College University of South Florida			Education Home Health Long-term Care Pediatrics	Skills Lab Facilitator
Singer, Julia	PT	March 2011	Lab Facilitator	BSN	University of Florida	MSN	University of South Florida	Medical Surgical	Skills Lab Facilitator

**Criterion 2.2: Faculty (full- and part-time) credentials meet governing organization and state requirements.**

The Florida State Board of Nursing requires “the program director and at least 50% of the nursing program’s faculty members to be registered nurses who have a master’s or higher degree in nursing or a bachelor’s (6) degree in nursing and a master’s or higher degree in a field related to nursing” as stated in the Florida Nurse Practice Act 464.019(a)1. The College of Nursing meets this requirement at 91% (61 out of 67 individuals). The Florida Nurse Practice Act can be found at

[http://www.leg.state.fl.us/statutes/index.cfm?App\\_mode=Display\\_Statute&URL=0400-0499/0464/0464PartIContentsIndex.html&StatuteYear=2010&Title=%2D%3E2010%2D%3EChapter%20464%2D%3EPart%20I](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=0400-0499/0464/0464PartIContentsIndex.html&StatuteYear=2010&Title=%2D%3E2010%2D%3EChapter%20464%2D%3EPart%20I).

St. Petersburg College Board of Trustees Rule 6Hx23-2.022 states that the appointment qualifications of instructional personnel requires that “faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctor’s or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline)”. However, SPC has a procedure to allow for the hiring of highly qualified persons by portfolio if needed. St. Petersburg College Board of Trustees Rules can be found at <http://www.spcollege.edu/central/botrules/>.

The credentials of the Dean, Program Directors, full-time, and part-time faculty are compliant with the rules as stated by the Florida Board of Nursing and St. Petersburg College without exception. Refer to Table 2.1.1.

**Criterion 2.3: Credentials of practice laboratory personnel are commensurate with their level of responsibilities.**

All practice laboratory personnel (seven people, six full-time slots - two people job share) have a minimum of a BSN. The Skills Lab Manager holds an MSN as does two other lab facilitators. The job descriptions of the lab facilitators include support of faculty by arranging supplies at bedside, support for computer testing, support for simulation, and practicing with

students. All practice laboratory personnel may from time to time provide support for faculty in the clinical setting by reinforcing clinical skills with weak students or serving as substitute clinical instructors. Lab facilitators may observe students completing skills check-offs after a skill has been presented and taught by faculty. Feedback is then provided to faculty as to whether or not the student completed the elements of the skill check-off in order for the faculty to issue a grade for the check-off.

**Criterion 2.4: The number and utilization of faculty (full- and part-time) ensure that program outcomes are achieved.**

The College of Nursing currently employs 41 full-time SPC faculty including seven hospital partnership contributed faculty and 16 part-time SPC faculty. There are also seven lab facilitators (sharing six positions) and three administrators.

All full-time faculty members teach nursing theory at all levels within the program in order to maintain curriculum integrity and seamlessly implement changes recommended by the Curriculum Committee. Faculty assignments are based upon faculty expertise, needs of the students, and meeting the minimum Equated Credit Hours for full-time faculty. This strategy enhances and supports course and clinical objectives across diverse populations of clients and ensures faculty experience, certifications and specialties that best support and achieve course outcomes. Assignments are made to allow for the utilization of full- and part-time faculty to be consistent with the mission/philosophy of the CON and to allow for excellence within the nursing unit. In clinical settings the ratio of 1:12 instructor to student is maintained. Theory lecture sections have a ratio of 1:24 or 2:36. Often, theory lecture sections are team taught allowing for the ratio of 2:36 instructor to student. Occasionally a theory lecture section will be team taught resulting in a 2 or 3:48 ratio. This results from faculty preference and number of full-time faculty available to teach theory. Review of semester course schedules indicate that the number and type of faculty are adequate to carry out the purposes and objectives of the program (available on-site).

**Criterion 2.5: Faculty (full- and part-time) performance reflects scholarship and evidence-based teaching and clinical practice.**

The College of Nursing philosophy (Appendix A) describes scholarship as the demonstration of systemized knowledge and expertise in academic teaching that enables faculty to facilitate student learning. The faculty's professional development focuses on ways of assisting students to discover new ideas and apply newly acquired knowledge progressing through levels of learning from the simple to the complex.

Faculty participate in evidence-based teaching and learning through attendance at the annual Endowed Chair event and the college-wide Professional Development Day, individual college workshops on best practices such as critical thinking workshops along with the new workshops being offered by the Center for Teaching and Learning (CETL). Faculty enhance their clinical expertise through participation in continuing education, clinical practice and collaboration with nursing staff in the clinical sites. Extensive efforts have been made by St. Petersburg College in the area of critical thinking with faculty serving on the College Academic Round Table and through attendance of critical thinking workshops offered by SPC. Evidence-based teaching and policy discussion about course management, syllabus management, engagement of students, assessment, critical thinking, and best practices are reflected in level course meeting minutes (available on-site). For example, Nursing IV, in their October 11, 2011, level meeting reviewed the latest CPR standards to ensure that these standards are incorporated in the curriculum. Examples of evidenced-based practice at Nursing I included literature reviews on nasogastric tube placements, intramuscular injections (dorso-gluteal site), and auscultation and palpitation of carotids. These were cited in the January 20, 2011, minutes. On March 7, Nursing I looked at Bard's directions for Foley insertion as they state not to inflate balloon prior to insertion. The faculty decided to emphasize to students the importance of checking manufacturer directions as well as hospital policy prior to carrying out procedure.

All full-time faculty employed since July 1, 1992, through June 30, 2011, were required to complete two graduate courses, *Excellence in Academic Instruction and Trends*, *Perspectives and Leadership in Postsecondary Education* with the opportunity to earn graduate credit. As of August 2011, Center for Teaching and Learning (CETL) is providing mentoring to new faculty and the two graduate courses are no longer required. While CETL has a number of goals, the overall focus is to facilitate and support excellence in teaching and learning and to provide for the development and sharing of best practices. Visit <http://www.spcollege.edu/cetl/about-cetl.php> for a more detailed description of CETL.

Upon review of the Faculty/Administrator Profile Data Forms (available on-site), it is apparent that the SPC nursing faculty have a wonderful wealth and depth of educational experiences that can only enrich the education of the students enrolled in the CON. Most faculty hold active memberships in a variety of nursing organizations including Sigma Theta Tau, ANA, NLN, Black Nurses Association as well as being involved in nursing subspecialties such as maternal child, pediatric, oncology, neurological, infusion and critical care nursing. All faculty members participate actively in continuing education and many still are employed full- or part-time in their respective clinical practice area. Two faculty members are certified nursing educators and a number of faculty are advanced practice nurses. Four faculty have certification in practice areas such as pediatrics, adult health and infusions. Approximately nine faculty have published and/or conducted research in the past five years. One faculty member has received an award for 25 years of service for tutoring nursing students with the Pinellas County Urban League benefitting our students immensely.

In the area of community service, faculty have been active participants with the American Cancer Society, American Heart Association, church groups and active in the Pinellas County School systems. One faculty member serves on an advisory board of a local private nursing school. Faculty have served on foreign medical missions; several faculty have been active participants in health fairs and other community-wide events.

The many and varied activities of the faculty as well as their academic and experiential credentials serve to enrich the program of study provided by the College of Nursing. Cumulative and collective data reflect positive faculty evaluations by students. The data demonstrates recognition by the students of the quality of instruction that is provided. The CON is respected in the community and community health care agencies as well. The collective talents of faculty and their scholarship are among the reasons that the CON is so well respected.

**Criterion 2.6: The number, utilization, and credentials of non-nurse faculty and staff are sufficient to achieve program goals and outcomes.**

There are no non-nurse faculty members teaching in the nursing program.

Secretarial support services are provided by one full-time Executive Staff Assistant to the Dean. She supports the ADN Program in keeping the Nursing Advisory Committee minutes. The Program Director is supported by one full-time Administrative Specialist who does the purchasing, budgets, payroll and oversees the functioning of the office. The Evening Program Director is supported by one full-time Administrative Specialist who maintains an extensive database for the CON, collects data and drafts aspects of the Systematic Plan for Evaluation, and maintains the County Master Rotation Calendar. The program is also supported by one full-time Administrative Specialist who provides word processing support, human resources support, ensuring faculty have current copies of textbooks, and serves as the receptionist for student and faculty questions and concerns. Additionally, one paid (non-nursing) Federal Work Study student provides a total of 15 hours per week in support of the College of Nursing. The entire nursing office team, administrators and staff, work closely together to meet the needs of the CON.

**Criterion 2.7: Faculty (full- and part-time) are oriented and mentored in their areas of responsibilities.**

SPC conducts an extensive orientation program for all newly hired full-time faculty. The SPC goal is to hire the faculty needed for the next academic year in March of the preceding

academic year. Then the newly hired faculty member participates with their assigned mentor and Program Dean for an all day orientation in June. The new hire is paid a stipend for this Orientation day. There are also additional days in August dedicated to the orientation process for the new hire. Part-time hires receive a full-day College orientation held on a Saturday soon after the beginning of the semester. The College's Center for Excellence Teaching and Learning (CETL) orientation program includes such topics as:

- Basic faculty procedures
- History of the college
- Content of the College website
- College resources
- Pedagogy
- Disabilities
- Assessment of student learning

The CON conducts an orientation program for all newly hired faculty, both full- and part-time. The initial points of contact are the program directors. Faculty are provided with the *Caruth Health Education Center Faculty and Staff Guide* (available on-site) and a copy of the *A. S. Degree Nursing Student Handbook* for reference. They also participate in an online CON ADN orientation, Excellence in Adjunct Instruction online program, ANGEL training - *Pathways to e-Learning* - Levels 1, and an online sexual harassment and biohazard training (available on-site). Additional information covered in the orientation includes

- Orientation to physical facilities
- Role of Lead Instructor
- Organization of Syllabus
- Course delivery and course evaluation
- FERPA



- Clinical
- Documentation of student problems

The College's *Center of Excellence for Teaching and Learning (CETL)* faculty mentoring program "is centered on building peer-to-peer relationships between colleagues". One of the purposes of the CETL faculty mentoring program is to help new faculty members adjust to the College environment and campus cultures. The guidance of an experienced, respected mentor can be invaluable for the professional growth of both the new and experienced faculty member. The CETL faculty mentoring program endeavors to centralize resources for our adjunct faculty members. The CETL is developing "SPC's Adjunct Faculty Survival Guide", which streamlines many of the resources needed to transition to teaching at SPC. The "Survival Guide" will also feature a "Best Practices" section gleaned from the experiences of SPC's adjunct faculty members. (See CETL Website at: <http://www.spcollege.edu/cetl/mentoring.php>).

Under the CETL mentoring program each new CON faculty member (full- and part-time) is assigned a faculty mentor for a minimum of one year. Mentors and new faculty members are purposefully matched by College deans in order to provide the new faculty member with a safe resource within his/her discipline during the transitional period at the College. This matching process includes a careful selection of effective and experienced College faculty mentors who volunteer for the program and who believe in its goals. New faculty members will work with their mentors for at least the first year of employment. The faculty members may have an opportunity to continue the formal mentoring process, if both parties agree.

Mentors will assist new faculty members with building a sense of community and new relationships within their discipline and across campuses. Therefore, the mentors must possess effective interpersonal communication skills and teambuilding skills.

Through collaboration, the mentors assist with the acclimation of new faculty members to the culture and environments of the College by exposing them to key College personnel, resources, processes, policies, and procedures.

Mentors help the new faculty members find appropriate professional development opportunities as they are offered and assist with transferring the knowledge and best practices into their courses. These opportunities are frequent and may range from learning new software and online programs, to learning instructional theory and strategies that can be used with students in a learning-centered college.

**Criterion 2.8: Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.**

Annual evaluation of all College employees in budgeted positions is a requirement. Evaluation of personnel provides for recognition of strengths and weaknesses, a way of overcoming identifiable weaknesses, and for identification of the immediate needs of faculty and staff. The annual evaluation becomes part of the employee's personnel file. Each supervisor responsible for faculty evaluations will receive appropriate instructions and information from the Provost and/or Human Resources Office. The purpose of this instruction and information is to insure, as much as reasonably possible, uniformity in the administration of faculty evaluations.

Each faculty member prepares an annual self-evaluation using the *St. Petersburg College Faculty Evaluation and Professional Development Plan* during the spring semester of each year (available on-site). An evaluation conference is scheduled with one or both of the Program Directors. Data from course evaluations, the college-wide Student Survey of Instruction (SSI), and direct observations are used by the evaluator to set mutually agreed upon goals and a professional development plan with the faculty member. Part-time faculty participate in the evaluation process through use of the *Adjunct Faculty Evaluation Form* (available on-site). Only those faculty members who demonstrate sufficient expertise are rehired into the part-time positions that are available for that semester. Permanent full-time faculty loads are assigned prior to hiring part-time faculty.

**Table 2.8: Nursing Composite Scores for Student Survey of Instruction**

<b>Survey of Instruction Data</b>						
<b>Accessibility and Quality of Instruction</b>						
	<b>Fall 2009</b>	<b>Spring 2010</b>	<b>Summer 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Summer 2011</b>
<b>Faculty Engagement</b>						
HEC Mean	6.64	6.45	6.42	6.3	6.34	
SPC Mean	6.5	6.37	6.51	6.42	6.46	
Nursing Mean	6.56	6.27	6.4	6.4	6.49	
<b>Preparation and Organization</b>						
HEC Mean	6.68	6.52	6.56	6.42	6.44	
SPC Mean	6.57	6.48	6.52	6.49	6.52	
Nursing Mean	6.61	6.38	6.48	6.45	6.54	
<b>Course Instruction</b>						
HEC Mean	6.54	6.47	6.5	6.31	6.34	
SPC Mean	6.42	6.37	6.41	6.43	6.46	
Nursing Mean	6.47	6.33	6.43	6.41	6.5	

Due to changes in the SSI format the method of data collection was changed beginning Fall 2009. Trended data is only available for a two-year period.

**Criterion 2.9: Non-nurse faculty and staff performance is regularly reviewed in accordance with policies of the governing organization.**

There are no non-nurse faculty members teaching in the nursing program.

Policies of St. Petersburg College apply to all staff members, including the nursing administrative staff. These policies are stated in the St. Petersburg College Manual (under Employment Policies: Instructor Evaluation) and in the SPC Board of Trustees (BOT) Rules item 6Hx23-2.10. Annual evaluation of all College employees in budgeted positions is a requirement. For all HEC staff members, the *Career Staff Performance Planning and Evaluation* (available on-site) is completed and reviewed annually. It includes a self-evaluation column for the employee to complete prior to discussion of the evaluation. The annual evaluation becomes part of the employee's personnel file and will be available for review upon request.

**Criterion 2.10: Faculty (full- and part-time) engage in ongoing development and receive support in distance education modalities including instructional methods and evaluation.**

The ADN Program does not offer distance education.

### STANDARD 3: STUDENTS

Student policies, development, and services support the goals and outcomes of the nursing education unit.

**Criterion 3.1: Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the goals and outcomes of the nursing education unit.**

Policies for all students accepted by the College of Nursing are congruent with those of SPC, are publicly accessible, non-discriminatory, and consistently applied. Those policies that differ for the nursing unit are required by affiliation agreements with clinical agencies. Policies are clearly delineated in the College Catalog online at <http://www.spcollege.edu/webcentral/catalog/index.htm> and the *A. S. Degree Nursing Student Handbook* (available on-site). Students are provided with copies of the *Student Planner and Handbook* and the *A. S. Degree Nursing Student Handbook* upon entry to the program and in August of every academic year. Students sign the signature page indicating receipt of a copy of the *A. S. Degree Nursing Student Handbook* Nursing thereby identifying their responsibility to know and to abide by its contents. If changes need to be made prior to the next review cycle, students are given written copies of the changes. Instructors review the policies with the nursing students upon entry into the program. Students may review the complete Board of Trustees (BOT) policies at libraries, provosts' offices, or online at [www.spcollege.edu/](http://www.spcollege.edu/). In addition to the College Web pages, the *A. S. Degree Nursing Student Handbooks* are posted on ANGEL.

The following policies are congruent for nursing and non-nursing students at SPC as identified in the *Student Planner and Handbook* regarding the student rights and responsibilities such as: freedom to teach and freedom to learn; classroom responsibilities; religious observance; the student and student organization regulations; student governance; student conduct; hazing rule; policy for threats, violence, stalking and/or use or possession of

explosives, destructive devices, firearms and/or weapons; sexual harassment or sexual misconduct; misuse of college computers; class attendance; student academic appeals; discrimination; student concerns; student involvement in decision-making; and student records. SPC is dedicated to the concept of equal opportunity.

**Table 3.1.1: Examples of College and ADN Policies that are Congruent**

Student Policies	Board of Trustees (BOT) rule	ADN Student Handbook	College Student Handbook	College Web Page
Satisfactory Academic Progress  Sexual harassment	6Hx23-4.15  6Hx23-2.011	p. 31-32  p. 50	p. 115  pgs. 134-136; 142	<a href="http://www.spcollege.edu/webcentral/catalog/current/credit_standings.htm">http://www.spcollege.edu/webcentral/catalog/current/credit_standings.htm</a>  <a href="http://www.spcollege.edu/central/botrules/">www.spcollege.edu/central/botrules/</a>
Misuse of college computers	6Hx23-6.9051 6Hx23-4.35	pgs. 68-69	p. 141	<a href="https://angel.spcollege.edu/section/default.aps?id=common%5Fcommons%5Fas%5F0380">https://angel.spcollege.edu/section/default.aps?id=common%5Fcommons%5Fas%5F0380</a>
Students rights and responsibilities	6Hx23-4.33	pgs. 60-64	pgs. 134-141	<a href="http://www.spcollege.edu/webcentral/catalog/current/student_rights.htm">http://www.spcollege.edu/webcentral/catalog/current/student_rights.htm</a>

The Associate Degree Nursing Program has selected student policies that differ from the student policies of the College. These policies are established to allow students to function in the health care agencies. Nursing Program admission and progression policies and procedure are designed to support student success in meeting the Educational Outcomes (student learning outcomes) and the Program Outcomes, in particular success on the End of Program Exit exam and the NCLEX-RN. Table 3.1.2 describes the student policies that differ from those students in the general SPC student population.

**Table 3.1.2: College and ADN Policies that Differ**

College Policies	ADN Student Policies that differ from the College Policies	Rationale
<p><b>Selection and Admission Requirements</b></p> <p><i>BOT Rule 6Hx23-4.02</i> All high school graduates; anyone with a G.E.D; and anyone 18 years of age or older are eligible for admission. St. Petersburg College and Pinellas County Schools offer accelerated programs for high school students to earn their bachelor's degree in as little as two years of graduating from a Pinellas County high school. Students in other programs are required to achieve a minimum cumulative GPA based on total credit hours earned.</p> <p><b>Grading</b></p> <p><i>BOT Rule 6Hx23-4.20; College Handbook, p. 123:</i> Failure to maintain a 2.0 cumulative GPA will put the student on warning status and the student still is considered in good academic standing. Probation: failure to maintain a 2.0 average in any term after being placed on academic warning. Suspension: failure to maintain a 2.0 GPA after being placed on academic probation. The student must sit out one term. Dismissal – failure to maintain a 2.0 in any term after returning from suspension. The student must sit out one calendar year before returning to the college.</p>	<p><b>Selection and Admission Requirements</b></p> <p><i>BOT Rule 6Hx23-4.69</i></p> <p><b>Requirements of the Nursing Program Admission A. S. Degree Nursing Student Handbook</b></p> <p>Before entering the first semester of the Nursing “program courses” students must complete a minimum of 11 credits from the general education and/or support courses. Human Anatomy &amp; Physiology I and II, General Psychology and must be completed with 2.75 minimum grade point average on a 4.00 scale. Meeting minimum requirements does not guarantee admission.</p> <p><b>Grading</b></p> <p><i>College of Nursing A. S. Degree Nursing Student Handbook, p. 31</i></p> <p>Any student who makes a grade of less than C (79.5% rounded up to 80%) in a course in the nursing program that is a prerequisite to a nursing course will be ineligible to continue in the nursing program. Likewise, the clinical component of any nursing rotation must be satisfactorily passed. An overall 2.0 average is required to enroll in sophomore nursing courses. Credit must be earned in or prior to the prescribed sequence. The nursing faculty has adopted the following grade scale:            92-100 = A            85-91 = B            80-84 = C            73-79 = D            72-below = F</p>	<p><b>Selection and Admission Requirements</b></p> <p>These standards allow students to successfully complete the ADN Program.</p> <p>Additionally, these standards allow students to transfer to bachelor's degree at any State University System school in Florida following successful completion of the ADN (RN) program.</p> <p><b>Grading</b></p> <p>The Nursing faculty's research found that students who had an average below 80% were not successful on the NCLEX-RN.</p>

**Table 3.1.2: cont.**

College Policies	ADN Student Policies that differ from the College Policies	Rationale
<p><b>Audit</b>  <i>BOT Rule 6H23-4.20</i>                      Students who wish to Audit a college-level credit course may register on an audit basis without special permission.</p> <p><b>Academic progression</b>  <i>BOT Rule 6Hx23-4.69:</i>                      In order to enroll in any program course with a prerequisite, a grade of “C” or better must have been earned in all prerequisite courses.</p>	<p><b>Audit</b>  <i>College of Nursing A. S. Degree Nursing Student Handbook, p. 31</i>                      The clinical portions of nursing courses <b>may not</b> be taken as an Audit.</p> <p><b>Academic progression</b>  <i>College of Nursing A. S. Degree Nursing Student Handbook, p. 31.</i>                      Requirements Grade of “C” or better in each of the designated specialty courses in this program. Additionally, grade of C or better in each of the designated courses in the Nursing Program; valid AHA Health Care Provider CPR Certificate; for transfer students, completion of the “individual learning plan”; students must satisfactorily complete an end of the program competency assessment examination in theory and an end of program clinical evaluation; all co- requisite courses must be satisfactorily completed before student progresses to the next level; students must earn an 80% in the theory component of the course and earn a “satisfactory” grade in the clinical component of the course in order to pass the course. P. 29: Essential Facts for Progression, the grade earned in the course includes the didactic (theory) grade earned plus a satisfactory grade in clinical performance. If the student earns a “U” (Unsatisfactory), the student will receive an “F”. If the student earns below 80% theory and a satisfactory in</p>	<p><b>Audit</b>                      The experience of the clinical portions of nursing courses cannot be successfully taken as an Audit.</p> <p><b>Academic progression</b>  <b>American Heart Association Health Care Provider Basic Life Support CPR required per health care agency affiliation agreements</b></p> <p>The additional requirements increase the probability of passing the NCLEX-RN.</p>



**Table 3.1.2: cont.**

College Policies	ADN Student Policies that differ from the College Policies	Rationale
<p><b>Background Checks and Drug Screenings</b>  <i>BOT Rule 6Hx23-4.53</i>  <a href="http://www.spcollege.edu/hec/StudentActivities/background.htm">http://www.spcollege.edu/hec/StudentActivities/background.htm</a>                      All students entering a health program at St. Petersburg College are required to successfully complete a background screening within 120 days prior to starting the first health program course.</p> <p><b>6H23-4.33 Student and Student Organization Activities</b></p> <p>A. The following actions are prohibited at or on any campus or center of the College, or any College-sponsored or College-affiliated activity or event. Violation of any of these regulations may result in disciplinary action. In addition, the College reserves the right to impose discipline based on any student conduct, regardless of location, that may adversely affect the College or College community. Further, disciplinary action may be imposed in special circumstances where prescribed by law.</p> <p>1. Possession or consumption of alcoholic beverages.</p>	<p>clinical then the grade earned (D or F) will be applied to the course. Failure to meet these requirements will result in failure to progress within the nursing program. Returning to the program after failure or withdrawal is on a space available basis. Spaces cannot be guaranteed, thus may not be available the session readmission is sought.</p> <p><b>Background Checks and Drug Screenings</b>  <i>College of Nursing A. S. Degree Nursing Student Handbook</i>, pgs. 51, 52, and 65                      All students enrolled in a health related program are required to be drug/or alcohol free when reporting to school and while at “affiliating agencies”. A positive drug or alcohol test result shall be grounds for dismissal. The Intervention Project for Nurses, established by the FL Board of Nursing is open to nursing students who are dependent on drugs and/or alcohol or have mental health problems. If a student is in need of such services, nursing administration must refer the student. Recommendations on Licensure/State Board Exams for candidates with arrest records, physical and/or mental health problems on p. 38.</p>	<p><b>Background Checks and Drug Screenings</b>                      Required per affiliation agreements.</p>

**Table 3.1.2: cont.**

College Policies	ADN Student Policies that differ from the College Policies	Rationale
<p><b>Dress Code</b>  <i>BOT Rule 6Hx23-4.33</i>                      I. C. Students are expected to be dressed neatly and in good taste at all times while attending any campus sponsored activity.</p> <p><b>Academic/Clinical Probation, Suspension, and Dismissal</b>  <i>BOT Procedure 6Hx23-4.5 3</i>                      The College has the right to suspend or dismiss from a health-related program any student who does not satisfactorily complete each designated specialty course with a grade of “C” or better, or who does not exhibit the knowledge, behavior, skills or ethics deemed necessary for the health, safety, or welfare of patients.</p> <p><b>Readmission</b>  <b>As applied to Health Programs only. No Board Rules for General College Admission</b>  <i>BOT Rule 6Hx23-4.69 (IF and IV)</i>                      See College Catalogue Re-Admission to St. Petersburg College                      “Students who have not been in attendance . . . three or more semesters are required to provide updated contact information before re-enrolling.”</p>	<p><b>Dress Code</b>  <i>College of Nursing A. S. Degree Nursing Student Handbook, pgs. 55-59</i>                      White polo shirt, SPC patch or embroidery; navy, black, or khaki slacks or scrub pants with straight leg; closed-toed shoes and preferably closed back shoes. Clinical Dress Code: For Hospital and SCENE - Cherokee V Neck Tunic (white only) and Cherokee navy scrub pants with straight leg.</p> <p><b>Academic/Clinical Probation, Suspension, and Dismissal</b>                      The clinical component of a health related program is recognized as academic in progress within a clinical component are within the professional assessment and judgment of the appropriate faculty member.  <i>College of Nursing A. S. Degree Nursing Student Handbook, pgs. 77-81</i></p> <p><b>Readmission</b>                      The decision regarding reentry will be made according to procedure on an individual basis and is subject to course sequence and class size (space available basis). Readmission is based upon criteria for readmission determined by Nursing faculty as a whole.  <i>College of Nursing A. S, Degree Nursing Student Handbook, p. 78.</i></p>	<p><b>Dress Code</b>  <b>SPC</b> Nursing students should present an image of professionalism to the faculty, staff, and to the community. At no time are the SPC nursing students to be in any SPC uniform behaving in an unprofessional manner in a public place.</p> <p><b>Academic/Clinical Probation, Suspension, and Dismissal</b>                      In order to provide nursing students, to the degree possible, with an opportunity to correct deficiencies prior to suspension or dismissal from the program in addition to the SPC rule, the procedure outlined in the A. S. Degree Nursing Student Handbook is followed.</p> <p><b>Readmission</b>                      These are special adaptations applied to the nursing students due to space restrictions and needing to be successful on NCLEX-RN.</p>

**Criterion 3.2: Student services are commensurate with the needs of students pursuing or completing the associate program, including those receiving instruction using alternative methods of delivery.**

All students in the nursing program have access to support services offered by St. Petersburg College (SPC). The College Catalog has a directory of all faculty and administrative

and professional staff, citing their names, positions, academic credentials, and contact information. This information is also available through the college website. The credentials and contact information of staff members who provide support services for students are also listed. All student services personnel meet the criteria for employment as established by the Southern Association of Colleges and Schools.

### **Student Support Services**

Academic Support Services, Business Services and Campus Services comprise the Student Support Services at St. Petersburg College. Full Student Support Services are available on the first floor at HEC except for Financial Aid.

Academic Services consists of advising, disability resources, library services, testing, tutoring and Veterans Services. For advisement, students can use “MY Planner” found in “MY SPC” and select the advisement tab to access an advisement report. Students can also view their transcript and transfer credit report. This allows students to prepare prior to seeing an advisor.

### **Advising**

Advising, located in the Student Services department, is able to assist students with advising and career counseling. Generalists and academic advisors are available to assist students in the decision-making process regarding admission into a health program, career and academic planning and personal choices. To access the service, students can complete an online Health Program Advising Request, walk in without an appointment or call on the telephone (see <http://www.spcollege.edu/hec/Advising/index.htm>). Hours of operation are Monday and Thursday 8:30 a.m. - 7 p.m., Tuesday and Wednesday 8:30 a.m. - 4:30 p.m., and Friday 8:30 a.m. - 12 noon.

### **Disability Resources**

The Office of Disability Resources works in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 and seeks to ensure that

admission, academic programs, support services, student activities, and campus facilities are accessible to and usable by students who document a qualifying disability with the College. Currently there is a Learning Specialist assigned to HEC. Students with a qualifying disability work with the Learning Specialist to arrange for an Authorization for Accommodation Form. Students present this form to their instructors at the beginning of each course to receive this accommodation (see: [www.spcollege.edu/dr/](http://www.spcollege.edu/dr/)).

The Disability Resources Specialist is accessible 25 hours per week Monday-Thursday for students to make appointments.

### **Library Resources**

The HEC Library is a full service library that supports the Health Programs in addition to the online resources available to students. The library also contains computer work stations, scanners and photocopiers for student use. See Standard 5 for full description of the library resources. Hours of operation are Monday through Thursday 7:30 a.m. - 9 p.m. and Saturday 10 a.m. - 3 p.m.

### **HEC Testing Center**

The Testing Center provides testing for students who require accommodations and for students who need make up testing. Private rooms and carrels are available for students who need a proctored, reduced distraction environment for testing. The Testing Center hours of operation are Monday 7:30 a.m. - 6:30 p.m., Tuesday, Wednesday, and Thursday 7:30 a.m. - 4:30 p.m., and Friday 7:30 a.m. - 1 p.m.

### **New Initiative Program (NIP)**

NIP is supported by Federal Vocational Funds provided through the Florida Department of Education Division of Vocational Adult and Community Education. NIP provides academic assistance to special population health and pre-health students. Students may self-refer or be referred to the program by College staff. Depending on need, students may receive assistance in such areas as mathematics, English, science, and college survival skills (test taking

strategies; time management; stress reduction; and general study skills). Nursing content review sessions are offered by tutors who are nurses. NIP learning coordinators are available for individual or small group tutoring sessions.

The Learning Support Center, sponsored by NIP, provides a hands-on learning environment for all students. Anatomy models, microscopes, study aids and computer learning programs are some of the aids available. The hours are 7:30 a.m. - 7:30 p.m. Monday-Thursday and 7:30 a.m. - 1 p.m. on Fridays. (See: <http://www.spcollege.edu.edu/hec/nig/>).

### **Connections**

The Connections Program is a federally-funded program for Health Program students at the Health Education Center. Connections provides support for Advanced Technical Diploma, Certificate, and AS degree-seeking students with skills and resources to address academic, social, and personal challenges that may hinder student success. Connections can provide students with case management and success plans, lend textbooks and laptop computers, and refer for tutoring and various success skills resources.

(<http://www.spcollege.edu/Hec/StudentServices/connections.htm>.)

### **Veterans Services**

Veterans Services helps ease the Veterans' transition into the College by facilitating their entry and by assisting them to be successful throughout their educational endeavors. The HEC has a Veterans Services representative who students contact through the HEC advisors. (See:

<http://www.spcollege.edu/Veterans>.)

### **Business Services**

Business Services consist of a number of services including Financial Aid, Registration and Tuition Payment. Students have access to a Business Office at HEC.

### **Financial Aid**

The Offices of Financial Aid are located on the St. Petersburg/Gibbs campus, the Clearwater campus and the Tarpon Springs campus. The College Catalog and the SPC

Financial Aid Website detail the types of assistance available. Book Line of Credit, loan counseling and tuition payment plans are some of the services offered. The Free Application for Federal Student Aid is located online and students must complete this form in order for them to be considered for student loans or scholarships. St. Petersburg College's Financial Assistance Services office provides guidance on grants, scholarships, student employment and loans to help students pay college expenses. All students are informed of their obligation to repay student loans as appropriate. The CON Scholarship Committee distributes available monies to students who meet the qualifications of scholarships specific to nursing students. (See: [http://www.spcollege.edu/getfunds/.](http://www.spcollege.edu/getfunds/))

### **Registration**

Students use "My Planner" online for planning their course selections. A full schedule of the required nursing courses are posted on the ADN Student Commons located in ANGEL for student reference. Students self select the clinical sites they prefer when registration opens. If they have difficulty, the Business Office and Student Services (advisors) are available to assist students by telephone. The Administrative Manager of Student Services at HEC is responsible for the oversight of the registration process.

### **Tuition Payment**

Students are able to pay their tuition online through "MY SPC", by mailing a check or money order or in person at one of the campus business offices or at HEC.

### **Campus Services**

Selected services provided on campus are Follett's Bookstore and Campus Security.

### **Bookstore**

There are bookstores located at all campus sites and online. Books and syllabi can be ordered at [www.eFollett.com](http://www.eFollett.com). Students are provided with a list of textbooks and supplies (including the ISBN numbers). The students can buy used or new textbooks or can rent textbooks. The bookstore will buy back books at specific times of the year; however, nursing

students are encouraged to retain all of their books as they are used throughout the entire curriculum. Hours of operation are Monday and Thursday 8:30 a.m. - 7 p.m., Tuesday and Wednesday 8:30 a.m. - 4:30 p.m., and Friday 8:30 a.m. - 12 noon. (See:

[http://www.spcollege.edu/textbooks/.](http://www.spcollege.edu/textbooks/))

### **Campus Security**

The SPC College-wide Security Department supports the educational mission of the college by maintaining a safe environment that enhances the quality of life for all members of the college community. Officers strive to provide a safe "physical" environment in which our students, staff and faculty can teach, learn and grow but officers also strive to enhance the learning environment by providing helpful and supportive services to the college community.

College-wide Security provides a full range of services including crime prevention, traffic/parking enforcement, safety and security inspections as well as safety escorts to and from one's vehicle and crowd control for special events. The department maintains a close liaison with local, state and federal law enforcement agencies in implementing and coordinating campus security operations. (See: [http://www.spcollege.edu/central/campussecurity/.](http://www.spcollege.edu/central/campussecurity/))

### **Student Satisfaction with Support Services**

Analysis of the data from the Office of Institutional Research reveals student satisfaction ( $\geq 5.0$ ) with student support services. Data specific to HEC is not available. Analysis of the data from the Office of Institutional Research reveals strong usage of student support services college-wide.

### **Criterion 3.3: Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines.**

The educational records of St. Petersburg College are under the general direction and control of the Florida Department of State, Division of Library and Information Services, Bureau of Archives and Records Management. St. Petersburg College is also governed by the Family

Educational Rights and Privacy Act of 1974 (FERPA), as amended, which sets forth the requirements regarding the privacy of student records, and access to records.

St. Petersburg College's Educational records are located in Central Records located on the Tarpon Springs campus under the direction of the College Registrar. The College Board of Trustees addresses the issue of maintenance of student records in Rule 6Hx23-4.37 and students are provided this information in the 2011-2012 College Catalog.

Financial Aid records are maintained in the Financial Aid Office under the direction of the Director of Financial Aid. The Director of Financial Aid is responsible for complying with all policies governing the maintenance of these records. A review of the SPC Compliance Certification indicates 100% compliance with all federal guidelines for record keeping by SPC, the Financial Aid Office, and Student Records. See [www.spcollege.edu/sacs/compliance/index.htm](http://www.spcollege.edu/sacs/compliance/index.htm).

Within the College of Nursing, records for current students are kept in a locked room for a minimum of five years following graduation. These records contain student health forms, clinical course evaluations, counseling notes, and correspondence. Beginning Fall 2011, health records of incoming students are being kept electronically through Certified Background check.

**Criterion 3.4: Compliance with Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.**

**Criterion 3.4.1: A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.**

**Criterion 3.4.2: Students are informed of their ethical responsibilities regarding financial assistance.**

St. Petersburg College is in full compliance with this federal requirement regarding its program responsibilities under the Title IV of 1998 Higher Education Amendments. The College received the Program Participation Agreement from the US Department of Education that enables the College to receive and award Title IV Financial Aid program funds. Title IV Financial Aid Programs consists of the Federal Pell Grant, Federal Supplemental Educational



Opportunity Grant (FSEOG), Federal Work-Study Program (FWS), Federal Parent Loan for Undergraduate Students (PLUS), Federal Subsidized Stafford Loan, and the Federal Unsubsidized Stafford Loan. The Eligibility and Certification Approval Report confirms SPC's ability to award Title IV financial aid to students enrolled in all Associate Degree programs, selected Bachelor Degree programs and college credit certificate programs. The College's Program Participation Agreement and Eligibility and Certification Approval are continuously maintained and information can be found at:

[http://www.spcollege.edu/sacs/compliance/4\\_7\\_Title\\_IV.htm](http://www.spcollege.edu/sacs/compliance/4_7_Title_IV.htm) and

[http://www.spcollege.edu/sacs/compliance/3\\_10\\_3\\_Financial\\_Aid.htm](http://www.spcollege.edu/sacs/compliance/3_10_3_Financial_Aid.htm).

SPC remains committed to upholding high standards in the administration of student financial aid services. SPC's Office of Scholarships and Student Financial Assistance offer a broad range of services. The following table depicts the percentage of SPC students receiving financial assistance for the Academic Year 2009-2010 Credit Classes (numbers are approximate).

**Table 3.4.1: Percentage of Students Receiving Financial Assistance, 2009-2010**

<i>Any Aid</i>	61.36%
<i>Pell Grants</i>	36.57%
<i>State Aid</i>	15.49%
<i>Federal Loans</i>	30.93%

Historically, the College has awarded financial aid to 45-50% of the students. The amounts and types of financial assistance that a student receives are determined through federal, State and institutional guidelines and are offered to students in combinations or "packages" which may consist of grants, scholarships, loans and employment designed to help students meet educational expenses. Grants and scholarships are regarded as "gift" assistance and need not be repaid, although they may carry certain provisions to which one must adhere. Loans are usually offered at low interest rates and can be repaid over an extended period of time. Where assistance is offered in the form of a job, the student is paid an hourly rate for work performed.

The mission of the office of Scholarships and Student Financial Assistance (SSFA) is to assist students in securing the funds necessary to pursue their goals at St. Petersburg College. The office is committed to providing quality service, reliable consumer information and access to information on scholarships and student financial assistance. In addition, staff members are committed to working with the community by providing financial assistance awareness workshops and consultation for high school counselors and other members of the public.

As a result of SPC meeting the responsibility for proper administration of federal funds, the College is noted as a Just-In-Time Institution for the Federal Pell Grant program with USDOE. In addition, St. Petersburg College receives advance funding for Federal Campus-Based Programs, which consist of the Federal Supplemental Educational Opportunity Grant (FSEOG) and Federal Work Study (FWS). The completion and filing of the Fiscal Operations Report and Application to Participate is a USDOE requirement for schools to continue receiving Title IV funding. The following table depicts the federal financial assistance participation in Title IV programs for 2009-2010.

**Table 3.4.2: Federal financial assistance participation in Title IV programs, 2009-2010**

<i>Type of Financial Assistance</i>	<i>2009-2010 Award Amount</i>	<i>Number of Recipients Awarded</i>
<b>Federal Pell Grant</b>	\$38,917,738	11,647 Awards
<b>Federal Family Education Loan: Stafford (Sub/Unsubsidized) &amp; PLUS</b>	\$77,461,484	9,850 Awards
<b>Federal SEOG</b>	\$ 452,790	1,458 Awards
<b>Federal Work Study (FWS)</b>	\$ 735,843	290 Awards

St. Petersburg College has seen an increase in the student loan default rates with default rates increasing since 2003 with a current rate of 10.8%. The increase is believed to be a result of the current economy nationally and in the State of Florida. The current Federal default rate is 7% and the State default rate is 9.44%. Table 3.4.3 shows this trending.

**Table 3.4.3: Annual Default Rates for SPC Student Loans**

2005	8.1%
2006	7.7%
2007	10.7%
2008	10.8%

**Criterion 3.5: Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and NLNAC contact information.**

The St. Petersburg College Catalog and Website [www.spcollege.edu](http://www.spcollege.edu) provide general information about all educational activities including, but not limited to, college admission, tuition and fees, an academic calendar, financial aid, academic policies, and student services. Information specific to the College of Nursing is contained in the online College Catalog and the *A. S. Degree Nursing Student Handbook* available on-site. Health Programs Information Booklet, Checklist and GPA Calculator are located online at [www.spcollege.edu/HEC/Health\\_Programs\\_Information\\_Booklet.pdf](http://www.spcollege.edu/HEC/Health_Programs_Information_Booklet.pdf). All materials clearly state current and accurate information about the ADN Program. Additionally, the materials clearly state current NLNAC accreditation and Florida Board of Nursing approval status and contact information.

In addition to written documentation, general information sessions scheduled by Student Services are held to acquaint students with SPC and with the College of Nursing. At various times, nursing administration and nursing faculty have participated at college-wide information sessions so that attendees can learn about offerings available within the College of Nursing.

Applicants and students are provided with information about the program and its policies by attending general sessions designed for that purpose and by meeting with an academic advisor. The advisor provides information about admission requirements, transfer of credits, selection procedures and graduation requirements. If the student is requesting advanced standing in the Nursing Program, the student is referred to the Evening Nursing Program Director.

To ensure that information about the nursing program is accurate, clear, relevant and consistent, publications and documents disseminated to the public are reviewed annually. The *A. S. Degree Nursing Student Handbook* is reviewed annually with input from faculty through the ADN Committees. The Health Programs Information Booklet is reviewed by the Program

Director with the Administrative Manager of Student Services. The current SPC Catalog is available online and contains the most current up-to-date information. The revisions to the catalog are made at the time changes are approved. The SPC Web Catalog can be found at: <http://www.spcollege.edu/webcentral/catalog>.

The St. Petersburg College Associate Degree Nursing Program is accredited by National League for Nursing Accrediting Commission and is approved by the Florida Board of Nursing. The name and address of the NLNAC, as well as an active web link, is located on the Nursing home page and is also published in the *A. S. Degree Nursing Student Handbook*. Florida Board of Nursing approval status appears in the College Catalog, the *A. S. Degree Nursing Student Handbook*, and the Health Programs Information Booklet Packet. Results of accreditation reviews are available on-site.

St. Petersburg College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools at [http://www.spcollege.edu/sacs/index\\_compliance.htm](http://www.spcollege.edu/sacs/index_compliance.htm).

**Criterion 3.6: Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.**

Changes in policy or procedure may occur in between annual updates to the *A. S. Degree Nursing Student Handbook* and communicating these changes is a key focus. Subsequently, changes in policies, procedures and program information are communicated through a variety of methods (ADN Student Commons within ANGEL, hard copy correspondence, nursing syllabi, college Website, college student e-mail). The changes are always communicated in a consistent and timely manner. For example, when faculty approved a dress code change, letters were mailed to all students on November 20, 2007, and announcements were made on ADN Student Commons. At times there may be changes to a clinical site after the student registration period. When this occurs, students involved are personally contacted via telephone. SPC has instituted an e-mail address for all students known as [live.spcollege.edu](mailto:live.spcollege.edu) and this is used, along with the student's private email, for official

communication such as notification of readmission to the CON or the change to the Certified Background Check company for the required fingerprinting.

**Criterion 3.7: Orientation to technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery.**

All students must complete the SPC computer information competency prior to entry into the nursing program. Orientation to ANGEL platform is included in the module which is found on “MY SPC” on the SPC homepage. Based on this skill set, all nursing courses utilize the ANGEL Learning Management System extensively to disseminate course information and documents such as syllabi, course forms and lecture presentation handouts. The ANGEL system is also used to communicate to students through course announcements, e-mail, and discussion forums. Many courses utilize the Secure ANGEL Network for computerized achievement tests and final exams. The ANGEL homepage has an internet link to the help desk which is available 7:00 am to midnight every day of the week. Additional help resources can be found in the library.

The Simulation Center for Excellence in Nursing Education (SCENE) is a multi-million dollar state-of-the-art simulation lab which provides a supportive environment in a realistic clinical setting for students to learn and master nursing skills. The SCENE is a safe-nonthreatening teaching/learning environment which fosters the development of the level of critical thinking essential for the professional nurse.

Students are oriented by their faculty and the Skills Lab Facilitators who are specially trained in the operation of the simulators. Through the use of comprehensive case study scenarios, students gain self-confidence in their ability to critically think and to delivery care. One full-time Skills Lab Facilitator is dedicated to the SCENE. However, all seven Skills Lab Facilitators support faculty and students in the SCENE.

In the clinical setting, nursing students have access to electronic medical records (EMR). Faculty take responsibility for ensuring orientation is provided for students receiving clinical

experience in their respective facilities. Each facility has its own technical support help line for computer help. The CON is researching various vendors that provide EMR training in the classroom and SCENE with the goal of enhancing the utilization of EMR throughout the curriculum.

**Criterion 3.8: Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.**

The ADN Program does not offer distance education.

## STANDARD 4: CURRICULUM

The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.

**Criterion 4.1: The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning and program outcomes.**

The ADN curriculum incorporates the professional standards, guidelines, and competencies of the American Nurses Association (ANA), the 2000 National League for Nursing (NLN) Educational Competencies for Graduates of Associate Degree Nursing (ADN) Programs, and closely adheres to the Florida Nurse Practice Act. The program is moving toward including the Quality and Safety Education for Nursing (QSEN) competencies of Knowledge, Skills, and Attitudes throughout the curriculum along with the updated competencies for the NLN Educational Competencies for Graduates of Associate Degree Nursing Programs.

### **NLN Education Competencies for Graduates of ADN Programs**

There are 10 courses in the nursing program. Common threads in each course are based on the 2000 National League for Nursing (NLN) Educational Competencies for Graduates of Associate Degree Nursing Programs. These common educational threads relate to roles of the nurse as Provider of Care, Member of a Discipline, and Manager of Care. Additionally, common threads include clinical decision making and communication skills.

### **Clinical Decision Making**

The SPC ADN Program curriculum incorporates all the competencies identified under Clinical Decision Making in the NLN Educational Competencies for Graduates of ADN Programs (NLN, 2000). Students are taught at every level to create a patient data base by performing accurate assessments using multiple sources of information and to then analyze the data to formulate sound clinical judgments. Based on this data they make clinical decisions and identify effective solutions to provide individualized, safe and competent care for the client and support

persons that will achieve positive outcomes and goals. Evidence based practice and critical thinking provide a foundation for appropriate clinical decision making.

### **Communication**

Faculty believe that therapeutic communication in nursing is an interactive process that includes exchange of information verbally, nonverbally, in writing or electronically through information technology. Effective communication is essential in the roles of Provider of Care, Manager of Care, and Member of the Discipline. Those who are included in the communication process include the nurse, client, significant others, other members of the health care team, and community agencies. Faculty also believe that effective communication reflects caring, compassion, and cultural awareness that focuses on promoting positive outcomes and developing a trusting relationship. Likewise, effective communication is crucial in providing interdisciplinary and collaborative care in order to obtain optimal outcomes. Lastly, faculty believe that therapeutic communication is an interactive verbal and nonverbal process between the nurse and client that enhances the client's ability to cope with changes related to illness, develop more effective interpersonal relationships and acquire new knowledge and skills to achieve desired goals and enhanced quality of life. Table 4.1 shows the relationship of professional standards, guidelines and competencies to the Educational Outcomes (student learning outcomes) and nursing course content.



**Table 4.1: Meeting Educational Outcomes through the Integration of Professional Standards, Guidelines, and Competencies into Nursing Courses**

Educational Outcome (Student Learning Outcomes)	Professional Standard, Guideline, Competencies	Nursing Courses
<p>At the completion of the program the student will demonstrate:</p> <ol style="list-style-type: none"> <li>Critical thinking</li> </ol>	<p>ANA Scope and Standards of Practice:</p> <ul style="list-style-type: none"> <li><u>Standard #1 Assessment:</u> The registered nurse collects comprehensive data pertinent to the healthcare consumer's health and/or situation.</li> <li><u>Standard #2 Diagnosis:</u> The registered nurse analyzes the assessment data to determine the diagnoses or the issues.</li> <li><u>Standard #3 Outcomes Identification:</u> The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.</li> <li><u>Standard #4 Planning:</u> The registered nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.</li> <li><u>Standard #5 Implementation:</u> The registered nurse implements the identified plan.</li> <li><u>Standard #6 Evaluation:</u> The registered nurse evaluates progress toward attainment of outcomes.</li> </ul> <p>NLN ADN Competencies</p> <ul style="list-style-type: none"> <li><u>Assessment:</u> "Assessment is the collection, analysis, and synthesis of relevant data for the purpose of appraising the client's health status." <i>Clinical Decision Making:</i> "Clinical decision making encompasses the performance of accurate assessments, the use of multiple methods to access information, and the analysis and integration of knowledge and information to formulate clinical judgments."</li> </ul>	<p><u>NUR 1021C - Nursing I</u></p> <ul style="list-style-type: none"> <li>The student will demonstrate at the beginning level knowledge of the nursing process as scientific problem solving with particular emphasis on health history and physical assessment of self and assigned clients.</li> </ul> <p><u>NUR 1211C - Nursing II</u></p> <ul style="list-style-type: none"> <li>The student will develop and implement a written plan for provision of holistic care including measurable short and long term goals/outcomes that are planned with clients and families.</li> </ul> <p><u>NUR 1001C - Transition to Professional Nursing</u></p> <ul style="list-style-type: none"> <li>Same as 1211C.</li> </ul> <p><u>NUR 2462C - Nursing III</u></p> <ul style="list-style-type: none"> <li>The student will analyze the alternative nursing therapies in collaboration with the client/family to determine priorities for implementation.</li> </ul> <p><u>NUR 2731C - Nursing IV</u></p> <ul style="list-style-type: none"> <li>The student will participate as a member of an interdisciplinary health care team in implementing the nursing process.</li> </ul> <p><u>NUR 2811C - Nursing Care Management</u></p> <ul style="list-style-type: none"> <li>The student will utilize collaborative resources that will facilitate care of clients to restore and maintain optimal levels of health.</li> </ul>

**Table 4.1: (cont.)**

Educational Outcome (Student Learning Outcomes)	Professional Standard, Guideline, Competencies	Nursing Courses
<p>At the completion of the program the student will demonstrate:</p>	<p>FL Nurse Practice Act</p> <ul style="list-style-type: none"> <li>• “The observation, assessment, nursing diagnosis, planning, intervention, and evaluation of care; health teaching and counseling of the ill, injured, or infirm; and the promotion of wellness, maintenance of health, and prevention of illness of others.”</li> </ul>	
<p>2. Communication abilities by applying knowledge of the use of principles and concepts of therapeutic communication and interpersonal relationships.</p>	<p>ANA Scope and Standards of Practice:</p> <ul style="list-style-type: none"> <li>• <u>Standard #4 Planning</u>: The registered nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes. Develops an individualized plan in partnership with the person, family, and others considering the person’s characteristics or situation, including but not limited to, values, beliefs, spiritual and health practices, preferences, choices, developmental level, coping style, culture and environment and available technology.</li> </ul> <p>NLN ADN Competencies</p> <ul style="list-style-type: none"> <li>• <i>Communication</i>: “Therapeutic communication is an interactive verbal and non-verbal process between the nurse and client that assists the client to cope with change, develop more satisfying interpersonal relationships, and integrate new knowledge and skills.”</li> </ul>	<p><u>NUR 1021C - Nursing I</u></p> <ul style="list-style-type: none"> <li>• The student will utilize the key concepts of effective 1:1 relationships with instructors, peers, clients and staff.</li> </ul> <p><u>NUR 1211C - Nursing II</u></p> <ul style="list-style-type: none"> <li>• The student will compare and contrast effective communication and blocks to communication.</li> </ul> <p><u>NUR 1001C - Transition to Professional Nursing</u></p> <ul style="list-style-type: none"> <li>• Same as 1211C.</li> </ul> <p><u>NUR 2462C - Nursing III</u></p> <p>The student will intervene in situations that enhance or interfere with the establishment of trust, caring and empathy with clients of varying ages.</p> <p><u>NUR 2511C - Psychosocial Nursing</u></p> <ul style="list-style-type: none"> <li>• The student will apply the concepts related to initiating, sustaining and terminating a series of 1:1 sessions with clients and or families.</li> </ul> <p><u>NUR 2731C - Nursing IV</u></p> <ul style="list-style-type: none"> <li>• The student will analyze appropriate therapeutic communication responses when caring for chronically, critically and terminally ill clients and their significant others.</li> </ul>

**Table 4.1: (cont.)**

Educational Outcome (Student Learning Outcomes)	Professional Standard, Guideline, Competencies	Nursing Courses
<p>At the completion of the program the student will demonstrate:</p>	<p>FL Nurse Practice Act</p> <ul style="list-style-type: none"> <li>“... health teaching and counseling of the ill; The supervision and teaching of other personnel in the theory and performance of any of the acts.”</li> </ul>	<p><u>NUR 2811C - Nursing Care Management</u></p> <ul style="list-style-type: none"> <li>The student will communicate clearly when delegating tasks.</li> </ul>
<p>3. Application of knowledge of therapeutic nursing interventions by providing a physically and psychologically safe and comfortable environment for clients.</p>	<p>ANA Scope and Standards of Practice:</p> <ul style="list-style-type: none"> <li><u>Standard #5 Implementation</u>: The registered nurse implements the identified plan. <ul style="list-style-type: none"> <li>Provides holistic care that addresses the needs of diverse populations across the life span.</li> <li>Demonstrates caring behaviors toward healthcare consumers, significant others, groups of people receiving care.</li> <li>Implements the plan in a timely manner in accordance with patient safety goals.</li> </ul> </li> <li>Standard 5 B Health Teaching and Health Promotion - The registered nurse employs strategies to promote health and a safe environment.</li> </ul> <p>NLN ADN Competencies:</p> <ul style="list-style-type: none"> <li><i>Caring Interventions</i>: “Clinical interventions are those nursing behaviors and actions that assist clients in meeting their needs. These interventions are based on a knowledge and understanding of the natural sciences, behavioral sciences, nursing theory, nursing research and past nursing experiences. Caring is “being with” and “doing for” that assist clients to achieve the desired results.</li> </ul>	<p><u>NUR 1021C - Nursing I</u></p> <ul style="list-style-type: none"> <li>The student will follow the steps of the intervention accurately and in the appropriate order.</li> </ul> <p><u>NUR 1211C - Nursing II</u></p> <ul style="list-style-type: none"> <li>The student will select the appropriate nursing therapies based upon the client’s data base.</li> </ul> <p><u>NUR 1001C - Transition to Professional Nursing</u></p> <ul style="list-style-type: none"> <li>Same as Nursing II.</li> </ul> <p><u>NUR 2462C - Nursing III</u></p> <ul style="list-style-type: none"> <li>The student will prioritize and implement selected nursing therapies in a safe and timely manner.</li> </ul> <p><u>NUR 2731C - Nursing IV</u></p> <ul style="list-style-type: none"> <li>The student will discuss the appropriate modifications to the procedure based upon client need and practice setting.</li> </ul> <p><u>NUR 2811C - Nursing Care Management</u></p> <ul style="list-style-type: none"> <li>The student will delegate nursing care according to hospital policy and level of training of health team members.</li> </ul>

**Table 4.1: (cont.)**

Educational Outcome (Student Learning Outcomes)	Professional Standard, Guideline, Competencies	Nursing Courses
<p>At the completion of the program the student will demonstrate:</p>	<p>Caring behaviors are nurturing, protective, compassionate and student centered.”</p> <p>FL Nurse Practice Act</p> <ul style="list-style-type: none"> <li>• “The observation, assessment, nursing diagnosis, planning, intervention, and evaluation of care; health teaching and counseling of the ill, injured, or infirm; and the promotion of wellness, maintenance of health, and prevention of illness of others.”</li> </ul>	
<p>4. Knowledge of alternative delivery of care settings, other than acute care settings.</p>	<p>ANA Scope and Standards of Practice:</p> <ul style="list-style-type: none"> <li>• Standard #5 Implementation: The nurse implements the identified plan.</li> <li>• Utilizes community resources and systems to implement the plan.</li> </ul> <p>NLN ADN Competencies:</p> <ul style="list-style-type: none"> <li>• <i>Managing Care</i>: “Managing care is the efficient use of human, physical, financial, and technological resources to meet client needs and support organizational outcomes.” <ul style="list-style-type: none"> <li>— “assist clients to transition within and across healthcare settings”</li> </ul> </li> </ul> <p>FL Nurse Practice Act</p> <ul style="list-style-type: none"> <li>• “A professional nursing curriculum plan ...must document clinical training experience in appropriate settings that include but are not limited to acute care, long term care and community settings (464.019 (1) (f))”</li> </ul>	<p><u>NUR 1021C - Nursing I</u></p> <ul style="list-style-type: none"> <li>• The student will discuss practice settings and delivery care models.</li> </ul> <p><u>NUR 1211C - Nursing II</u></p> <ul style="list-style-type: none"> <li>• The student will identify the role of the registered nurse as an advocate for the client in acute care and community settings specific to the care of adult clients and child bearing families.</li> </ul> <p><u>NUR 1001C - Transition to Professional Nursing</u></p> <ul style="list-style-type: none"> <li>• The student will identify the role of the nurse as an advocate for the client in acute care and community settings.</li> </ul> <p><u>NUR 2462C - Nursing III</u></p> <ul style="list-style-type: none"> <li>• The student will utilize collaborative resources within the health care system including nurse practitioners, other technical and professional providers of health care in community agencies to meet the needs of adult clients/families.</li> </ul> <p><u>NUR 2731C - Nursing IV</u></p> <ul style="list-style-type: none"> <li>• The student will describe the role of the</li> </ul>

Table 4.1: (cont.)

Educational Outcome (Student Learning Outcomes)	Professional Standard, Guideline, Competencies	Nursing Courses
<p>At the completion of the program the student will demonstrate:</p>		<p>nurse in home health/hospice.</p> <ul style="list-style-type: none"> <li>The student will select appropriate community health/support groups for client referral.</li> </ul> <p><u>NUR 2811C - Nursing Care Management</u></p> <ul style="list-style-type: none"> <li>The student will provide for continuity of care.</li> </ul>
<p>5. Knowledge of and application of the role of the Associate Degree Nurse as manager of care.</p>	<p>ANA Scope and Standards of Practice:</p> <ul style="list-style-type: none"> <li><u>Standard #5A Coordination of Care:</u> The registered nurse coordinates care delivery.</li> </ul> <p>NLN ADN Competencies</p> <ul style="list-style-type: none"> <li><u>Managing Care:</u> "Managing care is the efficient use of human, physical, financial, and technological resources to meet client needs and support organizational outcomes."</li> <li><u>Collaboration:</u> "Collaboration is a shared planning, decision making, problem solving, goal setting and assumption of responsibilities by those who work together cooperatively, with open professional communication."</li> </ul> <p>FL Nurse Practice Act</p> <ul style="list-style-type: none"> <li>"The observation, assessment, nursing diagnosis, planning, intervention, and evaluation of care; health teaching and counseling of the ill, injured, or infirm; and the promotion of wellness, maintenance of health, and prevention of illness of others. The supervision and teaching of other personnel in the theory and performance of any of the acts."</li> </ul>	<p><u>NUR 1021C-Nursing I</u></p> <ul style="list-style-type: none"> <li>The student will examine the roles of the Associate Degree Nurse.</li> </ul> <p><u>NUR 1211C - Nursing II</u></p> <ul style="list-style-type: none"> <li>The student will demonstrate one's own accountability regarding time management skills and the role as a manager of care.</li> </ul> <p><u>NUR 1001C - Transition to Professional Nursing</u></p> <ul style="list-style-type: none"> <li>Same as Nursing II.</li> </ul> <p><u>NUR 2462C - Nursing III</u></p> <ul style="list-style-type: none"> <li>The student will utilize critical thinking in the roles of manager and provider of care.</li> </ul> <p><u>NUR 2731C - Nursing IV</u></p> <ul style="list-style-type: none"> <li>The student will use standards of nursing practice in caring for assigned clients.</li> <li>The student will describe the role of the nurse as a case manager.</li> </ul> <p><u>NUR 2813 - Role Transition in Nursing</u></p> <ul style="list-style-type: none"> <li>The student will describe the role of the professional nurse in the process of delegation and conflict resolution by exploring how the delegation process can effectively optimize patient outcomes.</li> </ul> <p><u>NUR 2811C - Nursing Care Management</u></p> <ul style="list-style-type: none"> <li>The student will synthesize and incorporate expected roles and behaviors of the novice registered nurse.</li> </ul>

**Table 4.1: (cont.)**

Educational Outcome (Student Learning Outcomes)	Professional Standard, Guideline, Competencies	Nursing Courses
<p>6. Knowledge of and application of the role of the Associate Degree Nurse as member of the discipline of nursing.</p>	<p>ANA Scope and Standards of Practice:</p> <ul style="list-style-type: none"> <li>Standard #7 Ethics: The registered nurse practices ethically.</li> <li>Standard #8 Education: The registered nurse attains the knowledge and competence that reflects current practice.</li> <li>Standard #9 Evidenced-Based Practice and Research: The registered nurse integrates evidence and research findings into practice.</li> <li>Standard #10 Quality of Practice: The registered nurse contributes to quality nursing practice.</li> </ul> <p>NLN ADN Competencies:</p> <ul style="list-style-type: none"> <li>Professional Behaviors: "Professional behaviors within nursing practice are characterized by a commitment to the profession of nursing. The graduate of an associate degree nursing program adheres to standards of professional practice, is accountable for his/her own actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks."</li> </ul> <p>FL Nurse Practice Act</p> <ul style="list-style-type: none"> <li>"Practice of professional nursing means the performance of those acts requiring substantial specialized knowledge, judgment, and nursing skill based upon applied principles of psychological, biological, physical, and social sciences . . ."</li> </ul>	<p><u>NUR 1021C - Nursing I</u></p> <ul style="list-style-type: none"> <li>The student will discuss socialization of the student to the profession of nursing.</li> </ul> <p><u>NUR 1211C - Nursing II</u></p> <ul style="list-style-type: none"> <li>The student will compare and contrast historical trends and issues to current practice.</li> </ul> <p><u>NUR 1001C - Transition to Professional Nursing</u></p> <ul style="list-style-type: none"> <li>Same as Nursing II.</li> </ul> <p><u>NUR 2462C - Nursing III</u></p> <ul style="list-style-type: none"> <li>The student will serve as a client advocate in state or national issues affecting health care and delivery of health care.</li> </ul> <p><u>NUR 2731C - Nursing IV</u></p> <ul style="list-style-type: none"> <li>The student plans for ongoing professionalization through additional education, participation in nursing research through data collection, employment of evidence-based practice, participation in nursing organizations and potential involvement in the political process.</li> </ul> <p><u>NUR 2813 - Role Transition in Nursing</u></p> <ul style="list-style-type: none"> <li>The student will analyze case studies to identify root cause analysis or errors in nursing practice situations to determine how to prevent errors in the future.</li> </ul> <p><u>NUR 2811C - Nursing Care Management</u></p> <ul style="list-style-type: none"> <li>The student plans for ongoing professionalization through additional education, participation in nursing research through data collection, employment of evidence-based practice, participation in nursing organizations and potential involvement in the political process.</li> </ul>

**Table 4.1: (cont.)**

Educational Outcome (Student Learning Outcomes)	Professional Standard, Guideline, Competencies	Nursing Courses
<p><b>At the completion of the program the student will demonstrate:</b></p> <p>7. Knowledge of the theoretical concepts and critical thinking skills essential for the safe practice of nursing as a graduate nurse.</p>	<p>ANA Scope and Standards of Practice:</p> <ul style="list-style-type: none"> <li>Standard #1 <u>Assessment</u>: The registered nurse collects comprehensive data pertinent to the healthcare consumer's health and/or situation.</li> <li>Standard #2 <u>Diagnosis</u>: The registered nurse analyzes the assessment data to determine the diagnoses or the issues.</li> <li>Standard #3 <u>Outcomes Identification</u>: The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.</li> <li>Standard #4 <u>Planning</u>: The registered nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.</li> <li>Standard #5 <u>Implementation</u>: The registered nurse implements the identified plan.</li> <li>Standard #6 <u>Evaluation</u>: The registered nurse evaluates progress toward attainment of outcomes.</li> </ul> <p>NLN ADN Competencies</p> <ul style="list-style-type: none"> <li><i>Professional Behaviors</i></li> <li><i>Communication</i></li> <li><i>Assessment</i></li> <li><i>Clinical Decision Making</i></li> <li><i>Caring Interventions</i></li> <li><i>Teaching and Learning</i></li> <li><i>Collaboration</i></li> <li><i>Manager of Care</i></li> </ul> <p>FL Nurse Practice Act</p> <ul style="list-style-type: none"> <li>"Practice of professional nursing means the performance of those acts</li> </ul>	<p><u>NUR 1021C - Nursing I</u></p> <ul style="list-style-type: none"> <li>The student will support each step (of an intervention) with appropriate scientific rationales for the skills and the manner in which they are done.</li> </ul> <p><u>NUR 1211C- Nursing II</u></p> <ul style="list-style-type: none"> <li>The student will identify standards of nursing practice as they apply to the care of clients with selected commonly recurring, actual or potential health problems.</li> </ul> <p><u>NUR 1001C - Transition to Professional Nursing</u></p> <ul style="list-style-type: none"> <li>Same as Nursing II.</li> <li>The student will recognize barriers to providing a safe environment in the acute care setting for clients demonstrating maladaptive behavior.</li> </ul> <p><u>NUR 2462C - Nursing III</u></p> <ul style="list-style-type: none"> <li>The student will evaluate comprehensive, holistic patient care based upon client-centered outcomes.</li> </ul> <p><u>NUR 2731C - Nursing IV</u></p> <ul style="list-style-type: none"> <li>The student will use standards of nursing practice in caring for assigned clients.</li> </ul>

**Table 4.1: (cont.)**

Educational Outcome (Student Learning Outcomes)	Professional Standard, Guideline, Competencies	Nursing Courses
<p>At the completion of the program the student will demonstrate:</p>	<p>requiring substantial specialized knowledge, judgment, and nursing skill based upon applied principles of psychological, biological, physical, and social sciences Practice of professional nursing" means the performance of those acts requiring substantial specialized knowledge, judgment, and nursing skill based upon applied principles of psychological, biological, physical, and social sciences which shall include, but not be limited to:</p> <ul style="list-style-type: none"> <li>(a) The observation, assessment, nursing diagnosis, planning, intervention, and evaluation of care; health teaching and counseling of the ill, injured, or infirm; and the promotion of wellness, maintenance of health, and prevention of illness of others.</li> <li>(b) The administration of medications and treatments as prescribed or authorized by a duly licensed practitioner authorized by the laws of this state to prescribe such medications and treatments.</li> <li>(c) The supervision and teaching of other personnel in the theory and performance of any of the acts." </li></ul>	<p>Examples of Course Content</p>



**Criterion 4.2: The curriculum is developed by the faculty and regularly reviewed for rigor and currency.**

Curriculum evaluation is a continuous process engaging all nursing faculty. Evaluation data comes from sources such as evaluation of admission requirements, attrition rates, NCLEX pass rates, student and faculty surveys, needs of the nursing profession, consumers, and stakeholders. Nursing faculty are responsible for development and revision of the curriculum. Documentation of curriculum discussions and decisions can be found in the minutes of the weekly Course Level Meetings, Curriculum Committee meetings, ADN and Faculty of the Whole meetings, and semi-annual ADN Curriculum Workshops (held every May and December). Meeting minutes are available on-site and on the Faculty ADN Commons for review.

Beginning in the 2007-2008 academic year, faculty engaged in an extensive multi-year curriculum review with the goal of “mapping” and documenting how each of the 10 human functional dimensions were taught across the curriculum. Individual unit objectives within each functional dimension were analyzed based on criteria established by faculty. The following criteria were established:

- Were the unit objectives appropriate for each level?
- Was there increasing complexity among the levels?

The project revealed where concepts were repeated or omitted. Each unit objective was reviewed to ensure they were based on appropriate Blooms Taxonomy and the NCLEX Test Plan. The Curriculum Committee made recommendations for curriculum changes to the entire faculty at monthly ADN Faculty meetings, and semi-annual ADN Curriculum Workshops. For example, in the March 31, 2008, Faculty Meeting Curriculum Mapping Minutes, a number of functional dimensions were presented by various levels with decisions made.

Another example of faculty decision making was the updating of the pharmacology course as evidenced by the March 24, 2008, Faculty of the Whole Minutes whereby the pharmacology course contact hours were changed from 2:1 to 3:1 resulting in the increase in

contact hours from 32-47 hours. One objective related to the use of the Human Patient Simulators was added, “The student will apply the nursing process by choosing appropriate interventions in a simulated environment . . .”

An example of updating the curriculum to meet changes in health care includes the addition of the Electronic Medical Records (EMR) Major Learning Outcome and course objectives to each level. Faculty have added content related to EMR through clinical orientation and instruction (where available) at clinical sites that are either in the process of adopting or have adopted electronic medical records. Currently the faculty is reviewing vendors for an EMR system for clinical instruction in the SCENE/Skills Lab.

Table 4.2 reflects a sampling of the curriculum reviews/revisions that occurred in the past four years.

**Table 4.2: Examples of Curriculum Review and Revision**

Curriculum Review Activity	Description	Outcome	Date approved
Curriculum Mapping.	Review of all unit objectives for each functional dimension.	Selected Objectives revised, selected content moved to another level.	During 2008-09 academic year- See 3/31/08 Faculty Meeting minutes for example.
Electronic Medical Records Major Learning Outcomes and Course Objectives.	MLO and CO related to EMR added to NUR 1021C, 1211C; 2462C; 2731C; and 1001C.	Faculty implementing via clinical experience as most hospitals now have EMR. Evaluating published electronic teaching tools for on campus use.	12/15/09 Curriculum Workshop minutes  Discussion of EMR Teaching tool discussion pending 5/4/11 Curriculum Workshop minutes.
Replacement of Holistic Nursing Process Study case study with Clinical Prep/Plan of Care.	Case study very lengthy and involved. Replaced with clinical prep/plan of care tool developed at each level.	Tools approved at each level and presented to faculty on 12/15/10. Implemented Spring 2011.	Approved by each level and presented on 12/15/10 Curriculum Workshop minutes.
IPA guidelines revised with written IPA required.	Revision and leveling of the Interpersonal Process Analysis.	New tools revised and put into place Fall 2010.	5/4/10 Curriculum Workshop minutes.

**Table 4.2.1: cont.**

Curriculum Review Activity	Description	Outcome	Date approved
All courses moved to C courses.	Combination of theory and clinical into one "C" course based on request of upper administration and students to enhance understanding of correlation of theory with clinical.	Implemented Fall 2011.	Approved at Curriculum Committee on 4/5/10 and sent to college C and I on 5/4/11.
ATI passing score changed to Level 2 Proficiency from 50 <sup>th</sup> Percentile proficiency.	Based upon recommendation of ATI as to appropriate scoring.	Implemented for Incoming students for academic year 2009-2010.	Approved 4/6/09 Faculty Meeting minutes.
Mission/Vision/Tag Line statements adopted by faculty.  Review of Philosophy.	Along with approval of philosophy of the College of Nursing these statements were added.	Implemented Spring 2011.	Approved by Faculty of the Whole 12/15/10.
Textbook adoptions/deletions.	All textbooks reviewed and approved by faculty.	Implemented at various times, usually in August of the next academic year.	Examples of decisions relating to textbook adoptions:  Texts by authors Doenges and Ackley, and an electronic Clin E-Guide: 10/18/10.  <i>Interpersonal Relationships</i> : 9/20/10.  <i>Strategies, Techniques and Approaches To Thinking</i> : 5/10/10.  Elsevier E-Books: 4/6/09.
Test Complexity Escalation.	Update tests at each level to increase level of difficulty as the course progresses so that the student is moved to a higher level of functioning as they complete the course.	Each level still piloting and revising tests to alter the number of lower level items as compared to the number of higher level items based on Blooms Taxonomy so the student progresses to higher level items as the course progress.	Report made at the 5/4/11 Curriculum Workshop.

**Table 4.2.1: cont.**

Curriculum Review Activity	Description	Outcome	Date approved
Evidence of Three-year review of courses as required by SPC.	Courses on a three-year cycle requiring small faculty teams to evaluate.		Examples of three-year review Faculty Meeting 11/10/09 and 12/15/09 Curriculum Workshop minutes.
Medication Calculation Instructions.	Based upon NCLEX Instructions.	Implemented Spring 2011.	12/15/10.
Medication Calculation Policy Revision.	To simplify the follow-up of students who were having difficulty being successful on the dosage and solutions problems on achievement tests.	Spring 2011.	12/15/10.

**Criterion 4.3: The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.**

The ADN curriculum reflects the faculty beliefs about human beings, health and health care, nursing, nursing education, and the practice of the associate degree graduate as described in the CON philosophy. Recognizing students as learners from diverse backgrounds, the faculty designed the curriculum to facilitate student development from the point of entry into the program, to the point of entry into practice as a novice generalist graduate nurse. The novice generalist nurse is able to conceptualize and practice in a variety of health care environments from acute care to chronic care settings. Throughout the program, students progress in their knowledge and skill development as they practice and integrate the roles of the associate degree graduate. Theoretical and clinical objectives increase in complexity, and students are guided through decision-making processes that involve critical thinking as they provide for the holistic health care needs of clients. Students who progress satisfactorily have the opportunity to develop requisite knowledge, skills and attitudes to meet the Educational Outcomes (Student Learning Outcomes) located in Appendix A and the Program Outcomes for the Associate Degree in Nursing. This is reflected not only through their performance on

NCLEX-RN, but also through their nursing practice and their assumption of responsibility as members of the discipline of nursing.

The philosophy and conceptual framework for the CON provides the organizing structure for each nursing course and is reflected in the major learning outcomes (MLOs) and objectives for each nursing course (available on-site). Central to the philosophy of the CON and conceptual framework of the associate degree program is the belief that “people are holistic beings whose minds, bodies, and spirits interact with, have effect on, and are affected by the physical and social environments in which they live”.

This belief is reflected through the incorporation of the categories of 10 human functional dimensions into the structure of each course. To facilitate understanding of the philosophical belief of the person/client as a holistic being, students are guided through assimilating knowledge in incremental levels of complexity regarding homeodynamics and the categories of human functional dimensions as typically assessed by nurses. The 10 human functional dimensions are:

1. Wellness and well-being
2. Self-expression
3. Skin and tissue integrity
4. Nutrition
5. Fluid balance
6. Elimination
7. Oxygenation
8. Sleep/rest/pain/comfort
9. Neurosensory integration
10. Mobility

The holistic human response patterns of the person/client to actual or potential changes in the human functional dimensions are categorized as physiological, psychological (cognitive,

emotional, and self-conceptual), spiritual (sociocultural, life-structure, and sexuality), and environmental.

The Nurse-Client Interaction Model (Figure 4.3) was developed by the faculty to diagrammatically depict the interrelationship between the person/client, the responses of the person/client, and nursing care through the nursing process. It also helps differentiate the ADN practitioner from the BSN practitioner. The interlocking circles reflect the interrelatedness of component aspects of:

1. the person/client as a holistic being
2. the responses of holistic beings in the context of the environment
3. the nurse as a holistic being with special knowledge and skills

When the person/client experiences actual or potential threats to homeodynamics, the nurse utilizes knowledge and skills to provide preventative, supportive, restorative, or rehabilitative care to facilitate an alteration in the person/client or in the responses of the person/client. Similarly, the responses of the person/client, will alter the nurse or the responses of the nurse in implementation of the nursing process.

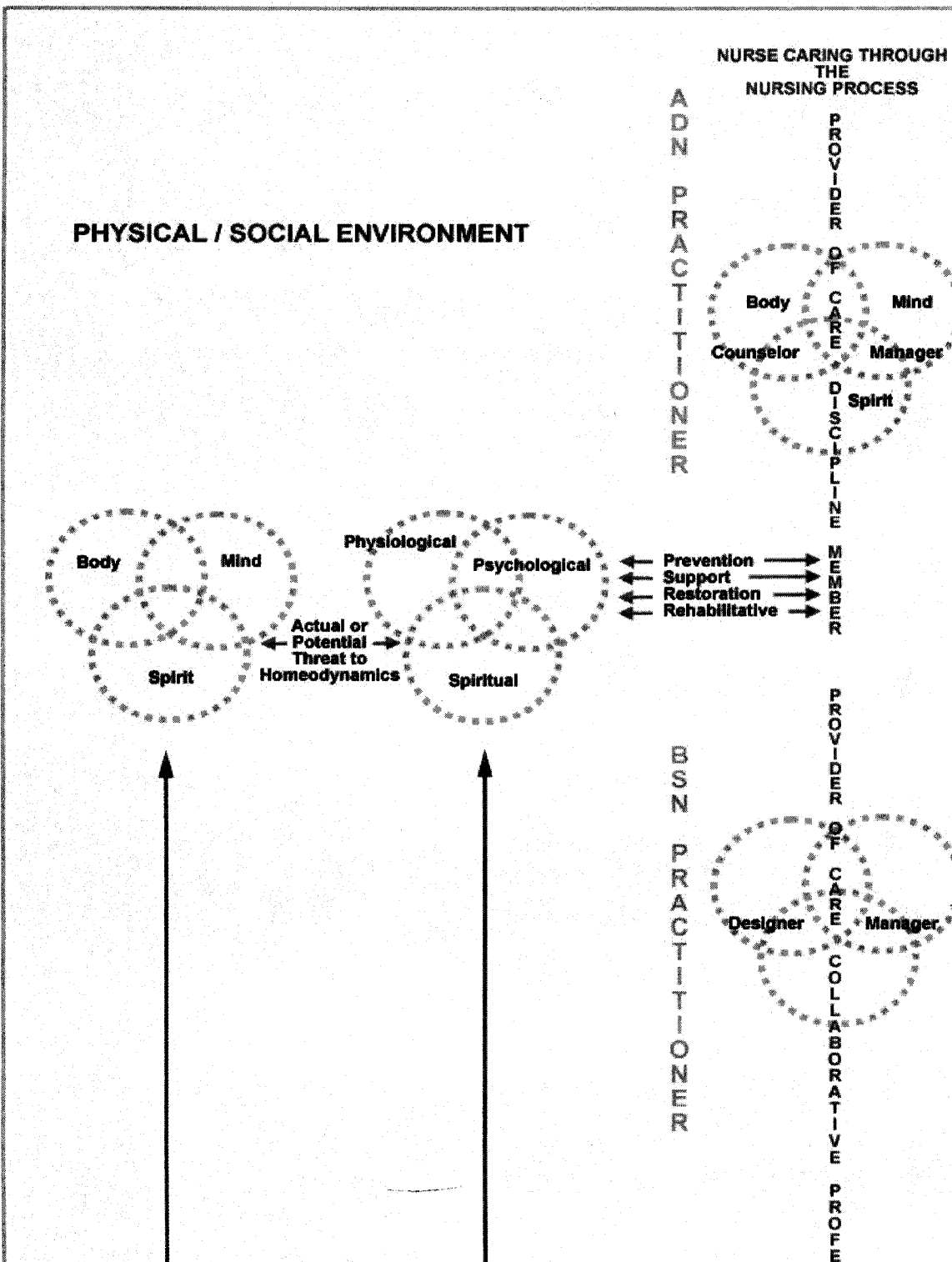
The major learning outcomes (MLOs) for each nursing course flow from the philosophy and conceptual model and the Educational Outcomes (student learning outcomes) identified by faculty and demonstrate increasing levels of complexity of course content and objectives as students progress through the program. The ultimate goal is for students to achieve the ADN Educational (student learning outcomes located in Appendix A) and Program Outcomes.

The MLOs in each course address the concept of holistic nursing care reflecting the faculty's beliefs about the holistic nature of human beings whose physical, psychological and spiritual responses interact with and are affected by the physical and social environment in which the client lives. In addition to holistic nursing care, course MLOs at each level, address critical thinking through the use of nursing process, caring behaviors, knowledge of legal/ethical dimensions of practice, knowledge of nursing therapies/interventions/skills, collaborative

communications, and the roles of the nurse as care provider, manager of care, and member of the discipline of nursing. These various roles are directed towards enabling the nurse/person/families/communities, throughout the lifespan, to promote, maintain, and support health and well-being; prevent disease and illness; and implement restorative and rehabilitative care, in a variety of acute care and community-based settings. To facilitate understanding of the philosophical belief of the person/client as a holistic being, students are guided through assimilating knowledge in incremental levels of complexity regarding homeodynamics and the categories of human functional dimensions.

Figure 4.3

## NURSE - CLIENT INTERACTION MODEL





Nursing courses throughout the program are labeled “C” courses as they include both theory and clinical components in one course. The MLOs, Course Objectives (stated in performance terms), and Criteria Performance Standards are derived from the Approved Course Outlines available for each “C” Course. Each “C” course’s MLOs are designed to focus on the assimilation of knowledge and concepts essential for the practice of nursing and facilitate application of theory to practice in the clinical setting. Each course syllabus includes the MLOs, Course Objectives (stated in performance terms), and Criteria Performance Standards. Evaluation is based on scores achieved on unit exams, a comprehensive final exam, and other assignments as directed by the faculty. The grading policy, as adopted by the nursing faculty, and stated in the ADN Nursing Program Student Handbook applies here. The clinical experience is graded separately as either satisfactory (“S”) or unsatisfactory (“U”) based on the Clinical Evaluation Performance Guide located in the student syllabus (available on-site). The clinical evaluation form outlines the specific expectations of the student in the clinical setting and reflects the objectives and theoretical content. Students must earn a passing grade in theory and achieve satisfactory performance as outlined in the Clinical Evaluation Performance Guide for each course in order to progress.

Instructional units within the syllabus delineate Key Terms, Unit Objectives, classroom and clinical Learning Activities, and a correlated Content Outline. These materials help guide students towards achievement of the MLOs and course objectives.

Table 4.3 demonstrates the relationship of the nursing process major learning outcomes/course objectives to the criteria performance standards on the Clinical Evaluation Guide. The nursing process outcomes and objectives flow from the Educational (Student Learning) Outcomes.

**Table 4.3: Example of Relationships of Educational (Student Learning) Outcomes with Course Learning Outcomes and Criteria Performance Standards**

EDUCATIONAL OUTCOMES (STUDENT LEARNING OUTCOMES)	NURSING COURSE AND COURSE STUDENT LEARNING ACTIVITIES	EXAMPLES OF TEACHING METHODS	EXAMPLES OF LEARNING ACTIVITIES	EXAMPLES OF EVALUATION METHODS
<p>At the completion of the program the student will demonstrate:</p> <ol style="list-style-type: none"> <li>Critical Thinking</li> </ol>	<p><b>NUR 1021C Nursing I</b></p> <p>The student will demonstrate, at the beginning level, knowledge of the nursing process as a scientific problem solving with particular emphasis on health history and physical assessment of self and assigned clients by:</p> <ol style="list-style-type: none"> <li>performing a holistic assessment or assigned clients including selected physical examination techniques and using a variety of assessment equipment.</li> <li>Comparing assessment findings with established norms that reflect health status in each of the functional dimensions . . .</li> </ol>	<p>Lecture Discussion Demonstration Videos Simulation Web-supported (ANGEL) Clinical Teaching</p>	<p>Assigned Reading Critical Thinking Exercises Small Group Discussions In Class Practice Head to Toe Assessment</p>	<p>Classroom: Quizzes Achievement Tests Head-to-Toe Assessment Motor Performance Check-offs</p> <p>Clinical: Clinical Evaluation Performance Guide – Evaluation Guide – Summative Evaluation Critical Criteria must be achieved without error:</p> <p>1.A.1-4. Role of Provider of Care: Nursing Process: Assessment The student will: 1. Use a variety of sources to collect data. 2. Indicate scope of each client's health potential . . . 3. Describe a prescribed format to collect a nursing history</p>

Table 4.3: (cont.)

EDUCATIONAL OUTCOMES (STUDENT LEARNING OUTCOMES)	NURSING COURSE AND COURSE STUDENT LEARNING ACTIVITIES	EXAMPLES OF TEACHING METHODS	EXAMPLES OF LEARNING ACTIVITIES	EXAMPLES OF EVALUATION METHODS
				<p>4. Complete a client assessment</p> <p>Clinical Prep/Clinical Plan of Care</p>
	<p><b>NUR 1142C Application of Pharmacology Concepts in Nursing Therapy</b></p> <p>The student will apply the nursing process to the management of nursing clients receiving pharmacologic therapies by:</p> <ol style="list-style-type: none"> <li>a. obtaining a client drug history.</li> <li>b. selecting nursing diagnoses related to potential and actual client health-related needs associated with specific pharmaceutical agents.</li> <li>c. identifying appropriate client-centered goals related to pharmacological aspects of therapy.</li> <li>d. identifying the expected therapeutic client outcomes related to drug therapy.</li> </ol>	<p>Lecture Discussion Videos Web-supported (ANGEL)</p>	<p>Assigned Reading Medication Advertisement Assignment Completion of Study Guide Questions</p>	<p>Quizzes Achievement Tests Written Assignments</p>

**Table 4.3: (cont.)**

EDUCATIONAL OUTCOMES (STUDENT LEARNING OUTCOMES)	NURSING COURSE AND COURSE STUDENT LEARNING ACTIVITIES	EXAMPLES OF TEACHING METHODS	EXAMPLES OF LEARNING ACTIVITIES	EXAMPLES OF EVALUATION METHODS
	<ul style="list-style-type: none"> <li>e. recognizing specific pharmacological aspects affecting the planning of client care.</li> <li>f. relating the concept of client safety to the rights of medication administration.</li> <li>g. evaluating client response to drug therapy.</li> <li>h. formulating a client/family teaching plan.</li> </ul>			
	<p><b>NUR 1060C Nursing Process/Physical Assessment (LPN Transitional Students Only)</b></p> <p>The student will apply, at the beginning level, the nursing process with particular emphasis on health history and physical assessment of the well client by:</p> <ul style="list-style-type: none"> <li>a. performing a holistic assessment on assigned clients including selected physical examination techniques and using appropriate assessment.</li> </ul>	<p>Lectures Discussion Videos Simulation Web-supported (ANGEL)</p>	<p>Assigned Reading Critical Thinking Checkpoints in Textbook Assignments Posted on ANGEL In Class Practice Head-to-Toe Assessment</p>	<p>Classroom Achievement Testing Head-to-Toe Assessment Personal Wellness Project</p>

**Table 4.3: (cont.)**

EDUCATIONAL OUTCOMES (STUDENT LEARNING OUTCOMES)	NURSING COURSE AND COURSE STUDENT LEARNING ACTIVITIES	EXAMPLES OF TEACHING METHODS	EXAMPLES OF LEARNING ACTIVITIES	EXAMPLES OF EVALUATION METHODS
	<p>b. comparing assessment finding with established norms that reflect health status in each of the functional dimensions . . .</p> <p>c. using assessment data to select nursing diagnoses.</p> <p>d. developing client-centered goals which are realistic, measurable, and appropriate to the identified nursing diagnosis.</p>			
	<p><b>NUR 1211C Nursing II and 1001C Transition to Professional Nursing</b></p> <p>The student will demonstrate critical thinking skills through the utilization of the nursing process as it relates to the care of adult clients and childbearing families with commonly recurring actual or potential threats to homeodynamics with particular emphasis on involving clients and families in establishing goals as scare is planned and implemented by:</p>	<p>Lecture Group Work Case Study Analysis Demonstration Videos Simulation Web-supported (ANGEL) Clinical Teaching</p>	<p>Assigned Reading Critical Thinking Group Discussion In Class Practice</p>	<p>Classroom: Evaluation Quizzes Achievement Tests Motor Performance Check-offs ATIs</p> <p>Clinical: Clinical Evaluation Performance Guide Evaluation Guide Summative Evaluation Critical Criteria must be met without error:</p>

Table 4.3: (cont.)

EDUCATIONAL OUTCOMES (STUDENT LEARNING OUTCOMES)	NURSING COURSE AND COURSE STUDENT LEARNING ACTIVITIES	EXAMPLES OF TEACHING METHODS	EXAMPLES OF LEARNING ACTIVITIES	EXAMPLES OF EVALUATION METHODS
	<p>a. assessing client/family human responses with the four domain of the holistic person.</p> <p>b. analyzing assessment data to select and prioritize appropriate nursing diagnoses.</p> <p>c. developing and implementing a written plan for provision of holistic care including measurable short-term and long-term goals/outcomes that planned with clients and families.</p>			<p>1. Role of Provider of Care</p> <p>B. Nursing Process: Nursing Diagnosis</p> <p>1. Use assessment data and functional levels of health to identify and prioritize actual and potential nursing diagnoses for assigned clients.</p>
	<p><b>NUR 2462C Nursing III</b></p> <p>The student will demonstrate critical thinking skills through the use of the nursing process, with particular emphasis on planning, implementing, and evaluating the outcome of complex nursing therapies, in caring for child-rearing families and adult clients who are experiencing complex threats to homeodynamics by:</p> <p>d. developing and implementing an</p>	<p>Lecture Discussion Demonstration Videos Web-supported (ANGEL) Clinical Teaching</p>	<p>Assigned Readings Family Assessment Develop a Play Tool for Selected Age Child Complete Study Guide</p>	<p>Classroom: Achievement Tests Motor Performance Check-offs</p> <p>Clinical: Summative Evaluation Prep and Plan of Care ATIs</p> <p>1.D.1.d.i,f,g. Role of Provider of Care: Nursing Process: Interventions The student will d. adapt all</p>

Table 4.3: (cont.)

EDUCATIONAL OUTCOMES (STUDENT LEARNING OUTCOMES)	NURSING COURSE AND COURSE STUDENT LEARNING ACTIVITIES	EXAMPLES OF TEACHING METHODS	EXAMPLES OF LEARNING ACTIVITIES	EXAMPLES OF EVALUATION METHODS
	<p>individualized written plan for the provision of holistic care for the client/family . . .</p> <p>e. analyzing the alternate nursing therapies in collaboration with the client/family to determine priorities for implementation.</p>			<p>procedures to reflect developmental age.</p> <p>f. document the procedure according to standards of care.</p> <p>g. follow standards of care for surgical asepsis.</p>
	<p><b>NUR 2150C Psychosocial Nursing</b></p> <p>The student will apply the nursing process as a dynamic tool in meeting the psychosocial needs of clients and families by:</p> <p>b. identifying the expected goals, outcomes of care, and appropriate nursing interventions.</p> <p>d. describing the scientific rationale for the selected nursing interventions.</p> <p>e. using the standards of nursing practice for meeting the psychosocial needs</p>	<p>Online Models or Face-to-Face Lecture Clinical Teaching</p>	<p>Assigned Reading Review Power Points Complete Review Questions Complete Online Modules</p>	<p>Classroom: Achievement Tests Quizzes</p> <p>Clinical: 1.D.3.a-b. Role of Provider of Care: Nursing Process: Interventions: Monitoring Interventions The student will: a. monitor client's response to psychotropic medication b. identify cues and clues from client's mental state or attitude.</p>

Table 4.3: (cont.)

EDUCATIONAL OUTCOMES (STUDENT LEARNING OUTCOMES)	NURSING COURSE AND COURSE STUDENT LEARNING ACTIVITIES	EXAMPLES OF TEACHING METHODS	EXAMPLES OF LEARNING ACTIVITIES	EXAMPLES OF EVALUATION METHODS
	of clients and families.			
	<p><b>NUR 2731C Nursing IV</b></p> <p>The student will apply knowledge of holistic nursing across the lifespan in caring for the client and significant others experiencing actual or potential threats to homeodynamic with an emphasis on chronically, critically, and terminally ill adults in a variety of health care settings by:</p> <ul style="list-style-type: none"> <li>b. collaborating with client/significant others and members of the <b>interdisciplinary</b> health care team to develop and implement an individualized plan of care.</li> <li>k. evaluating comprehensive holistic patient care based upon client-centered outcomes.</li> </ul>	<p>Lecture Critical Thinking Case Studies Simulation Web-approved (ANGEL) Podcasts</p>	<p>Assigned Reading Discharge Teaching Plan Assignment Round About</p>	<p>Classroom: Achievement Tests</p> <p>Clinical: Clinical Prep (Plan of Care)</p> <p>1.E. Role of Provider of Care: Nursing Process: Evaluation. Incorporates critical thinking into own behavior as evidenced by:</p> <ul style="list-style-type: none"> <li>3. Using evaluation findings to alter care plan to meet client's changing needs.</li> <li>4. Including client's family and significant others in evaluating progress toward goals.</li> </ul>
	<p><b>NUR 2811C Nursing Care Management</b></p> <p>The student will apply the nursing process as a dynamic</p>	<p>Orientation to Nursing Care Management Class</p>	<p>Critical Thinking Activities Journaling</p>	<p>E. Nursing Care Management</p>



Table 4.3: (cont.)

EDUCATIONAL OUTCOMES (STUDENT LEARNING OUTCOMES)	NURSING COURSE AND COURSE STUDENT LEARNING ACTIVITIES	EXAMPLES OF TEACHING METHODS	EXAMPLES OF LEARNING ACTIVITIES	EXAMPLES OF EVALUATION METHODS
	<p>tool meeting the needs of clients by:</p> <ul style="list-style-type: none"> <li>a. participating actively in health care team meetings and discharge planning.</li> <li>b. the student will apply increased knowledge of management principles by: delegating responsibility to others in a safe manner in selected situations.</li> <li>c.</li> </ul>	<p>Critical Thinking Activities</p>	<p>In-Service Presentations</p>	<ul style="list-style-type: none"> <li>— Delegates nursing care of clients to other nursing care workers</li> <li>— Provides for continuity of care</li> <li>— Evaluate nursing care according to agency</li> <li>— Provides and maintains an environment that encourages open communication and positive health care team relationships</li> <li>— Uses preceptor and instructor as resources and consultation for problem solving</li> </ul>
	<p><b>NUR 2813 Role Transition in Nursing</b></p> <p>The student will be able to critically examine common workplace issues by:</p> <ul style="list-style-type: none"> <li>e. understanding the principles of group dynamics as related to team building.</li> <li>f. discussing the change process.</li> </ul>	<p>Lecture Group Presentations Contract for Grades</p>	<p>Readings Key Terms Critical Thinking Activities Online Activities Select a Current Event Article Professional Nursing Literature or News Media</p>	<p>H. Role of Management Journaling In-Service Project for Staff Presentation</p>

**Criterion 4.4: The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.**

In Nursing I, cultural, ethnic, and socially diverse concepts are applied throughout the spectrum of adulthood. In the Nursing I curriculum, there is examination of the role of federal agencies' initiatives and laws in provision of cultural health care. There is discussion of the components and core practices of culturally competent nursing care, heritage consistency, and health traditions. Concepts related to cultural care nursing include: subculture, bicultural diversity, acculturation, assimilation, race, prejudice, stereotyping, ethnocentrism, discrimination and culture shock. An introduction to the different health views of culturally diverse people helps students differentiate folk healing from biomedical care and identify factors related to communicating with culturally diverse patients and colleagues. The Nursing I students identify methods of heritage assessment, which include culture, ethnicity, religion and socialization in order to plan appropriate and competent nursing interventions. There is also examination of how ethnicity, social diversity and culture affects sexuality, the loss and grief response, and sensory function.

In the LPN Transition to Professional Nursing course, there is discussion of factors that have influenced trends and transitions in nursing and the impact of culture on health and health-seeking behaviors and the teaching-learning process. Students learn about cultural competence in regards to one's own nursing practice, contraception, food patterns and possible dietary problems, family health, reproduction and childbearing, labor and birth, postpartum adjustment, infant feeding methods, oxygenation, the entire GI system, endocrine system, pancreas transplantation, breast cancer, sleep/rest/pain, neurosensory system, musculoskeletal system, and care plan development.

In LPN Nursing Process/Physical Assessment course, there is examination of the role of federal agencies' initiatives and laws in provision of cultural health care. There is discussion of the components and core practices of culturally competent nursing care, heritage consistency,

and health traditions. Concepts related to cultural care nursing include: subculture, bicultural diversity, acculturation, assimilation, race, prejudice, stereotyping, ethnocentrism, discrimination, and culture shock. An introduction to the different health views of culturally diverse people helps students differentiate folk healing from biomedical care and identify factors related to communicating with culturally diverse patients and colleagues. The course identifies methods of heritage assessment, and provides an introduction to planning culturally sensitive, appropriate and competent nursing interventions.

In the Application of Pharmacologic Concepts in Nursing Therapy course, there is focus on culturally sensitive health teaching, verbal and nonverbal communication practices used by various ethnocultural individuals and groups, and the Purnell Model for Cultural Competence. Additional focus is placed on communication, family organization, biocultural ecology, high-risk behaviors, drug abuse, nutrition, spirituality, health care practices, health care practitioners, and the ethnic responses to antihypertensive agents.

In Nursing II, there is discussion of the role of culture in the perioperative patient's perception of the surgical experience. There is also discussion of the role of race in the functioning of the body systems (cardiovascular, sexual functioning, body image, gastrointestinal, nutrition, reproductive, neurosensory). The course includes discussion of cultural and ethnic variations in pregnancy, the family's response to pregnancy, labor and birth, and cultural expectations on labor and delivery and postpartum care. There is discussion of cultural variations in infant bonding, maternal attachment, and newborn care.

In Nursing III, there is focus on ethnic and sociocultural differences among families, especially the child-rearing family. There is discussion of different family systems. The role of ethnicity in the functioning of body systems (fluid and electrolyte balance, integumentary, GI, GU, musculoskeletal, oxygenation, nutrition, endocrine, neurosensory, and pain response) is discussed. Ethnic and sociocultural differences in dealing with death and dying are explored. Additionally, how ethnic and sociocultural differences influence nursing interventions and

teaching plans are discussed. Students develop a culturally appropriate anticipatory guidance handout for the pediatric population based on ethnic and socially diverse concepts.

In the Psychosocial Nursing course, ethnic and sociocultural elements that influence attitudes toward mental health and mental illness and coping with loss are identified.

Discussions include ethnic and socio-cultural variances regarding home health care nursing, hospice, pain management, and GI system.

In Nursing IV, students are expected to consider ethnic and socio-cultural aspects as part of their holistic approach when intervening with clients with multisystem failure in acute and alternative delivery settings. Cultural aspects are emphasized when interviewing with clients in hospice or home care. In addition, socio-cultural and ethnic practices may impact patient's wishes when planning and implementing pain management.

In the Nursing Care Management course, students are expected to deliver care that reflects clients' cultural, spiritual, psychological, social and developmental strengths.

In the Role Transition in Nursing course, there is application of Purnell's Domains of Cultural Assessment to clinical practice. Discussion includes factors impacting transcultural communication, issues arising from workforce diversity, delegation when working with a diverse work team, and completion of the Cultural Awareness Assessment Tool.

Course exams include questions on ethnic and socio-cultural differences and practices. Diverse patient assignments are made in clinical settings when available. Many of the SCENE scenarios for the Human Patient Simulators include elements of cultural competency. The geographic location of clinical sites and access to urban and suburban environments is a benefit as students are exposed to multi-racial and multi-ethnic communities.

**Criterion 4.5: Evaluation methodologies are varied, reflect established professional and practice competencies, and measure achievement of student learning and program outcomes.**

The St. Petersburg College, ADN Program faculty have carefully formulated evaluation methodologies and tools to reflect established professional and practice competencies. These

methodologies and tools have been designed to measure the achievement of Educational Outcomes (student learning outcomes) and Program Outcomes. Student progress is evaluated through achievement testing and established clinical performance criteria. Evaluation methodologies are varied. They are published in the A. S. Degree Nursing Student Handbook as well as in each course module. In order to pass all nursing courses the student must:

1. Achieve a grade of “C” or better in each of the designated courses in the Nursing Program. (Complete each course with a minimum score of 80%.)

The nursing faculty has adopted the following grade scale:

92 - 100	= A
85 - 91	= B
<u>80 - 84</u>	= C
73 - 79	= D
72 - below	= F

2. Satisfactorily complete Summative Clinical Performance Evaluation at the end of the clinical component of each course (that has a clinical component).
3. Successfully demonstrate competency in all skills check-offs in each nursing course as required.
4. Students must successfully pass both the theory and clinical components of each of the designated nursing courses in order to progress.

In order to graduate students must: satisfactorily complete an end of program competency assessment examination in theory and an end of program clinical evaluation.

### Theory

In the classroom, a final grade average of 80% is required for all courses. Examinations comprise the major component of the theory grade in each course. The didactic evaluation tools consist primarily of multiple-choice achievement tests and final examinations that are designed to measure student achievement of the course major learning and course objectives. Alternative format questions are also included to prepare students for the NCLEX-RN.

Faculty use the components of the nursing process and the ordering of content from the simple to the complex commonly recurring health problems to organize and level nursing content. This also helps to ensure measuring content at the appropriate cognitive level for each course. Leveling of exams within each course is a vital component for progression through the program. Within each course of the program exams increase in complexity throughout the semester. Each exam is written and evaluated by faculty using Blooms Taxonomy. This prepares the students for successful progression through the program and for the NCLEX-RN.

Examinations are given at various times during the semester, and students are given a course calendar which outlines all dates for exams and quizzes, as well as other projects and assignments which will be included in determining their grade so that they have ample opportunity to prepare for successful completion. "Content Cafes" are offered to students prior to each examination. During these optional learning sessions all students have the opportunity to ask questions and review critical objectives with the faculty.

All exams are carefully reviewed by faculty using statistical item analysis to ensure quality and validity of each question. Students receive feedback on their performance in a timely manner. Exam scores are posted on ANGEL for students to view privately. Each student is able to individually review their exams with an instructor or by a tutor in the New Initiative Program (NIP). Students who do not achieve a passing score or whose score places them in jeopardy of falling below the 80% threshold receive an "Action Plan for Success" and are provided a number of strategies for improvement. For example, students are referred to Connections for time management and to NIP for tutoring.

Students are assessed in every course through a variety of other methods in addition to examinations. For example, quizzes, journals, projects, clinical preps, simulation exercises, Interpersonal Process Analysis, and instructor clinical observation are all used to assess student performance. Students receive a grading rubric for all evaluation methodologies used in nursing courses.

At the end of selected courses students also complete ATI testing. Students are expected to achieve a Level II Proficiency. If the student does so they receive one raw score point added to their course grade. If they achieve a Level III Proficiency the student receives two raw score points added to their course grade. All students are counseled on their performance on the ATI testing results and remediation for the topics missed is encouraged especially if the student scored a Level I or below. Remediation strategies are provided and the Focused Review is especially emphasized. In addition to the focused tests across the levels, students also must pass the End of Program Assessment Test (ATI RN Comprehensive Predictor) in order to graduate from the program. Students must achieve an 89% Predicated Probability of Passing the NCLEX-RN on this test. If they do not do so, they must remediate and retake the test until they do meet the standard. After the second unsuccessful take they must demonstrate completion of the focused review for the two forms of the RN Comprehensive Predictor. The students have unlimited opportunity to remediate and pass the End of Program Assessment.

### **Clinical**

A student's clinical competency is the second component of their designated nursing course grade. Clinical competency is graded as either Satisfactory (S) or Unsatisfactory (U) based on the instructors written evaluation of clinical performance during the summative period of learning. Clinical experience is evaluated according to criteria established within the "Clinical Evaluation Performance Guide" in each course with a clinical component. Students must achieve a Satisfactory on the summative portion of the "Clinical Performance Evaluation Summary" in addition to a minimal score of 80% in the theory component of the designated nursing course in order to progress.

The clinical evaluation process occurs in two phases, the formative and summative. The formative evaluation is ongoing and concurrent with the learning process. During the formative evaluation period the instructor and student evaluate student progress according to clinical

performance criteria cited in the Clinical Evaluation Performance Guide. Students are expected to ask questions, seek guidance and consult with their instructor as they progress toward meeting the outlined criteria. The dates of the formative evaluation period are established at the beginning of the semester and occur during the first part of the semester.

Summative evaluation is a measure and assessment of achievement of the clinical performance criteria. The purpose of the Summative Clinical Performance Evaluation Summary is to validate each student's level of clinical competency that must be achieved by the end of each nursing course and includes a clinical performance examination. Critical criteria are identified by faculty as those competencies that are needed for safe nursing practice.

Students are evaluated on their performance in the clinical setting, on medication calculations performed at the point of care and on written assessments, on a completed and continually updated portfolio, on homework which includes written and oral clinical preps, and on satisfactory completion of the Summative Clinical Performance Examination. This examination is given at a specified time at the end of the semester and the student has two opportunities to pass. Successful completion of this Clinical Performance Examination is necessary to pass the clinical course with a final grade of Satisfactory (S). Failure to demonstrate clinical competencies tested by this Performance Evaluation will necessitate repetition of the entire nursing course, both theory and clinical components.

Evaluation data provide the ADN faculty with data to determine the extent to which the program meets the needs of students based upon success in meeting major learning outcomes in all courses. Faculty use this data to evaluate the effectiveness of teaching so that improvements can be made on an on-going basis. Documentation is a critical component of this evaluation.



**Criterion 4.6: The curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research, and best practice standards while allowing for innovation, flexibility, and technological advances.**

### **Educational Theory**

Faculty makes decisions about instruction based on the ADN Program's mission, philosophy and curriculum structure designing learning experiences that considers a variety of learning styles. Learning activities are selected using Bloom's Taxonomy of Cognitive Skills assisting students to move from the simple to the complex and from understanding through application and evaluation. Critical thinking is fostered through the use of the nursing process, analysis of case studies and application of content learned in the classroom to real world clinical situations. Principles from brain-based learning are applied through such activities as concept mapping, simulation, web-based learning, and creation of a learning environment that fosters development of patterns of learning. Faculty believe strongly in the importance of experiential learning and the need to involve the learner in the active learning process through carefully selected patient assignments and goal oriented simulation scenarios that reinforce theoretical concepts being taught. Learning activities are designed to enhance the learning of the auditory, visual and tactile learner. The faculty has as its goal the integration of theory with clinical practice to produce a graduate who is able to function as a novice nurse.

In Nursing I, students are taught physical assessment learning the norms for well young, middle and older adult. This is a part of mastering the first step of the nursing process which is assessment. In Nursing II, students learn the norms for well pregnant woman, fetus and newborn. In addition the students begin to learn pathophysiology as it relates to clients with commonly recurring health problems. The focus is on single system diseases where the students can compare the abnormal findings to normal finding, analyze the data and plan nursing care. Nursing III focuses on learning the norms for the infant, toddler, preschooler, school-aged child and adolescent. The complexity of patient care increases with the study of the sick child and the family as client. It is at Nursing III that the focus of the nursing process

becomes implementation. The student begins to independently select nursing interventions.

Nursing IV focuses on multisystem failure across the lifespan in theory. Students are expected to be able to evaluate client care and revise the plan of care appropriately. In the Nursing Care Management course students are expected to transition into the graduate nurse role under the guidance of a preceptor.

### **Interdisciplinary Education and Collaboration**

In Nursing I, students learn about the role of the physical therapist is going to Physical Therapy with their client if they are in a rehab setting. They may also become familiar with the Occupational Therapist. They begin to understand that other members of the health care team have a role and the nurse's role is to work with others to achieve patient care outcomes.

Beginning in Nursing II, the students develop a greater understanding as to the roles of the other health team members through the interaction with physicians, respiratory therapists and other health care workers within the clinical setting. During Nursing III, the students are involved in All Children's Hospital with a wide variety of interdisciplinary roles such as the social worker, music therapist and play therapist. In the Nursing IV course, students are able to attend interdisciplinary team meetings at Hospice. They also have greater exposure within the clinical setting as they are involved in the altering the nursing care plan to meet the needs of their patients. Within the Nursing Care Management course, the students with their preceptors are involved in bringing the appropriate resources to the bedside to best meet their patients' needs. This might include interacting with the physicians, contacting the respiratory therapist or working with the Social Worker as a part of discharge planning. During on campus labs in Nursing IV, respiratory therapy faculty participate in training students in the SCENE about the patient on a ventilator.

Table 4.6 represents a sampling of Major Learning Outcomes for selected ADN nursing courses and their relationship to interdisciplinary general educational support courses.

**Table 4.6: Relationship of Selected ADN MLOs to Support Courses**

Course Number	Sample of Major Learning Outcome for Nursing Courses	Interdisciplinary General Education Courses
NUR 1021C Nursing I	The student will develop knowledge of legal/ethical dimensions of nursing education and practice.	General Psychology
NUR 1021C Nursing I	The student will develop caring behaviors essential to providing nursing care to clients.	General Psychology
NUR 1021C Nursing I	The student will discuss nursing interventions requisite to meet the client's needs for restoration and/or maintenance of the functional dimension's homeodynamics.	A & P I and II with Labs
NUR 1001C Transition to Professional Nursing	The student will apply the concept of holism and holistic nursing care when caring for adult clients and childbearing families with commonly recurring actual or potential threats to homeodynamics.	A & P I and II with Labs General Psychology Speech Composition I
NUR 1060C Nursing Process/ Physical Assessment	The student will identify effective communication strategies necessary for data collection.	Speech Composition I General Psychology
NUR 1142C Applications of Pharmacology Concepts in Nursing Therapy	The student will apply the nursing process to the management of nursing care of clients receiving pharmacological therapies.	A & P I and II with Labs
NUR 1210C Nursing II	The student will demonstrate knowledge of legal/ethical issues and accountability as it relates to the care of adult clients and childbearing families with commonly recurring actual or potential threats to homeodynamics.	A & P I and II with Labs  General Psychology

**Table 4.6: cont.**

Course Number	Sample of Major Learning Outcome for Nursing Courses	Interdisciplinary General Education Courses
NUR 2462C Nursing III	The student will demonstrate critical thinking skills through the use of nursing process, with particular emphasis on planning, implementing and evaluating the outcomes of complex nursing therapies, in caring for child rearing families and adult clients who are experiencing complex threats to homodynamics.	A & P I and II with Labs Speech Composition I General Psychology
NUR 2150C Psychosocial Nursing	The student will employ the principles and practices of therapeutic communications and establish therapeutic interpersonal relationships with clients and families.	General Psychology Speech Composition I
NUR 2732C Nursing IV	The student will demonstrate knowledge of nursing process as a dynamic tool in meeting the needs of chronically, critically and terminally ill adults and their significant others in a variety of health care settings.	General Psychology A & P I and II with Labs Microbiology with Lab Applied Ethics Statistics
NUR 2813 Role Transition in Nursing	The student will be able to describe the role of the professional nurse in the process of delegation and conflict resolution.	General Psychology Applied Ethics Speech

### **Research and Best Practice Standards**

Evidenced-based practice is discussed at all level and curriculum meetings and a process was established Spring 2011 to allow a direct channel of information to flow from the research gathered by faculty to incorporation of the change into the curriculum so that students are learning the most current content and techniques available. The information and articles discussed are placed in a folder on the faculty and student ANGEL commons for easy dissemination. Methods for research in best practices include internet searches for new evidence-based research, library resources, conferences, formal education, multiple list serves and journal subscriptions.

Faculty keep current on national and local trends in nursing and education by attending conferences and by integrating the knowledge into effective innovative strategies for student learning. The on campus simulation center is used by faculty at all levels and in most courses to provide an option for enriching student learning in an innovative way. Faculty are encouraged to develop innovative, active, participatory learning strategies at all levels in all courses to further student knowledge in the concepts necessary to accomplish safe, ethical, and effective patient centered care in the community.

Nursing courses reflect the best practices as defined by the American Nurses Association Standards of Practice and Professional Performance as described in *Nursing Scope and Standards of Practice* (2<sup>nd</sup> ed.) and incorporate the knowledge, skills and attitudes for Professional Practice.

**Criterion 4.7: Program length is congruent with the attainment of identified outcomes and consistent with the policies of the governing organization, state, and national standards, and best practices.**

The length of the Associate Degree Nursing Program within the College of Nursing (CON) at St. Petersburg College is consistent with the policies of the governing organization as well as with state and national standards. The program course structure and length have been approved by the Curriculum and Instruction Committee of St. Petersburg College. The length of Associate in Science Degree in Nursing program is 72 credit hours, which is consistent with the Florida Department of Education requirements and the Florida Board of Nursing requirements. The length of the program falls within the minimum credit hours of at least 60 semester credit hours for programs at the associate level as required by the Southern Association of Colleges and Schools (SACS). The ADN Program also meets the SACS requirement regarding a minimum of 15 semester hours of a general educational component for associate degree programs. These credit hours include one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics.

The ADN Program has three tracks which includes the Generic Nursing track, the LPN-RN Transitional track and the Paramedic- RN Transitional track. There is a day and evening schedule and generic students are admitted to days or evenings in August and in January. The Paramedic–RN track accepts only six students into the evening schedule in the Fall and Spring semesters. The LPN-RN Transitional track admits students three times per year. LPN-RN classes are admitted to the evening schedule in August and January and to the day schedule in May. The Paramedic–RN Transitional track follows the same pattern as the Generic Nursing track with the exception that the paramedics do 2/3 of the clinical hours to accommodate their work schedule of 24 hours on duty and 48 hours off duty. In the fourth semester they are required to do 50% of the clinical hours for Nursing IV and Nursing Care Management. The Paramedic-RN Transitional track was approved by the Florida Board of Nursing to do flex schedule provided student met all the clinical evaluation criteria. Students who are not meeting course expectations lose the option for flex scheduling.

Tables 4.7.1 and 4.7.2 shows the program requirements for Associate of Science Degree in Nursing Generic Track and LPN Transitional Track.

**Table 4.7.1: Program Requirements Associate of Science Degree in Nursing RN Generic Track**

Generic Track	Credits
<b><u>Pre-Entry Requirements (11 Credits)</u></b>	<b><u>11</u></b>
BSC 2085 - HUMAN ANATOMY & PHYSIOLOGY	3
BSC 2085L - HUMAN ANATOMY & PHYSIOLOGY LABORATORY I	1
BSC 2086 - HUMAN ANATOMY & PHYSIOLOGY II	3
BSC 2086L - HUMAN ANATOMY & PHYSIOLOGY LABORATORY II	1
PSY 1012 - GENERAL OR HONORS PSYCHOLOGY	3
***Computer/information literacy competency requirement	
<b><u>General Education Courses (9 Credits)</u></b>	<b><u>9</u></b>
ENC 1101 - COMPOSITION I OR (HONORS)	3
SPC 1017 - INTRODUCTION TO SPEECH COMMUNICATION OR SPC 1017H, SPC 1065, SPC 1608, SPC 1608H	3
HUMANITIES/FINE ARTS COURSE-Enhanced World view Requirement	3

**Table 4.7.1: cont.**

Generic Track	Credits
<b><u>Support Courses (10 credits)</u></b>	<b><u>10</u></b>
MCB 2010 - MICROBIOLOGY	3
MCB 2010L - MICROBIOLOGY LABORATORY	1
STA 2023 - ELEMNTARY OR (HONORS) STATISTICS	3
PHI 1600 - STUDIES IN APPLIED ETHICS OR PHI 1602H, PHI 1631, PHI 2635, PHI 2649	3
<b><u>Nursing Program Courses</u></b>	<b><u>42</u></b>
<i>SEMESTER I, (9 Credits)</i>	
NUR 1021C - NURSING I	9
<i>SEMESTER II, (11 Credits)</i>	
NUR 1211C - NURSING II	10
NUR 1142C - APPLICATIONS OF PHARMACOLOGY CONCEPTS IN NURSING THERAPY	1
<i>SEMESTER III, (10 CREDITS)</i>	
NUR 2462C - NURSING III	9
NUR 2511C - PSYCHOSOCIAL NURSING	1
<i>SEMESTER IV, (12 CREDITS)</i>	
NUR 2731C - NURSING IV	8
NUR 2811C - NURSING CARE MANAGEMENT PRACTICUM	3
NUR 2813 - ROLE TRANSITION IN NURSING	1
TOTAL CREDITS	72

**Table 4.7.2: Program Requirements for Associate of Science Degree in Nursing LPN Transitional Track**

LPN Transitional Track	Credits
<b><u>Pre-Entry Requirements (14 credits)</u></b>	<b><u>14</u></b>
BSC 2085 - HUMAN ANATOMY & PHYSIOLOGY	3
BSC 2085L - HUMAN ANATOMY & PHYSIOLOGY LABORATORY I	1
BSC 2086 - HUMAN ANATOMY & PHYSIOLOGY II	3
BSC 2086L - HUMAN ANATOMY & PHYSIOLOGY LABORATORY II	1
PSY 1012 - GENERAL OR HONORS PSYCHOLOGY	3
HUMANITIES/FINE ARTS COURSE - Enhanced World view Requirement	3
***Computer/information literacy competency requirement	
<b><u>General Education Courses (6 credits)</u></b>	<b><u>6</u></b>
ENC 1101 - COMPOSITION I	3
SPC 1017 - INTRODUCTION TO SPEECH COMMUNICATION OR SPC 1017H, SPC 1065, SPC 1608, SPC 1608H	3
<b><u>Support Courses (10 credits)</u></b>	<b><u>10</u></b>
MCB 2010 - MICROBIOLOGY	3
MCB 2010L - MICROBIOLOGY LABORATORY	1
STA 2023 - ELEMENTARY OR (HONORS) STATISTICS	3
PHI 1600 - STUDIES IN APPLIED ETHICS OR PHI 1602H, PHI 1631, PHI 2635, PHI 2649	3

**Table 4.7.2: (cont.)**

LPN Transition Track	Credits
<b><u>LPN TRANSITIONAL PROGRAM COURSES</u></b>	
<b><u>42</u></b>	
<i>SEMESTER I, (20 CREDITS)</i>	
NUR 1060C - NURSING PROCESS/PHYSICAL ASSESSMENT	2
NUR 1001C - TRANSITION TO PROFESSIONAL NURSING	7
ADVANCED PLACEMENT CREDIT	11
<i>SEMESTER II, (10 CREDITS)</i>	
NUR 2511C - PSYCHOSOCIAL NURSING	1
NUR 2462C - NURSING III	9
<i>SEMESTER IV, (12 CREDITS)</i>	
NUR 2731C - NURSING IV	8
NUR 2811C - NURSING CARE MANAGEMENT PRACTICUM	3
NUR 2813 - ROLE TRANSITION IN NURSING	1
TOTAL CREDITS	72

Based on measures of student achievement related to attainment of Educational Outcomes (student learning outcomes), and Nursing IV measures of completion of major learning outcomes in Nursing 2731C Clinical Performance Evaluations, a majority of students from fall semester 2003 through spring 2011 demonstrated achievement of the desired learning outcomes.

The ADN Program includes both theory and clinical practice components. All nursing theory components reflect an equal ratio of one clock hour to one contact hour per week. Clinical and nursing laboratory components reflect a ratio of three clock hours to one credit hour, as do other science laboratories at St. Petersburg College. See Table 4.7.3.

**Table 4.7.3: Distribution of Credit Hours per Contact Hours per Week for Generic Track**

Nursing Program Course Credit Hours per Contact Hours for Theory and Skills Lab/Clinical Distribution per Week	Credit Hours	Theory 1:1	On Campus Lab/ Clinical 1:3	Skills Lab 1:3
<b><u>Nursing Program Course</u></b>	<b><u>42</u></b>			
<i>SEMESTER I, (9 Credits)</i>				
NUR 1021C - NURSING I	9	3	16	2
<i>SEMESTER II, (11Credits)</i>				
NUR 1211C - NURSING II	10	4	16	2
NUR 1142C - PHARMACOLOGY CONCEPTS	1		3	
<i>SEMESTER III, (10 CREDITS)</i>				
NUR 2462C - NURSING III	9	3	16	2
NUR 2511C - PSYCHOSOCIAL NURSING*	1	1.5	4 (x5 weeks)	
<i>SEMESTER IV, (12 CREDITS)</i>				



**Table 4.7.3: (cont.)**

Nursing Program Course Credit Hours per Contact Hours for Theory and Skills Lab/Clinical Distribution per Week	Credit Hours	Theory 1:1	On Campus Lab/ Clinical 1:3	Skills Lab 1:3
NUR 2731C - NURSING IV (for 12 weeks)	8	3	16	2
NUR 2811C - NURSING CARE MANAGEMENT PRACTICUM (3-4 week rotation)	3		135	
NUR 2813 - ROLE TRANSITION IN NURSING (for 12 weeks)	1	2		

**Table 4.7.4: Distribution of Credit Hours per Contact Hours per Week for LPN Track**

Nursing Program Course Credit Hours per Contact Hours for Theory and Skills Lab/Clinical Distribution per Week	Credit Hours	Theory 1:1	On Campus Lab/ Clinical 1:3	Skills Lab 1:3
<b><u>Nursing Program Course</u></b>	<b>42</b>			
<b><u>SEMESTER I. (20 Credits)</u></b>				
NUR 1001C – Transition to Professional Nursing	7	4	9	-
NUR 1060C – Nursing Process I Physical Assessment	2	-	6	-
Advanced Placement Credits	11			
<b><u>SEMESTER III. (10 CREDITS)</u></b>				
NUR 2462C - NURSING III	9	3	16	2
NUR 2511C - PSYCHOSOCIAL NURSING*	1	1.5	4 (x5 weeks)	
<b><u>SEMESTER IV. (12 CREDITS)</u></b>				
NUR 2731C - NURSING IV (for 12 weeks)	8	3	16	2
NUR 2811C - NURSING CARE MANAGEMENT PRACTICUM (3-4 week rotation)	3		135	
NUR 2813 - ROLE TRANSITION IN NURSING (for 12 weeks)	1	2		

The number of general education support course semester credit hours totals 30 hours. Computer/Information Literacy competency is a college graduation requirement and carries no minimum required credit hours. There are several ways to demonstrate this competency as students can take a competency test or coursework (See College Catalog). Due to the extensive use of computers in the nursing program and health care agencies, the nursing faculty decided it would be better for nursing students to meet this competency prior to entering the program. General education support courses represent approximately 42% of the total curriculum credit hours. The remaining 42 credit hours that are allocated to nursing courses represent approximately 58% of the curriculum credit hours. The required program of study leading to the degree of associated in science in nursing at St. Petersburg College represents a fairly balanced distribution between credits allocated for general education support courses and

those for nursing courses. The required courses in the CON ADN Program of study are delineated in the College Catalog, [www.spcollege.edu/webcentral/catalog](http://www.spcollege.edu/webcentral/catalog) from the Nursing Home Page, [www.spcollege.edu/hec/nursing](http://www.spcollege.edu/hec/nursing) and in the A. S. Degree Nursing Student Handbook (available on-site).

**Criterion 4.8: Practice learning environments are appropriate for student learning and support the achievement of student learning and program outcomes; current written agreements specify expectations for all parties and ensure the protection of students.**

Each course in the program is carefully constructed to develop the student's mastery of the curriculum threads. As shown earlier, these threads follow logically throughout the curriculum. The course syllabi demonstrate in detail the content, instructional methods, and learning experiences.

The clinical component of each course is planned to allow the development of increasingly more complex knowledge, judgment, critical thinking, and skill. The ADN Nursing Program has entered into affiliation agreements with many area health care agencies to expose students to diverse urban, teaching, community, and age-related settings (Appendix C). At the conclusion of each semester, students complete online evaluation forms to critique the hospitals where they spent their clinical time. The results of the evaluations are analyzed by the Evaluation Committee, and are distributed to the faculty assigned to the particular institutions.

Faculty communicate with the clinical educators responsible for the nursing units of the hospitals. The clinical educators are provided with program and learning outcomes relevant for the semester representing the students who are on that unit. Even when students are working one-on-one with staff nurses, faculty is ultimately responsible for all of the students while they are on the nursing unit. During the course of the clinical day, faculty is always available to nursing staff who are working with students. Faculty and nursing staff engage in a collaborative relationship while facilitating learning experiences for students. The hospital nursing staff are ultimately responsible for the patient care and documentation. Students have opportunity to evaluate the nursing staff of the units they are assigned.

Faculty makes patient assignments and determines what duties the students will be performing after considering the patient population and the level of the student. For example, general medical-surgical units, nursing homes, and rehabilitation facilities in a community setting are planned for the first semester students. More advanced step-down and critical care areas in medical center environments are preferred for the fourth semester students. In the beginning courses, students practice the basic skills and begin to critically think through the use of the nursing process. In the second semester, students are encouraged to develop clinical judgment in the care of the perioperative client and child bearing family. At the third and fourth levels, students progress to more complicated clients which require advanced clinical reasoning and nursing skills. The content and laboratory skills section of each course lay the groundwork and/or reinforce the skills needed with a particular population or setting.

Affiliation agreements are developed with all clinical practice sites to assure that all parties are aware of expectations and responsibilities (available on-site). The written agreements clearly indicate purposes, roles, and responsibilities. The Program Director reviews and requests updates of agreements as appropriate. Affiliation agreements remain in effect until terminated by either party.

The negotiation process for student use of clinical sites has become increasingly complicated. Facilities are inundated with requests from schools of nursing and the Program Director must ensure that there are adequate clinical sites to meet student learning needs. The CON schedules three negotiation meetings per year with all of the educational institutions and representatives from selected health care agencies to establish a Master Rotation Calendar for each semester. The calendar helps eliminate clinical conflicts and enables both the clinical sites and the schools to meet student learning needs.

The CON provides a master calendar for the clinical agencies and the schools (available on-site). The master calendar may be revised as necessary if all parties agree to the revision. Agency accreditation status is reviewed periodically (Appendix C).

**Criterion 4.8.1: Student clinical experiences reflect current best practices and nationally established patient health and safety goals.**

All affiliating clinical agencies are accredited by The Joint Commission and comply with national health and safety goals. The criteria for choosing clinical sites include the following:

- The ability of the clinical site to meet course and clinical objectives
- Patient census, population, and level of patient acuity
- Student and faculty evaluation of the clinical site
- Use of unit by other health care programs
- Proximity to the college
- Quality of the learning environment
- Strong and effective staffing patterns/role modeling of staff
- Agency compliance with state and federal regulatory bodies related to patient health and safety standards

Facilities are selected that offer the widest range of learning opportunities for a particular level of student.

At times, the nursing class size is increased and it is challenging to provide clinical opportunities within the traditional two-day time frame. The program attempts to offer two-day clinical experiences but have had to be flexible when scheduling conflicts arise. Daytime, evening, weekend, and 12-hour (one-day) experiences have all been utilized (especially for Nursing Care Management Course). The process of selecting adequate clinical sites is continuous and challenging. Overall faculty are satisfied with the high quality and diverse experiences at affiliating agencies.

The Nursing Care Management course is a three- to four-week capstone course that provides theoretical and practice content related to managing groups of clients and in communicating with health team members. During the final three weeks of the nursing program, students have the opportunity to increase their client-care workload in a

medical-surgical setting utilizing a full-time preceptorship arrangement. The nurse acts as a mentor to the student, guiding the student in applying the basic skills of a staff nurse. Faculty oversee the preceptorship through daily clinical site visits, facilitating the work of the preceptors and students, and assigning grades for the experience. Students progress at their own pace in this course, starting with observing the preceptor and gradually becoming more independent as they progress. Most are able to complete a typical nurse's assignment for the physical care, with some help from the preceptor in the case of unexpected or unusual care needs. Critical thinking skills continue to be emphasized through active clinical decision making.

This model was chosen to be a bridge for students from academia to the working world and to encourage independence in a safe environment. Preceptors are solicited by agency coordinators and charge nurses several weeks prior to the experience through speaking with nurse managers and e-mails. Names of the proposed preceptors, the assigned units and shifts are then communicated back to the Level 4 Lead Instructor and Program Director. Although the process is complicated and time-consuming, sufficient numbers of preceptors have volunteered every year.

Preceptors must be full-time registered nurses with at least one (1) year experience working on medical-surgical units, who have good interpersonal skills, are self-confident, competent clinicians. Ideal preceptors show interest and ability in facilitating learning of students, demonstrate leadership by initiating efforts to improve patient care, communicate effectively, and have a realistic perception of his/her own nursing performance. At the end of the Nursing Care Management experience, the preceptor collaborates with the Nursing Instructor in the evaluation of student progress, strengths and weaknesses. The student has the opportunity to evaluate the preceptor and to make recommendations for the preceptor being utilized in future semesters. The faculty and the health care agency also evaluate the effectiveness of the preceptor. All preceptors utilized have met these criteria. Many are SPC

graduates volunteering to help the next generation. This successful program is always listed as a highlight of the graduating nursing student.

**Criterion 4.9: For nursing education units engaged in distance education: Learning activities, instructional materials, and evaluation methods are appropriate for the delivery format and consistent with student learning outcomes.**

The ADN Program does not offer distance education.

## **STANDARD 5: RESOURCES**

Fiscal, physical, and learning resources promote the achievement of the goals and outcomes of the nursing education unit.

**Criterion 5.1: Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization.**

### **Fiscal Resources**

St. Petersburg College is a publicly funded, state college offering both associate and baccalaureate degrees as well as technical certificates, applied technology diplomas and continuing education programs.

The college administration and Board of Trustees are committed to providing resources necessary to maintain a nationally acclaimed institution while providing equity across institutional programs. Recognizing nursing as an integral part of the college, the administration consistently provides financial support necessary for the College of Nursing to achieve its stated goals and objectives. The process for allocating financial support is accomplished through the institution's budget planning process. Normally this process begins in early spring as the state legislature begins its budgetary deliberations.

### **Budget Process**

The budget process is undergoing significant change since Dr. Law assumed the College Presidency in 2010. SPC operates on a fiscal year that runs from July 1 through June 30 annually. The Dean and the Program Director have authority and responsibility for preparation and administration of the budget. The Dean and the Program Director participate in the college budget process through the development and evaluation of the proposed budget. Faculty has input into the budget, discussion at faculty meetings, e-mailing requests to the Program Directors, course level meetings, the Resources Subcommittee, Curriculum Committee, and the Faculty Committee. The Program Director also holds a budget meeting prior to the development of the budget to discuss the items to be included in the budget for the

next year. Also as part of the budget process, the CON can request equipment and personnel through SharePoint. These requests are then prioritized by the President's cabinet to determine funding. The Dean and the Program Director submit the budget electronically in SharePoint where it is reviewed and approved by the Provost, then reviewed by the college Budget Committee and President. The college budget then goes to the Board of Trustees for final approval.

Sufficient funds have been available to meet the immediate needs of the nursing program. Program growth and technology advancement have encouraged continued investment in laboratory, classroom, and human resources. This includes requests to increase the number of full-time faculty within the program. Full-time faculty requests are the most difficult to get approved and often have to be included in the budget proposal for several years or necessitated by program changes before approval. In fiscal year 2009-2010, an additional Skills Lab Facilitator was hired as the SCENE Skills Lab Facilitator.

Table 5.1.1 shows a comparison of the total budget for the Nursing Department by line item for academic year 2010, 2011, and current year 2012 fiscal years. See

[www.spcollege.edu/central/budget](http://www.spcollege.edu/central/budget)



**Table 5.1.1: Nursing Department Fund 10 Unrestricted General Operating Budget by Line Item**

Line Item	2009-2010 Fiscal Year	2010-2011 Fiscal Year	2011-2012 Fiscal Year
Salary: Instructional Mgmt	179,235	183,628	189,137
Salary: FT Faculty	2,254,323	2,329,789	2,436,519
Salary: FT Faculty Overload	39,791	85,154	59,608
Instructional Substitute	1,982	3,441	
Salary: Other Professional	58,316	59,745	61,538
Leads & Committee Chairs	12,500	10,975	
OPS Percent of Load Faculty	538,490	542,818	379,973
OPS Instructional Adjunct	2,772	4,777	3,344
Tech Clerical Trade/Svc	93,176	97,861	101,085
Fed Work Study & St Assist	5,688	6,155	1,161
Payroll Taxes	202,330	212,795	213,303
Retirement	269,375	298,079	139,414
Accrued Leave	2,812	13,194	
Insurance	331,929	350,354	336,033
Current Expense Budget Control	28,645	27,609	36,769
Travel In-District Faculty	4,372	2,329	
Travel In-District Other Emp	847	3,629	
Travel Out of Dist Admin	815	0	
Other Communication Service	918	910	1,021
Printing & Duplicating	3,734	2,758	
Photocopying	63	231	
Service Contracts/Agreements	3,302	3,921	4,601
Other Leased Equip	3,571	2,795	932
Institutional Membership	1,975	1,975	
Consultant Fees	0	2,171	5,750
Accreditation Fees	1,875	3,125	
Education Materials & Supplies	366	251	213
Office/Dept Materials/Supplies	2,611	1,713	2,570
Materials & Supplies Other	11	55	
	<u>\$4,017,179</u>	<u>4,224,628</u>	<u>3,972,971</u>

Other cost centers within the General Fund that contribute resources to the Nursing Department include the college library. The library offers print and electronic resources outlined in Criterion 5.3. The library has sufficient resources to support the CON in achievement of

outcomes. The total number provided by the library was increased by \$10,500 in fiscal year 2010-2011.

Other funds that contribute to Nursing Program resources include the Laboratory Fees. Purchase and maintenance of program equipment, human patient simulators, audiovisual materials, computer hardware and software is accomplished through the budget planning process. Laboratory fees paid by students, which are attached to clinical courses, support the purchase of equipment and lab facilitators' salaries. The College of Nursing is fortunate to be well equipped with the latest technology. Table 5.1.2 shows a comparison of the total Nursing Lab Fees by line item for academic years 2010, 2011, and 2012.

**Table 5.1.2: Fund 10 Site 01111 Nursing Lab Fees by Line Item**

Line Item	2010 Fiscal Year	2011 Fiscal	2012 Fiscal
<b>Revenues</b>	<b>(Fund 16)</b>	<b>(Fund 16)</b>	<b>YTD</b>
Laboratory Fees	399,139.00	456,165.00	
Lab Fee – Insurance	35,558.00	34,776.00	
Testing Fees	161,740.00	166,859.00	
Misc Revenue	14,700.00	5,450.00	
<b>Revenues</b>	<b>611,137.00</b>	<b>663,250.00</b>	
<b>Expenses</b>			
Instructional Instructor/Prof	13,751.00	29,235.19	25,185.68
Salary: Instruct Para-Prof/Assoc/Asst	86,637.88	55,401.12	72,169.46
Other Professional (Skills Lab Facilitators)	52,529.04	129,947.44	156,601.51
Tech Clerical Trade/Svc	16,856.85	17,001.00	
Ops Other Professional P/T	23,015.70	577.07	
Payroll Taxes	13,364.58	16,833.85	19,427.68
Retirement	6,662.17	14,088.84	12,697.83
Deferred Retirement Option Prg	5,616.77	6,093.63	
FI Retire Contr InvestPlan	5,423.63	5,383.54	
Accrued Leave	4,002.54	7,447.67	
Insurance	25,232.93	37,365.63	12,710.18
<b>Personnel Costs</b>	<b>253,093.29</b>	<b>319,375.88</b>	<b>113,999.03</b>
<b>Current Expense Budget Control</b>	<b>381,307.89</b>	<b>467,484.95</b>	<b>466,910.44</b>
Travel In-District Faculty		1,489.15	
Printing & Duplicating: Vendor		1,047.04	119.42
Printing & Duplicating: college	983.48	2,219.36	1,946.70
Service Contracts/Agreements	39,840.00	21,841.00	1,850.00
Rentals Equipment	-21.05		
Biohazard Waste Removal	35.00	35.00	
Other Services	1,458.55	350.00	179.33
Office/Dept Materials/Supplies	30.50	338.40	
Educational Material & Supplies	153,372.03	199,785.39	154,441.90

**Table 5.1.2: Fund 10 Site 01111 Nursing Lab Fees by line item**

Line Item	2010 Fiscal Year	2011 Fiscal	2012 Fiscal
Edu & Department Subscriptions	300.00	300.00	300.00
Data Software-Educ, Non-Capit		750.00	
Minor Equipment < \$1000	74.48	245.88	
Minor Computer Equip < \$1000	30.60	5,095.02	1,389.24
<b>Current Expense</b>	196,103.89	233,486.39	234,225.17
Capital Outlay Control Account		104,200.00	
Minor Equip Non Cap		3,471.36	
Tech Eq < \$1000 No computers		138.99	
Furn & Equip Educ > \$1000 & < \$5000		61,974.00	
Compt Eq Instruct > \$1000 & < \$5000	17,240.03	38,095.20	
<b>Capital Outlay</b>	17,240.03	103,679.55	
<b>Total Expenses</b>	<b>466,437.21</b>	<b>656,541.82</b>	<b>349,224.80</b>

The State of Florida also provides funding for instructional materials for approved educational units. As an approved Perkins funded program, the nursing program at SPC has been able to afford purchases that otherwise would not have been possible. These purchases are provided by Perkins Roll Forward dollars as shown in Table 5.1.3.

**Table 5.1.3: Perkins Roll Forward Acquisitions for College of Nursing**

Fiscal Year	Equipment Purchased
2009-2010	1 – Demo-Dose Simulated Medication Dispensing System 1 – Medication Cart (4 drawer, 32 bin) 1 - Nursing Anne Human Patient Simulators (Vital Sim capable) 1 – Vital Sim Control box
2010-2011	1 - Nursing Anne Human Patient Simulators (Vital Sim capable)

**Criterion 5.2: Physical resources (classrooms, laboratories, offices, etc.) are sufficient to ensure achievement of the nursing education unit outcomes and meet the needs of faculty, staff, and students.**

The Nursing Department is located on the second floor in the Caruth Health Education Center (HEC) and includes facilities for both the Associate Degree Nursing program and the RN-BSN program. The administrative suite contains fully equipped offices for the Dean, the program directors and the staff assistants. One staff assistant resides at the front desk. Across the hall from the CON administrative suite is a faculty lounge and a separate conference room

that seats approximately 25 persons. The first floor houses HEC Administration, Student Services (admissions, advising, and Connections), bookstore, Library, New Initiative Program, Testing Center, as well as other programs.

There are 15 general classrooms, one computer lab and the Simulation Center for Nursing Education which contains four rooms under the scheduling control of the College of Nursing. Most classrooms accommodate a maximum of 30-36 students with tables, chairs, and computer internet access. The classrooms also contain curtained areas with beds, bedside equipment, and mannequins. Wireless internet access is available throughout the Center. All classrooms are equipped with white boards, computers, projectors, ELMOs (overhead-type projector), DVD and VHS players. Eight classrooms are wired for power and computer data ports at every student desk station. There are 36 laptop computers on desks in classrooms 270-271, 72 laptop computers in classroom 272-273, and 24 laptop computers in a laptop cart in classroom 286. In addition, there is a computer lab (41 desktop computers). This makes a total of 173 computers for student use. The CON has access to other classrooms within the Center including an auditorium with a seating capacity of 134. The HEC Auditorium is often used as a testing facility for final exams and End of Program testing. The Provost has ordered 110 laptop computers to be used for testing in the HEC Auditorium. Room 269 is known as "The Island" and houses the seven skills lab facilitators.

The BayCare partnership provides classrooms for the BayCare partner students at Bay Vista Office Park. At the Bay Vista facility there are five classrooms with a seating capacity of 36 and one classroom that can seat 150 but also can be subdivided into two rooms. Each classroom has whiteboards, an overhead projector with laptop connectivity and DVD capability. Wi-Fi internet is available throughout the building. One computer room is available with 16 hard-wired computers and 26 laptop computers are available for student use for testing.

### **Faculty Offices and Space**

Each SPC full-time faculty enjoys a private office with computer access, telephone, desk, chairs, and at least one bookcase and one file cabinet. There is adequate space and privacy to conduct personal counseling for students. Part-time and hospital partnership contributed faculty often share office spaces. Each office has at least two desks, computer stations, and telephones, however, three part-time faculty members may occasionally be assigned to the spaces. It is rare that all three faculty members would be on campus on the same day and time. BayCare partner faculty and SPC faculty teaching at BayCare have offices at the Bay Vista facility in addition to assigned offices at HEC.

The faculty lounge also houses the faculty mailroom, copy machine (with e-fax capability), work countertop, SCANTRON machine, and central printer. All faculty computers are programmed to print on this central printer. A Faculty Development Center is also available on the second floor containing specialized computer equipment for training and for faculty use. The development center contains 10-12 laptops with audiovisual hardware and software that can be used to integrate technology into their course content.

### **Student Spaces**

The HEC cafeteria is located on the second floor and includes tables and chairs for students to congregate and is available to students even when the cafeteria is closed. Students can also congregate at booths at the top of the stairway, benches in the hallway, tables and chairs in the lobby and in the HEC Library.

### **Criterion 5.3: Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty and students, including those engaged in alternative methods of delivery.**

There are extensive learning resources and technology available to nursing students. The library, the nursing skills laboratory, and the SCENE provide comprehensive resources to faculty and students.

## **M. M. Bennett Library**

The M. M. Bennett Library serves the four campuses and five centers of the college with site specific library collections and college-wide resources including electronic, digital, and print resources. Facilities include quiet and collaborative study spaces, Wi-Fi, open computer access, and print/scan/copy services. The M.M. Bennett Libraries of St. Petersburg College support college programs with resources and materials specifically selected to meet the educational needs of students and faculty.

The collections of the college libraries presently consist of:

- Approximately 241,761 print volumes
- Approximately 74,751 electronic books
- Approximately 14,495 audiovisual plus 6,746 streamed titles
- Approximately 1,987 periodical subscriptions (print and electronic serials)
- 231 electronic research databases with over 21,742 individual titles and more than a million full text articles

Critical to owning resources, librarians market and provide instruction in the use of library resources and services. Strong communication with faculty ensures the collection and instruction leads to the desired course outcomes and increased information literacy competency.

The Library website, <http://www.spcollege.edu/central/libonline/>, provides 24/7 access to resources of the M.M. Bennett Libraries and serves as a gateway to library services. The library's online services and collections continue to be developed to better support program needs and online/off campus learners. The HEC Library's hours of operation are Monday through Thursday 7:30 a.m. to 9:00 p.m., Fridays 7:30 a.m. to 4:00 p.m., and Saturday 10:00 a.m. to 3:00 p.m.

The Library provides seating for 169 students, which includes 49 computer work stations, five rooms for small group study, one large quiet study room, carrels, tables and

informal seating areas. The library has two laser copier/printers, 17 laptop computers, TV/VCR/DVD sets, and equipment with low-vision and hearing-impaired capabilities. An instructional computer lab with 24 computers is adjacent to the Library.

There are two full-time librarians, and five part-time librarians serving faculty and students at the Health Education Center Library. All librarians have master's degrees in library and/or information science. College wide, there are 17 librarians serving in faculty and administrative positions. Strengths include a wealth of experience in instruction, virtual reference, web development, and collection management. Each librarian engages in professional development to remain current with new trends in the field.

Material purchases are developed through formal collection development policies and procedures. Library staff determines institutions with similar programs and propose literature and resources that best represent current practices. Campus library staff use various recommended selection aids to assemble lists for potential purchase. The library collection of electronic books, databases and websites is extensive and offers students and faculty easy access from remote locations. The library supports Interlibrary Loan Services including Docline.

As the curriculum is the most important influence on the development of the M. M. Bennett Library collection, librarians obtain suggestions and advice about materials selection from the faculty and the administration. Recommendations from students are welcomed. Selection and budget allocation responsibility is retained by the library. Faculty members are surveyed regularly to measure how well the library serves the needs of the programs and courses of study. Administrators are consulted on a regular basis for selection advice and significant additions to the collection also will be reported to the campus administration. Library Material Request forms are available on the library homepage for faculty, staff, students, administrators and others to make suggestions for library materials for consideration.

The M.M. Bennett Libraries of St. Petersburg College provide access to numerous full text journals in nursing and the health sciences. Through electronic databases such as

EBSCO's CINAHL, MEDLINE, and Wolter Kluwer's Nursing@OVID, many full-text journals can be utilized in support of the program. A list of Electronic Journals is available on-site.

The nursing faculty has frequent and direct communication with the library staff. Library staff representation on the Nursing Resource Subcommittee and CON Curriculum committee serves both as a liaison and as a method whereby the library solicits input into the collections process by students and faculty. Outdated materials are removed from the collection as needed. There is a faculty "Wish List" kept in the Skills Lab for requests by the faculty. This list is mobilized when funds are available for purchase of new equipment or learning aids. Faculty are encouraged to e-mail the Program Directors with specific requests as well. For example, the Nursing Resource Subcommittee and Program Directors conducted a survey of nursing faculty in Fall 2010 to determine the level of faculty knowledge of resources and also to solicit ideas for new resources. Approximately \$6,000 was used to purchase videos for nursing in 2010.

### **Nursing Skills Laboratory**

The CON provides extensive learning resources and technology through the Nursing Skills Lab supported by seven nursing skills lab facilitators beginning 7 a.m. for faculty and 8 a.m. for students to 8:30 p.m. Monday through Thursday and until 3:30 p.m. on Fridays. The Skills Lab provides IV simulators, injection-site models, one edema model, blood pressure equipment, NG tube models, Central Line models for example. In addition, there are computerized assisted instruction as well as reference books. The Skills Lab Facilitators are available to assist students with their learning needs on campus and in the clinical setting.

The Nursing Skills Lab contains equipment and supplies to assist students in attaining a successful nursing education at SPC. Mannequins, skills equipment and specialized body parts are available for students to practice technical aspects of nursing care from bed making to IV insertion to medication administration to physical assessment. These "hands-on" practice items help student nurses feel comfortable and knowledgeable in learning new skills within a safe and



non-threatening environment before going to clinical units. The CON is very fortunate to have full-time lab facilitators who are highly skilled and educated RN's. They are available to assist students with learning clinical skills and facilitating computerized instruction. The skills lab facilitator have a significant impact on student success through their role modeling and working one-on-one with students to assist them with overcoming deficiencies.

The CON students purchase learning materials available through Assessment Technologies Institute®, LLC (ATI®). ATI® has the comprehensive and adaptive learning systems to assist in preparing students with what they need to know to pass high stakes tests, such as NCLEX, and to become compassionate skilled nurses. Students participate in ATI® pre-admission testing to include TEAS, Critical Thinking Entrance, Self-Assessment (non-proctored), and LPN Step (LPN Transition Program only). During the program, beginning in Nursing II, students participate in testing to include Fundamentals (Except LPN Transitional), Maternal-Newborn, Nursing Care of Children, Mental Health, Pharmacology, and Medical-Surgical. Students participate in end-of-program curriculum testing to include Leadership, Critical Thinking Exit, and RN Comprehensive Predictor. The RN Comprehensive Predictor serves as the End of Program Exit exam and must be passed in order for the student to graduate.

Supplemental ATI® materials include test taking strategies (Nurse Logic), sample test questions, sample quizzes, skills videos and readings, RN Learning System and practice tests for a majority of tests including the and RN Comprehensive Predictor. After completing each practice test, students have the ability to generate focused reviews for each proctored exam. These focused reviews are customized study guides that direct students to specific web and text pages for further study. Students have access to ATI® materials for two years after graduation.

### **The Simulation Center for Excellence in Nursing Education (SCENE)**

The Simulation Center for Excellence in Nursing Education (SCENE) is a fully equipped and functional hospital environment that houses 11 Human Patient Simulators (HPS) that include perinatal, neonate, pediatric and adult simulators. The area is comprised of four rooms, two of which are set up as hospital ICU/ER simulation units. These rooms contain medium and high fidelity simulators which offer a wide range from infants to adults capable of simulating various clinical scenarios. There are medium fidelity simulators in the SCENE, capable of programmable heart sounds, lung sounds, bowel sounds and heart rhythms. In addition, there are high fidelity simulators with realistic physiological responses to treatment interventions, including airway and oxygenation management, fluid administration, defibrillation and the administration of drugs. One SCENE room has five Laerdal VitalSim medium fidelity simulators (two infant, two adolescent and one adult) as well as one Medical Education Technologies, Inc. (METI) Emergency Care Simulator (ECS). In the other SCENE room there are five high fidelity simulators including one METI-STAN, one METI Pedia SIM ECS, one METI BabySim, one Laerdal SimBaby, and one Gaumard Noelle birthing simulator. Two rooms contain Safe Patient Handling equipment.

The Florida Board of Nursing has approved the use of Human Patient Simulators as a component of up to 25% of the required clinical hours. The hours available for faculty and students are the same as the Nursing Skills Lab operation hours. The faculty reserve the SCENE and indicate the scenarios to be used. A Skills Lab Facilitator assists the faculty with the running of the equipment.

**Criterion 5.4: For nursing education units engaged in distance education: Fiscal, physical, technological, and learning resources are sufficient to meet the needs of faculty and students and ensure that students achieve learning outcomes.**

The ADN Program does not offer distance education.

### **SECTION THREE**

#### **STANDARD 6: OUTCOMES**

Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

**Criterion 6.1.: The systematic plan for evaluation emphasizes the ongoing assessment and evaluation of the student learning and program outcomes of the nursing education unit and NLNAC standards.**

The ADN Program uses the Systematic Plan for Evaluation (SPE) as an essential tool in the ongoing assessment and evaluation of Educational Outcomes (student learning outcomes), Program Outcomes and the NLNAC standards. The Evaluation Committee functions for the purpose of ongoing monitoring and evaluation of all activities of the Associate Degree Program and report's findings to appropriate committees, faculty and to administration. Other College of Nursing committees, designated faculty subcommittees and task forces participate in the data collection and/or analysis of data for program improvement. See Systematic Plan for 2010-2011.

The evaluation plan was systematically revised by the Evaluation Committee during the 2009-2010 academic year to reflect the 2008 NLNAC Accreditation Standards. The current evaluation plan reflecting the new standards was adopted as revised by faculty March 2011 by electronic vote. The 2009-2010 Systematic Plan was the first program evaluation completed under the new standards. Components of the plan include all six of the NLNAC Standards, level of achievement for each criterion and reflects a process of assessment and analyses across the ADN Program. Education Outcomes (Student Learning Outcomes) and Program Outcomes are included in the SPE. In accordance with the evaluation plan, data is collected on an ongoing basis and reviewed at predetermined time intervals. Data is aggregated and trended and distributed to faculty through multiple reporting mechanisms for decision making throughout the year.

The faculty is committed to procuring data input from all pertinent sources. Data input from written assignments, standardized testing, clinical performance evaluations, course and program completion rates, surveys from students, graduates and employers, job placement rates and from the advisory committee serve as an impetus for program changes. For example, Educational Outcome (student learning outcome) and Program Outcome data are distributed at the first fall and spring faculty meeting for use during the semester.

**Criterion 6.2: Aggregated evaluation findings inform program decision-making and are used to maintain or improve student learning outcomes.**

Data from individual instruments have been aggregated and evaluated for patterns from year to year (available on-site). The seven Educational Outcomes (student learning outcomes) are trended at the end of Spring and Fall semesters and are evaluated by the Evaluation Committee and approved by the ADN faculty to complete the SPE for the year. For example, Educational Outcome (Student Learning Outcome) three “application of knowledge of therapeutic nursing interventions . . .” is evaluated by the successful completion of the NUR 2731C Clinical Performance Evaluation and the ATI RN Predictor End of Program Assessment test. Findings are disseminated to all faculty through the SPE and the first Fall and Spring ADN Faculty meeting of the following academic year for faculty to use as a basis for curricular decision-making throughout the year.

**SPC Generated Student Survey of Instruction**

A college generated course/instructor evaluation questionnaire is available electronically to every student enrolled in a nursing course in the CON. The instructor portion of the tool consists of eighteen (18) statements rated on a Likert type scale (available on-site). Some of the components include “Instructor demonstrates a thorough understanding of course material, presented materials effectively, provided feedback, used a variety of teaching materials, creates an atmosphere that encourages learning.” A section for written comments is also included. The data is used to evaluate the student’s perception of the instruction that they have received from

faculty. Individual data is discussed with each faculty member. The Evaluation Committee tracks three composite scores faculty engagement, preparation and organization, and course instruction to ensure that the minimum standard of the college established at 5.5 is met by the nursing faculty.

**Table 6.2.1**

<b>Student Survey of Instruction Data Accessibility and Quality of Instruction</b>				Standard met
	Fall 2010	Spring 2011	Summer 2011	
<b>Faculty Engagement</b>				
HEC Mean	6.30	6.34	6.40	
SPC Mean	6.42	6.46	6.39	
Nursing Mean	6.40	6.49	5.91	
<b>Preparation &amp; Organization</b>				
HEC Mean	6.42	6.44	6.44	
SPC Mean	6.49	6.52	6.49	
Nursing Mean	6.45	6.54	5.95	
<b>Course Instruction</b>				
HEC Mean	6.31	6.34	6.38	
SPC Mean	6.43	6.46	6.37	
Nursing Mean	6.41	6.50	5.96	

The data shows that the CON exceeds the minimum standard of 5.5 established by the college. Further the data shows the CON is near or exceeds the aggregate mean for SPC and HEC faculty for fall and spring but a drop in score is noted for the last three summers. This data will be reviewed by the ADN Curriculum Committee for possible curriculum revision.

**CON Generated Theory Course Evaluation**

The number of questions on each theory course evaluation varies by Level based on the ancillary resources appropriate for their Level. The Expected Level of Achievement remains at 75% across all Levels, however. Some of the theory course evaluation components include how the students utilize the knowledge they have gained from various focus areas within the course. They also include questions related to assignments, testing, grading and teaching methods. The data is compiled by the Evaluation Committee and sent to the Levels where the

Level reviews the data and writes their action plans based on that data. The action plans are then returned to the Evaluation Committee. Due to the number of sections, the data is voluminous and is best handled at the course level (available on-site). One action plan example was the change in a Level IV's content café's where the decision was for the team to improve the directed learning activities by using the syllabus or other tools to help guide the discussion (e.g., jeopardy game).

### **CON Generated Clinical Course Evaluation**

The number of questions on each clinical evaluation tool varies by level based upon the clinical focus of the course. The Expected Level of Achievement remains at 75% across all Levels, however. Some of the clinical evaluation components include questions such as students "feeling welcomed by the agency/unit", "were the clinical objectives met", "was the staff helpful" (available on-site). The data is compiled by the Evaluation Committee and sent to the Levels where the Level reviews the data and writes their action plans based on that data. The action plans are returned to the Evaluation Committee. Due to the number of sections, the data is voluminous and is best handled at the course level (available on-site). Faculty analyze the data and work with agency staff to resolve issues. Due to limited clinical space it is important to resolve issues with a specific unit. On occasion the program director will intervene to assist parties to reach a resolution. Clinical locations may be changed the following semester if necessary.

### **LPN Transitional Course Change**

The LPN Transitional students were identified as at risk for course failure based upon three and four semester graduation rates. While the LPNs are supposed to graduate within three semesters, four semester graduation rates are also tracked as many of our students work full-time and have personal issues that require them to either stop out of the program or take an extra semester to complete the program successfully. The Expected Level of Achievement for

the three semester graduation rate is set at the benchmark of 70% and for four semester graduate rate at the 75% benchmark.

LPN Transitional students come into the nursing program with a wide variety of clinical and academic skill levels with many students maintaining full-time employment. These factors create the potential for a diverse group of students and a very challenging learning environment. The transition course combines a large amount of didactic material from Nursing I and Nursing II. Aggregate data based on course and semester completion rates resulted in the establishment of an LPN Subcommittee. The subcommittee recommended that the course syllabus/module and exams be revised. The ADN Faculty approved the recommendation from the Curriculum Committee to designate a full-time faculty member to the LPN Transitional course.

In the Fall of 2008, a designated faculty member was assigned to the LPN Transition course. The assigned full-time faculty member reviewed and revised course materials which will continue to be an ongoing process. In Fall 2010, two full-time faculty were assigned to the LPN-RN Transition course. These faculty changes ensure continuity and consistency in the planning and the delivery of the instruction.

Table 6.2.2 describes the three semester graduation rates. Table 6.2.3 reflects the four semester graduation rates.

**Table 6.2.2: GRADUATION RATES FOR ENTERING LPN TRANSITIONAL CLASSES (3 Semester Benchmark)**

Incoming Class	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Agg.	Benchmark
Percent Graduated	90%	73%	73%	70%	67%	66%	74.6%	70%
Students Admitted	20	30	32	33	33	32		
Students Graduated	18	22	23	23	22	21		

**Table 6.2.3: GRADUATION RATES FOR ENTERING LPN TRANSITIONAL CLASSES (4 Semester Benchmark)**

Incoming Class	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Agg.	Benchmark
Percent Graduated	100%	80%	84%	76%	76%	81%	79.4%	75%
Students Admitted	20	30	32	33	33	32		
Students Graduated	20	24	27	25	25	26		

The data indicates fluctuations among the classes so it is difficult to state causality in terms of concluding that the assignment of full-time faculty directly improved the outcomes. The three semester graduation rates average at 75%, the four semester graduation rates average 79%. Several of the recent students admitted to the LPN Transitional Program had extensive academic and psychological challenges that interfered with their ability to be successful in the nursing program.

### **Changes in Scholarly Paper Requirements**

Student course evaluations and MLO completion data were used to drive changes in scholarly paper requirements. Initial changes were made in the awarding of points based on a grading rubric to help students value the completion of the holistic care plan as their course evaluation data demonstrated that they rated this assignment below 50% in terms of assisting their learning. After this intervention, the MLO Completion data reflected that a number of students were passing the course without having earned an 80% in achievement testing. Faculty changed the awarding of points to only those who earned a final average of 80% on achievement tests. MLO completion data returned to more typically expected patterns. However, the students never rated the holistic care plan scholarly paper as helpful and comments continued to be negative on their course evaluations. Ultimately faculty voted to have students produce a summative clinical prep/plan of care which is a part of the overall clinical grade. Course Evaluations reflect enhanced satisfaction with the clinical prep/plan of care versus the Holistic Nursing Care Plan although it still does not meet the Level of Achievement.

### **Change in Admission Standards**

Currently under consideration is a change in admission standards. At the admissions task force the following data was shared with the committee. Course completion data, demographics, data correlating success on NCLEX with Test of Essential Academic Skills



(TEAS) scores and the correlation of the number of repetitions of science and nursing courses with program success. In addition, the Admissions Department of Student Affairs shared entry level data of classes recently admitted. This data is being considered by the committee to possibly include a standardized assessment test as a part of the admissions requirement. This is still under discussion and decisions are pending.

### **Transfer of One Credit from Nursing Care Management to Nursing II (NUR 1211C)**

In Fall 2007, Nursing II Major Learning Outcome (MLO) completion rate fell to 75%. Student comments on the course evaluations indicated that students were feeling overwhelmed with the amount of material and were frustrated with the course. Faculty were concerned that the students were struggling with the amount of theoretical material in the course and were concerned about the lack of time to teach the content. Faculty decided to move one credit from Nursing Care Management to Nursing II which would positively impact the amount of theory hours available for teaching and learning. In Fall 2009, the change was implemented. The MLO completion rates have improved significantly for Nursing II with the current completion rates maintaining well above 90%. While students still view the transition from Nursing I to Nursing II challenging, their overall frustration as expressed in their course evaluations indicate the change has been positive.

### **Electronic Medical Record (EMR) Objectives Added to Curriculum**

Faculty responding to changes in clinical practice is exemplified in the addition of a Major Learning Outcome (MLO) and Course Objective to NUR 1012C, 1211C, 2462C, 2731C and 1001C focusing on electronic medical records. This was instituted in Fall 2010. Students are getting experience through their clinical orientations and clinical experience with electronic medical records. Faculty believe that it is important to have consistency in the EMR presentation across the curriculum. Faculty are previewing software and textbooks that would provide EMR experience in on campus labs and simulation.

### **Escalation of Complexity of Tests**

In Fall of 2010, Faculty undertook a program wide review of the teacher made achievement tests that were currently being used. Major Learning Outcome completion data showed that students were completing Nursing I through III at a rate above 95% while Nursing IV MLO completion rates were ranging in the 70 and 80 percent for the most part. Faculty were concerned that there needed to be increased rigor in testing at the lower levels. In addition, the EOP rates on first attempt have been decreasing and the NCLEX score should be improved. Within each level, the faculty have revised their achievement tests to reflect increasing complexity from the beginning to the end of the course. Faculty are continuing to work at increasing testing complexity across the levels.

### **Criterion 6.3: Evaluation findings are shared with communities of interest.**

Sharing evaluation data with communities of interest is a vital part of the St. Petersburg College Associate Degree Nursing Program. Feedback obtained from communities served strengthens the program by helping the college create a dynamic and progressive curriculum.

The Nursing Program meets with the CON Advisory Committee twice per year where data regarding student enrollment, retention, NCLEX performance, programs satisfaction, Educational Outcomes (Student Learning Outcomes) and major curriculum changes are discussed. The Advisory Committee minutes are posted to the Advisory Committee website which is accessible to the public. Also on the Advisory Committee website is the Comprehensive Academic Program Review (CAPR) which summarizes the elements of the program's viability and productivity. This gives important stakeholders (Board of Trustees, President's Cabinet, WorkNet, HealthCare Agency Partners and the Public) information needed to make critical decisions regarding the program. It also provides program leadership a way to support and document actionable change for the purposes of performance improvement. See [www.spcollege.edu/epicenter/advisory/nursing.htm](http://www.spcollege.edu/epicenter/advisory/nursing.htm).

In addition, the SPC Fact Book contains yearly NCLEX pass rates and job placement rates. This document is available online for the general public.

**Criterion 6.4: Graduates demonstrate achievement of competencies appropriate to role preparation.**

Graduates demonstrate achievement of competencies through scholarly papers, standardized testing, clinical performance and course completion. Table 6.4.1 shows the Educational Outcomes (student learning outcomes), Criterion Measurement, and Expected Level of Achievement.

**Table 6.4.1: Educational Outcomes (Student Learning Outcomes)**

Educational Outcomes (Student Learning Outcomes)	Criterion Measurement	Expected Level of Achievement
Critical Thinking	<p>Successfully completing the clinical prep/plan of care.</p> <p>Achieving master level on a reliable, standardized, valid, commercially prepared Critical Thinking Test.</p>	<p>75% of Level IV ADN students will demonstrate satisfactory completion of clinical prep/plan of care at end of program.</p> <p>55% of Level IV ADN students will demonstrate critical thinking skills on the Critical Thinking ATI test at the 50<sup>th</sup> percentile.</p>
Communication abilities by applying knowledge of the use of principles and concepts of therapeutic communication and interpersonal relationships.	<p>Successfully completing the Nursing IV (NUR 2731C) summative Interpersonal Analysis (IPA).</p> <p>Achieving mastery level on a reliable, standardized, valid, commercially prepared therapeutic communication skills test.</p>	<p>75% of Nursing IV ADN students will successfully complete the summative IPA.</p> <p>Students will demonstrate mastery as evidenced by group composite score on the Mental Health exam at or above the 50<sup>th</sup> percentile.</p>
Application of knowledge of therapeutic nursing interventions by providing a physically and psychologically safe and comfortable environment for clients.	<p>Achieving a satisfactory on the Nursing IV (NUR 2731C) clinical evaluation.</p> <p>Achieving mastery on a reliable, standardized, valid, commercially prepared end of program examination.</p>	<p>75% of the students will achieve a satisfactory grade on the NUR 2731C clinical performance evaluation.</p> <p>87% of students who successfully complete Nursing IV must achieve at least an 89% probability of passing the NCLEX on the first retake (2<sup>nd</sup> test).</p>

**Table 6.4.1: (cont.)**

<b>Educational Outcomes (Student Learning Outcomes)</b>	<b>Criterion Measurement</b>	<b>Expected Level of Achievement</b>
Knowledge of alternative delivery of care settings, other than acute care setting.	Achieving a satisfactory evaluation when practicing in as non-acute care setting (NUR 2731C).	75% of the students will achieve a satisfactory grade on the NUR 2731C clinical performance evaluation.
Knowledge of and application of the role of the Associate Degree Nurse as Manager of Care.	Achieving a satisfactory clinical evaluation during the nursing management course (NUR 2811C)	75% of the students will achieve a satisfactory grade on the NUR 2811C clinical performance evaluation.
Knowledge of and application of the role of the Associate Degree Nurse as member of the discipline of nursing.	Satisfactory attainment of Major Learning Outcomes (MLOs) for Nursing IV (NUR 2731).  Demonstrating expected end of program clinical competence during a summative and of program clinical evaluation (NUR 2731C).	75% of the students will achieve a minimum score of 80% in NUR 2731C  75% of the students will achieve a satisfactory grade on the NUR 2731C clinical performance evaluation.
Knowledge of the theoretical concepts and clinical thinking skills essential for the safe practice of nursing as a graduate nurse.	Demonstrating the potential to pass the NCLEX-RN on an end of program reliable, standardized, valid, commercially prepared examination.  Demonstrating expected end of program clinical competence during a summative end of program clinical evaluation (NUR 2811C).	87% of students who successfully complete Nursing IV must achieve at least an 89% probability of passing the NCLEX on the first retake (2 <sup>nd</sup> test).  75% of the students will achieve a satisfactory grade on the NUR 2811C clinical performance evaluation.

Graduates are meeting the levels of achievement established for the Educational Outcomes (student learning outcomes) completely for critical thinking (Tables 4.2, 6.4.3), communication abilities (Tables 6.4.4, 6.4.5) knowledge of alternative care delivery settings (Table 6.4.6), knowledge of the manager of care role (Table 6.4.7), and knowledge of the member of discipline role (Tables 6.4.8, 6.4.9). The graduates are demonstrating components of the other outcomes such as ability to apply therapeutic nursing intervention (Table 6.4.9). The ability to apply theoretical concepts for safe practice is partially met through the NUR 2811C clinical evaluation (Table 6.4.7).

Graduates are not meeting the level of achievement established by faculty for application of therapeutic nursing interventions and knowledge of the theoretical concepts essential for safe practice as measured on the end of program exit exam by the first retake. (Table 6.4.10). Eighty-seven percent of the graduates must score at least an 89% probability of passing the NCLEX on the ATI RN predictor End of Program examination as a requirement for graduation from the program. Scores are reviewed on the first take and on the first retake as measures to be taken although students are allowed unlimited number of attempts. Currently an average across the classes indicates that 85% of the students are achieving the benchmark. By the fourth attempt between 92-97% of the students met the level of achievement. Table 6.4.10 reflects the Cumulative End of Program Pass Rates.

**Table 6.4.2: Outcome 1: Critical Thinking  
Nursing IV Clinical Prep/Plan of Care  
“Measure changed from HNCP to Clinical Prep beginning Spring 2010”**

<b>Fall 2008</b>	153	153 (100%)	0	153	100%
<b>Spring 2009</b>	209	183 (87%)	24	207	99%
<b>Fall 2009</b>	202	198 (98%)	4	202	100%
<b>*Spring 2010</b>	209	209 (100%)	0	209	100%
<b>Fall 2010</b>	225	225 (100%)	0	225	100%
<b>Spring 2011</b>	238	238 (100%)	0	238	
<b>Aggregate</b>		96%			

**Table 6.4.3: ATI Critical Thinking Test Results – Graduation from Program**

<b>Fall 2008</b>	N = 138	76	55%
<b>Spring 2009</b>	N = 160	78	43%
<b>Fall 2009</b>	N = 176	77	44%
<b>Spring 2010</b>	N = 161	85	53%
<b>Fall 2010</b>	N = 170	100	59%
<b>Spring 2011</b>	N = 199	177	89%
<b>Aggregate</b>			54.92%

**Table 6.4.4: Outcome 2: Communication Abilities, Nursing IV Summative IPA**

<b>Fall 2008</b>	118	118 (100%)		118	100%
<b>Spring 2009</b>	183	183 (100%)		183	100%
<b>Fall 2009</b>	162	162 (100%)		162	100%
<b>Spring 2010</b>	171	171 (100%)		171	100%
<b>Fall 2010</b>	225	221 (98%)	4	225	100%
<b>Spring 2011</b>	238	238 (100%)		238	100%
<b>Aggregate</b>		97%			99.87%

**Table 6.4.5: Summary of Outcome 2: Therapeutic Communication/Mental Health 2.1**

<b>Fall 2008 Mental Health 2.1 (Form B) Communication Skills Group Score</b>	<b>#of Test Takers (Groups Size)</b>	<b>Group Composite Score National Percentile Rank</b>
Generic Days	38	64.3
Generic Evenings	31	66.5
LPN-RN Transitional	33	65.6
Grant Groups	38	67.2
Total	140	65.9

<b>Spring 2009 Mental Health 2.1 (Form B) Communication Skills Group Score</b>	<b>#of Test Takers (Groups Size)</b>	<b>Group Composite Score National Percentile Rank</b>
Generic Days	44	73.6
Generic Evenings	40	63.1
LPN-RN Transitional	42	67.1
Grant Groups	53	61.9
Total	179	

<b>Fall 2009 Mental Health 2.1 (Form B) Communication Skills Group Score</b>	<b>#of Test Takers (Groups Size)</b>	<b>Group Composite Score National Percentile Rank</b>
Generic Days	41	64.4
Generic Evenings	30	70.5
LPN-RN Transitional	26	68.4
Grant Groups	46	70.9
Total	143	68.5

<b>Spring 2010 Mental Health 2.1 (Form B) Communication Skills Group Score</b>	<b>#of Test Takers (Groups Size)</b>	<b>Group Composite Score National Percentile Rank</b>
Generic Days	44	66.8
Generic Evenings	36	70
LPN-RN Transitional	34	63.5
Grant Groups	28	63.5
Total	142	

<b>Fall 2010 Mental Health 2.1 (Form B) Communication Skills Group Score</b>	<b>#of Test Takers (Groups Size)</b>	<b>Group Composite Score National Percentile Rank</b>
Generic Days	47	66.8
Generic Evenings	31	69.7
LPN-RN Transitional	37	62.7
Grant Groups	62	67.1
Total	177	66.6

<b>Spring 2011 Mental Health 2.1 (Form B) Communication Skills Group Score</b>	<b>#of Test Takers (Groups Size)</b>	<b>Group Composite Score National Percentile Rank</b>
Generic Days	60	70.5
Generic Evenings	26	74.2
LPN-RN Transitional	54	71.7
Grant Groups	57	69.7
Total	197	71.5

**Table 6.4.6: Outcome 4: Alternative Delivery of Care Settings  
NUR 2731C Hospice/Home Health Performance Evaluation  
Now using NUR 2731C Clinical Evaluation Tool (satisfactory)**

<b>2008-2009</b>	142	142	100%	184	184	100%
<b>2009-2010</b>	162	162	100%	171	171	100%
<b>2010-2011</b>	225	225	100%	238	238	100%
<b>Aggregate</b>			100%			100%

**Table 6.4.7: Outcome 5: Nurse as Manager of Care  
NUR 2811C Clinical Performance Evaluation**

<b>Fall 2008</b>	143	140	98%
<b>Spring 2009</b>	191	185	97%
<b>Fall 2009</b>	162	161	99%
<b>Spring 2010</b>	172	172	100%
<b>Fall 2010</b>	184	184	99%
<b>Spring 2011</b>	221	220	99%
<b>Aggregate</b>			99%

**Table 6.4.8: Outcome 6: Nurse as Member of Care  
NUR 2731C Nursing IV Completion of Major Learning Outcomes**

<b>Fall 2008</b>	156	142	3	13	89%
<b>Spring 2009</b>	211	184	4	23	88%
<b>Fall 2009</b>	204	162	2	40	79%
<b>Spring 2010</b>	218	171	9	38	78%
<b>Fall 2010</b>	231	189	6	36	82%
<b>Spring 2011</b>	238	221	1	16	93%
<b>Aggregate</b>					87%

**Table 6.4.9: Outcome 6 Continued**  
**NUR 2731C Clinical Performance Evaluation**

<b>2008-2009</b>	156	142	89%	211	184	88%	88.5%
<b>2009-2010</b>	204	162	79%	218	171	78%	78.5%
<b>2010-2011</b>	231	189	82%	238	221	93%	87.5%
<b>Aggregate</b>			86%			87%	86.4%

**Table 6.4.10: EOP Pass Rate Data for Comparison**

	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
Fall 2006	67%	80%	96%	97%	
Spring 2007	72%	86%	92%	95%	
Fall 2007	75%	95%	99%		
Spring 2008	71%	85%	93%	99%	
Fall 2008	76%	92%	99%		
Spring 2009	54%	69%	83%	92%	97%
Fall 2009	62%	81%	91%	97%	
Spring 2010	82%	90%	95%		
Fall 2010	79%	89%	96%	97%	
Spring 2011	63%	83%	88%	92%	97%
<b>Average</b>	<b>70%</b>	<b>85%</b>	<b>93%</b>	<b>96%</b>	<b>97%</b>

Efforts made by faculty to improve end of program ATI scores include review of nursing content prior to the exam and having students complete the ATI RN Comprehensive Predictor practice tests. Faculty also provide one-to-one counseling to students who do not pass the tests, stressing the importance of completing the ATI Focused Review for each topic missed. Students are also encouraged to complete ATI test taking strategies, "Nurse Logic."

**Criterion 6.5:** The program demonstrates evidence of achievement in meeting the following program outcomes:

- Performance on licensure exam
- Program completion
- Program satisfaction
- Job placement

**Criterion 6.5.1:** The licensure exam pass rates will be at or above the national mean.

The licensure pass rate for SPC graduates was at the national rate for the 2006 calendar year. Licensure pass rates were below the national rates for calendar years 2007, 2008 and 2009. Upward trending of licensure pass rates is demonstrated for years 2007-2011. Licensure pass rate was at the national rate for the second and third quarters of the 2011 calendar year.



Selective admissions policy began in January 2007. The Wait List was exhausted and the August 2008 generic nursing class was selectively admitted. Students admitted through partnerships meet all minimum admission standards, but are not a part of the selective admissions pool. LPN Transition and Paramedic Transition students are not a part of the selective admissions pool.

These scores can be attributed to changing to a selective admission policy, faculty working hard on leveling the difficulty of test questions according to Bloom's Taxonomy, creating progressively more difficult tests at every nursing level in the program, encouraging students to do ATI Focused Reviews, and referring more students for assistance and tutoring.

**Table 6.5.1: Aggregate Year-to-Date NCLEX Pass Rates**

<b>NCLEX Pass Rates</b>			
<b>Calendar Year</b>	<b>SPC</b>	<b>Florida</b>	<b>National</b>
<b>2006</b>	87%	86%	87%
<b>2007</b>	78%	85.47%	85.5%
<b>2008</b>	81.25%	86.20%	86.7%
<b>2009</b>	83%	88.42%	88.42%
<b>2010</b>	85.8%	89.13%	87.41%
<b>2011-1<sup>st</sup> qtr.</b>	85.14%	88.71%	89.32%
<b>2011-2<sup>nd</sup> qtr.</b>	94.17%	91.46%	91.44%
<b>2011-3<sup>rd</sup> qtr.</b>	85.47%	87.60%	85.07%
<b>2011-YTD</b>	88.24%	89.21%	88.36%

Additional strategies include the curriculum mapping project, syllabi revisions, the addition of the optional Hurst Review course, and the improvement in "Content Café" review sessions. Currently the admissions policies are under review to address diversity of the student nurse population and academic preparation.

While the ADN students currently do not meet the Educational Outcome (student learning outcome) for passing the EOP on 1<sup>st</sup> retake (2<sup>nd</sup> test). They eventually meet the benchmark. After the third retake they are not allowed to take the test again until they show evidence they have studied the topics for review to either of the Program Directors. ATI now

has templates in the Focused Reviews and these will be required as evidence that the student has completed the Focused Reviews. They are also referred to NIP to work with the nursing tutors on test taking strategies and assistance with completing Focused Reviews.

**Criterion 6.5.2:** Expected levels of achievement for program completion are determined by the faculty and reflect program demographics, academic progression, and program history.

Nursing I students are expected to complete the program in a four semester timeframe. The expected level of achievements is a minimum of 65% of Nursing I students will complete the program within four semesters. Table 6.5.2.1 demonstrates that the students are meeting the benchmark.

**Table 6.5.2.1: GRADUATION RATES FOR ENTERING NURSING I CLASSES (Four Semester Benchmark)**

Incoming Class	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Aggregate	Benchmark
Percent Graduated	74%	76%	73%	74%	76%	80%	75.5%	65%
Students Admitted	138	125	148	157	130	164		
Students Graduated	102	95	108	116	99	131		

**Table 6.5.2.2: GRADUATION RATES FOR ENTERING NURSING I CLASSES (Five Semester Benchmark)**

Incoming Class	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Aggregate	Benchmark
Percent Graduated	85%	88%	80%	82%	90%	*	85.25%	80%
Student Admitted	138	125	148	157	130	164		
Students Graduated	117	110	118	129	117	*		

The program also tracks Nursing I completion rate using a five semester benchmark due to the characteristics of the student population. The Expected Level of Achievement of a minimum of 80% of Nursing I students will complete the program within five semesters. The Nursing I students are meeting this benchmark.

Nursing I students are graduating within four semesters at a rate of 75.5%. Nursing I students are graduating within five semesters at a rate of 85.25%. The program tracks the five

semester graduation rate because many of the students have a number of personal life issues that require them to stop out of the program or repeat a semester. Most students work in excess of 20 hours per week and many in excess of 40 hours per week. Students also have family obligations with many of the students being single parents. The nursing student population is diverse. Table 1.1.4 describes the ADN Nursing Program demographics. Many students have English as a second language and this number is increasing. Faculty spend extensive out of class time working with students in order for them to be successful.

Criterion 6.2 describes some of the efforts made by faculty to bring each class of LPN Transitional students up to the benchmark. The students tend to be less academically prepared although they do meet the minimum admission requirements. They are admitted on a first come, first serve basis. Also LPN Transitional students work full-time jobs to maintain health care benefits and to meet financial obligations. LPN Transitional students graduate within three semesters at a rate of 74.6%. LPN Transitional students graduate within the four semesters at a rate of 79.4%. (See Tables 6.2.2 and 6.2.3)

**Criterion 6.5.3: Program satisfaction measures (quantitative and qualitative) address graduates and their employers.**

The expected level of achievement for graduate program satisfaction was set at 75% of graduates reporting. Table 6.5.3.1 shows that since May 2007 the graduates overall are satisfied at or above a rate of 75%. There are two sub-items that showed below a 75% in the 2007-2011 time periods. The May 2010 graduates rated “I collaborate with members of the multidisciplinary team to provide optimum care for clients” at a 70%. This came back up to an 83% the following December. The December 2010 graduates rated “I utilize therapeutic communication skills to help meet the holistic needs to the client and their family” at 72%. However, the aggregate score for this category is an 88%. The response rate of graduates is low and the Evaluation Committee is exploring ways of utilizing social media to improve response rate.

**Table 6.5.3.1: Graduate Program Satisfaction  
ADN Graduate Survey**

Question	N=18	N=27	N=21	N=10	N=25	Aggregate
	May 2007	May 2008	May 2009	May 2010	Dec 2010	
1. The nursing program at SPC proved to be satisfactory prep for entry-level to practice professional nursing.	82%	96%	87%	100%	76%	88%
2. I am proficient in the use of the Nursing Process in providing care for clients of diverse ages and socio-economic backgrounds who are experiencing acute and/or chronic health problems.	82%	96%	87%	100%	80%	89%
3. I am able to perform skills in a therapeutic manner to meet needs of clients.	82%	96%	87%	100%	80%	89%
4. I utilize therapeutic communication skills to help meet the holistic needs of the client and their family.	76%	93%	94%	90%	72%	88%
5. I am able to individualize health teaching and information regarding acute patient needs as well as utilizing community resources.	76%	93%	90%	100%	76%	87%
6. I collaborate with members of the multidisciplinary team to provide optimum care for clients.	88%	96%	94%	70%	83%	86%
7. I am accountable for my own actions and commitment to my own personal and educational growth.	100%	96%	98%	100%	96%	98%
8. I utilize resources in a cost-effective manner.	82%	96%	92%	90%	84%	94%
9. I passed the NCLEX exam within 6 months of graduation.	94%	100%	94%	80%	95%	93%
10. I am employed in the practice of nursing, enrolled in further education or serving in the military.	89%	88%	91%	100%	88%	91%
11. I would recommend the nursing program at SPC to someone who desires professional nurse education.	88%	96%	91%	90%	88%	91%

**Level of Achievement** – Within one year of graduation a minimum of 75% of graduates reporting will report satisfaction with level of preparation for practice.

Employer satisfaction data is reflected Table 6.5.3.2. The expected level of achievement is that 98% of employers would hire SPC graduates into a professional nurse position. Overall the data indicates that employers rate the program very highly with 99% indicating they would hire an SPC graduate. There was a decline in the employer’s perception of graduates “being accountable for their own actions” and “being committed to personal and education growth”.

Faculty continue to strive to enhance student's perception of their own accountability through the use of written success plans and role modeling with students. Students are encouraged to further their education through the RN-BSN completion program. This will continue to be emphasized.

**Table 6.5.3.2: Employer Satisfaction**

Question	May 2008	May 2009	Oct 2009	March 2010	Oct 2010	March 2011	Agg.
1. The nursing program at SPC provided satisfactory preparation for entry level to practice professional nursing.	100%	100%	100%	100%	100%	100%	100%
2. SPC Nursing graduates are proficient in the use of the Nursing Process in providing care for clients.	100%	100%	100%	92%	86%	100%	96%
3. SPC Nursing graduates are able to perform skills in a therapeutic manner to meet needs of clients.	100%	100%	100%	100%	100%	100%	100%
4. SPC Nursing graduates are able to individualize health teaching and information regarding acute patient needs.	100%	100%	100%	83%	86%	100%	95%
5. SPC Nursing graduates are accountable for their own actions and commitment to personal and educational growth.	100%	100%	100%	92%	57%	83%	89%
6. SPC Nursing graduates are advocates for clients.	100%	100%	100%	92%	86%	83%	93%
7. SPC Nursing graduates perform as a member of the nursing profession within a legal and ethical framework.	100%	100%	100%	83%	86%	100%	95%
8.. SPC Nursing graduates utilize channels of communication effectively	100%	100%	100%	92%	86%	83%	93%
9. I would hire a SPC graduate into a professional nurse position in the future.	100%	100%	100%	92%	100%	100%	99%
	N=7	N=5	N=3	N=12	N=7	N=6	

**Criterion 6.5.4: Job placement rates are addressed through quantified measures that reflect program demographics and history.**

Job placement rates are compiled by SPC Institutional Research, Planning and Budget and are published in the SPC Fact Book as a part of the Placement and Follow-Up Report. The Expected Level of Achievement is 90% of graduates will be employed in the field of nursing, furthering their education in the field of nursing, or enlisted in the military within six-nine months of graduation. Table 6.5.4 shows placement rates from 2004-2005 to 2007-2008. This is the

most recent official data available. Results indicate 99% of graduates are consistently placed since 2004-2005.

**Table 6.5.4.1: Job Placement Report**

2004-2005					
Pool	Military	Cont. Education	Emp. In Field	Total Placed	Percent
245		9	234	243	99%
2005-2006					
Pool	Military	Cont. Education	Emp. In Field	Total Placed	Percent
233		4	227	231	99%
2006-2007					
Pool	Military	Cont. Education	Emp. In Field	Total Placed	Percent
260		37	220	257	99%
2007-2008					
Pool	Military	Cont. Education	Emp. In Field	Total Placed	Percent
304		16	288	304	100%

Table 6.5.4.2 reflects data from the Graduate Survey e-mailed to all graduates within six to nine months of graduation. The data indicates that the level of achievement is being met at the aggregate level.

**Table 6.5.4.2: Graduate Survey Placement Data**

Graduate Date	Number Surveyed	Responses Received	Percent Employed
May 2006	131	16	94%
May 2007	136	18	89%
May 2008	151	27	88%
December 2008	139	10	100%
May 2009	187	21	90%
May 2010	148	10	100%
December 2010	183	25	88%
May 2011	201	17	88%
Aggregate			92%

**Criterion 6.6:** The systematic plan for evaluation encompasses students enrolled in distance education and includes evidence that student learning and program outcomes are comparable for all student.

The ADN Program does not offer distance education.

# Appendices

APPENDIX A

College of Nursing Philosophy

Educational Outcomes

St. Petersburg College's Mission and Goals



ST. PETERSBURG COLLEGE  
COLLEGE OF NURSING

**PHILOSOPHY**

**The Nature of Human Beings and the Society in Which They Live**

The nursing faculty believes that people are interactive holistic beings consisting of a physical body, mind and the individual's spirituality; all of which influence and are affected by the physical and social environments in which they live. Contemporary societies are aggregates of culturally diverse persons who coexist in communities. These communities evidence dynamic interpersonal and institutional relationships such as those expressed through family, communication, religious beliefs and practices, diverse professional and educational backgrounds, technological advancements and governmental practices. Among the factors that influence these relationships are thoughts, values, practices, and codes of living. People learn to nurture, to develop, and to relate to self and others for the purposes of accomplishing personal and social goals. These goals are actualized through interpersonal and group interaction.

**The Nature of Health and Health Care**

As holistic beings, people strive for homeodynamic balance. We believe that health is an individual perception that includes dimensions within the body, mind, spirit and environment. Health is each person's individual responsibility to the level that the individual is capable. The facilitation of wellness care requires consideration of the individual, the family and the community. The degree of health is based on an individual's perception and on the level of alteration in physical, mental, and/or spiritual status and on the environment. The degree of health is measured by the acuity of any diagnosed disease and the burden of perceived illness, otherwise known as suffering. The greater the suffering the more complex the issues associated with healing the physical body; impacting the physical and social environment; and healing the body, mind, and spirit.

The nature of health care is an evolving system, exacting new competencies and demands on all individuals, families, local and global communities, as well as the providers of health care. Nurses must be prepared to meet these needs and challenges within an open and complex system of caring.

## **The Nature of Nursing**

Nursing as a profession is concerned with human responses to alterations in physical, mental, and spiritual health in order to prevent and alleviate suffering. Nursing practices and behaviors are research and knowledge driven for the purposes of promoting and maintaining health and wellness. Nurses utilize a critical thinking, problem solving approach, called the Nursing Process to identify client needs for support and/or intervention. Nurses establish outcomes with the client and members of the health care team. Nurses also participate in the planning and implementation of nursing strategies, including monitoring, direct care, teaching and collaboration, and outcome evaluation.

Nurses accept responsibility and are accountable for their actions as defined by established standards of nursing practice. Through evidence-based nursing practices, clinical and cultural competencies, and high ethical standards, dignified care is provided to all clients regardless of health problems, personal attributes, or socio-economic status. Nurses administer care via empathetic and compassionate client interactions, by demonstrating professional advocacy and safety consistent with the evolving demands of the health care environment.

## **The Nature of Nursing Education, Teaching, and Learning**

Scholarship, the demonstration of systemized knowledge and expertise in academic teaching, enables faculty to facilitate student learning. Essential concepts and principles derived from natural, behavioral, and technological sciences provide an educational foundation for critical thinking, problem solving, and ethical decision making. These dimensions form the knowledge base required to practice nursing. Students relate and apply these fundamental concepts and principles to nursing theory and practice. The curriculum is supported and enhanced by a learning environment that is complimented by advanced technology.

Learning is a creative process that progresses through levels of complexity. The discovery of new ideas and the application of newly acquired knowledge can assist the learner in understanding such complexities. Learning occurs independently and collaboratively through individual and group interaction. Learners are unique individuals with previously acquired knowledge, experience, beliefs, attitudes, and behaviors who discover their potential for self-actualization through the learning process.

The faculty believes that preparation for nursing practice is a creative, dynamic process that occurs within a system of higher learning. This system provides opportunities to increase knowledge in nursing theory and practice through a variety of teaching and learning modalities such as distance education, classroom activities, simulated laboratories, clinical laboratories, and preceptor-enhanced clinical experiences. Each learning activity is designed to prepare the graduate for the challenges of nursing practice and the evolving demands of the health care environment.

The learning process ensures faculty and learners will establish a collaborative, trusting, caring, and ethical relationship. This relationship is intended to foster growth and accountability, and enable students to meet program objectives as well as individual educational goals. Faculty communicates expected standards of performance, requisite knowledge, skills, and attitudes.

Faculty also establishes a reasonable time frame for effecting learning outcomes; demonstrates validity and reliability of instruction; and exhibits fairness in supervision and evaluation. Faculty members serve as role models, instructors, evaluators, mentors, and co-learners in the learning process. By providing opportunities for students to identify and express their own learning needs, faculty members assist students to meet specific objectives within a prescribed time frame. Students are expected to be self-directed and to be responsible and accountable for active participation in their own learning as evidenced through study, practice, professional dialogue with faculty, and self-evaluation. Learning outcomes are evaluated by the student's ability to demonstrate and communicate expected learning outcomes.

At the associate degree level, nursing education is directed toward enabling students to develop a professional attitude and the knowledge, skills, and behaviors necessary for the ethical practice of nursing in settings where policies and procedures are specified and guidance is available. The role of the associate degree nurse includes (1) provider of care, (2) teacher, (3) counselor, (4) manager, and (5) member of the discipline of nursing. As a member of the multidisciplinary health team, the graduate is involved in providing and managing care for a select number of clients. Teaching and counseling efforts are viewed as integral components of the outcome-directed, collaborative nurse-client relationship. As a member of the discipline of nursing, the associate degree nurse actively participates with others in promoting and maintaining health and wellness.

The baccalaureate degree graduate is prepared to function as a (1) provider of care, (2) designer, manager, and coordinator of care, and (3) member of the profession of nursing. The understanding of research outcomes and the implementation of research-based practice are an integral part of the baccalaureate nurse's professional practice. The BSN graduate also promotes the health of the family and the community and understands both the family and the community as a client.

12/95
12/96
Reviewed and Approved 12/96
12/98
10/99
3/01
10/01
10/02
12/02
12/03
12/06
12/08
Reviewed and Approved 12/10

## EDUCATIONAL OUTCOMES

At the completion of the program the student will demonstrate:

1. critical thinking.
2. communication abilities by applying knowledge of the use of principles and concepts of therapeutic communication and interpersonal relationships.
3. application of knowledge of therapeutic nursing interventions by providing a physically and psychologically safe and comfortable environment for clients.
4. knowledge of alternative delivery of care settings, other than acute care settings.
5. knowledge of and application of the role of the Associate Degree Nurse as manager of care.
6. knowledge of and application of the role of the Associate Degree Nurse as member of the discipline of nursing.
7. knowledge of the theoretical concepts and critical thinking skills essential for the safe practice of nursing as a graduate nurse.

## **ST. PETERSBURG COLLEGE'S MISSION**

The mission of St. Petersburg College is to improve accessible, learner-centered education for students pursuing selected baccalaureate degrees, associate degrees, technical certificates, applied technology diplomas and continuing education within our service area and globally, while retaining leadership as a comprehensive, sustainable, multi-campus postsecondary institution and as a creative partner with students, communities, and other educational institutions to deliver rich learning experiences and to promote economic and workforce development.

## **ST. PETERSBURG COLLEGE GOALS**

In support of our mission, the specific goals of the College are to:

- I. Expand student access to baccalaureate programs, bachelor's degrees, graduate degrees, and careers; as well as prepare lower division students for successful transfer into baccalaureate programs through the associate in arts and articulated associate in science degree programs;
- II. Maintain the "open door" by providing opportunities for under-prepared students to achieve college entry-level skills through college preparatory programs and services;
- III. Promote the community's economic and cultural development with noncredit programs, continuing education lifelong learning, and targeted partnerships and leadership initiatives;
- IV. Contribute to the international education of students by providing opportunities that encourage global awareness and perspectives;
- V. Provide challenging educational opportunities for area high school students through dual enrollment, charter school and similar programs;
- VI. Promote student learning and maximize opportunities for student success by enhancing services delivered by student affairs staff;
- VII. Provide a diverse student body with innovative teaching and learning technologies in various instructional modalities;
- VIII. Build/acquire and maintain a high-quality infrastructure, including technology, facilities, and equipment, to meet student and community needs;
- IX. Recruit and develop an outstanding, diverse faculty and staff;
- X. Perform continuous institutional self-evaluation and efficient and effective operations to assure a culture of excellence in student services and academic success.

APPENDIX B

VITAE – Susan Baker, Ph.D.

Position Description Dean College of Nursing

**CURRICULUM VITAE**  
**Susan A. Baker, PhD, RN**

**Address**

5614 Pinnacle Heights Circle #307  
 Tampa, FL 33624  
 813-843-5843

**Education**

<u>Institution</u>	<u>Location</u>	<u>Degree</u>	<u>Date of Completion</u>
Florida A&M University	Tallahassee, FL	BSN/Nursing	April 1986
University of South Florida	Tampa, FL	MS/Nursing	August 1994
University of South Florida	Tampa, FL	PhD/Nursing	December 2008

**Certification/Organization**

Certified Breast Health Navigator, Educare, 2006  
 Certified Triple Touch II Area Trainer, American Cancer Society, 2004-present

**Professional Nursing Experience**

<u>Dates</u>	<u>Position</u>	<u>Institution</u>	<u>Location</u>
8/11-present	Interim Dean	St. Petersburg College of Nursing	St. Pete, FL
8/09-8/11	Professor	St. Petersburg College of Nursing	St. Pete, FL
2/06-8/09	Oncology Nurse Navigator	St. Joseph's Women's Hospital	Tampa, FL
1/07-8/09	Adjunct Faculty	St. Petersburg College of Nursing	St. Pete, FL
1/02-2/06	Charge Nurse	St. Joseph's Hospital	Tampa, FL
1/96-1/02	Assistant Professor	Florida A&M University	Tallahassee, FL
4/94-12/95	Clinical Nurse Specialist	Moffitt Cancer Center	Tampa, FL
8/87-4/94	Clinical Nurse IV	Moffitt Cancer Center	Tampa, FL
6/86-8/87	Clinical Nurse	Tallahassee Memorial Hosp.	Tallahassee, FL

## **Membership in Professional Organizations**

<u>Dates</u>	<u>Organization</u>	<u>Offices Held</u>
2011	National Black Nurses' Association	
2011	Oncology Nursing Society	
2010	Sigma Theta Tau International	Faculty Counselor
2009	American Association of Colleges of Nursing	
2009	National League for Nursing	
2008	National Consortium of Breast Centers	

## **Committee Memberships**

### State/Local

2011 Fortis College Advisory Board  
2007-2009 Breast Cancer Operating Committee- Florida Division American Cancer Society  
2007 -2009 Moffitt Cancer Center Diversity Council  
2007-2008 Chair, Triple Touch II Work Group- Florida Division American Cancer Society  
2006-2008 Cancer Clinical Trials Advisory Board- Florida Division American Cancer Society  
2005-2008 Triple Touch II Planning Committee- Florida Division American Cancer Society

### St. Petersburg College

2009-2011 Faculty Senate  
2009-2011 Health Education Center Faculty Governance  
2010-2011 College of Nursing Student Affairs Committee (Co-Chair)

## **Honors and Awards**

### Professional

1999 - Excellence in Teaching Award, Florida A&M University School of Nursing

### Scholastic

2008 - Outstanding PhD Dissertation Award, University of South Florida  
2003 - American Cancer Society Doctoral Scholarship Recipient  
1994 - Outstanding Student Research Award, Research Day, University of South Florida

### Research

2011 - "Attitudes about Prostate Cancer among African American Men" (in process)

2008 - Doctoral Dissertation- "Prostate Cancer Screening Behaviors of African American Men- An Instrument Development Study" (non-published)

1994 - Masters Thesis- "Breast Cancer Health Beliefs in African American Women"  
(nonpublished)



## **Presentations**

2011 - Panelist – African American Health Forum – St. Petersburg College

2010 - Speaker – Fortis College Nursing Pinning Ceremony

2009 – Speaker – Florida A&M University School of Nursing Spring Pinning Ceremony

2009 – Presenter – Florida Nurses' Association – Pinellas County Chapter

2008 – Speaker – “Staff Education Program” – Hillsborough County Health Department, Healthy Start Coalition

2008 - Instructor – “Breast Cancer Education Program” – Delta Sigma Theta, Inc.

2007 – Speaker - “Annual Men’s Day Forum- Tabernacle Missionary Baptist Church, Tallahassee, Florida

2007 – Speaker - “Ladies Night Out – St. Joseph’s Women’s Hospital, Tampa, Florida

2007 – Speaker - “Cancer Disparities Among African Americans: Balancing The Scales”- Bethune Cookman University National Alumni Association Convention, Tallahassee, Florida

2007 – Instructor - “Triple Touch II” – American Cancer Society, Orlando, Florida

2007 – Speaker - “Family Day” – Mount Olive AME Church, Tampa, Florida

2006 - Speakers Panel - “African American Women’s Summit on Breast Cancer”- American Cancer Society, Orlando, Florida

2006 – Speaker - “Women in Leadership”- New York Life, Tampa, Florida

2006 - Speaker - “Breast Cancer Awareness Month”- Price Waterhouse Cooper, Tampa, Florida

2006 - Speaker - “Healthy Heart Women’s Classic Training Clinic”- St. Joseph’s Women’s Hospital, Tampa, Florida

2006 – Speaker - “Ladies Night Out” - St. Joseph’s Women’s Hospital, Tampa, Florida

St. Petersburg College

**POSITION DESCRIPTION**

**Position Title:** Dean, College of Nursing (CON)

**Salary Schedule:** Administrative and Professional

**Salary Grade:** F

**BASIC FUNCTION:**

Directly accountable for College of Nursing operations which includes the following - an AS in nursing, RN to BSN completion program, and Advanced Technical Certificates. Provides leadership for faculty and staff in the implementation of student/academic programs and supervision of support services.

**RESPONSIBILITIES:**

- Uses strong administrative, management, and problem-solving skills to position the CON to remain a leader in nursing education in the central, west coast region of Florida for the AS program and nationally for the RN to BSN.
- Promotes a student centered culturally diverse and adult learning environment which emphasizes learning and teaching.
- Committed to recruiting a diverse student population.
- Provides innovative leadership in the development and growth of the programs within the College of Nursing.
- Displays a strong commitment to associate degree nursing education that is seamlessly articulated into the baccalaureate nursing degree.
- Monitors and analyzes student attrition and retention data and collaborates with other campus areas and leaders to develop initiatives that can be implemented to maintain strong retention and success.
- Provides leadership in online course delivery and use of technology in education nurses.
- Recruits full-time and adjunct faculty, nursing experts and staff. Recommends candidates for faculty appointment, retention, and promotion, using valid assessment measures.
- Fosters a climate of academic excellence and collegiality among faculty, staff and students.
- Through faculty consultation develops, coordinates, and assesses the systems, policies and procedures within the CON.
- Provides leadership to secure and maintain accreditation by appropriate state, regional and national educational and nursing entities.
- Coordinates faculty for the review and development of general administrative procedures impacting the CON (budget, student registration, schedules, evaluation catalog, essential data bases, etc.).
- Motivates, organizes, coordinates, and evaluates--either directly or indirectly--the work activities of personnel associated with the CON.
- Represents the academic vision of the College of Nursing to the community at large.
- Maintains appropriate professional liaisons with local, state and national governmental and professional agencies.

- Establishes collaboration with key members of the nursing community and advisory committee to develop projects, recruit students, and maintain an exchange of expertise between the health care community and the CON.
- Maintains an active presence within the local, state and National nursing organizations to maintain communication. monitor needs, and determine partnerships.
- Remains informed of new issues, challenges, and trends with in nursing and nursing education and translate those to faculty, staff and administration.
- Oversees curriculum development within the CON and assures that all SPC curriculum requirements are met, and quality, outcomes and assessment are achieved.
- Builds consensus and fosters cooperation among CON faculty across nursing programs.
- Facilitates active programs of professional development of faculty/staff.
- Advises the Vice President for Baccalaureate Programs and University Partnership Center and the Campus Executive Officer of the Health Education Center on matters of educational policy and student issues relating to and impacting the CON.
- Utilizes personnel, facilities and fiscal resources demonstrating fiduciary accountability.

### **EDUCATIONAL REQUIREMENTS:**

Doctorate Degree from a regionally accredited institution with at least one graduate degree in nursing from an institution with national accreditation in nursing (CCNE or NLNAC); Doctorate in Nursing preferred.\

### **EXPERIENCE REQUIREMENTS:**

Applicants will possess a distinguished record of excellence in teaching nursing; a minimum of three (3) years of related administrative experience is required. Clinical experience in Nursing. Demonstrated success in the development of community relationships; and demonstrated knowledge of and participation in national/state accreditation processes. Further, applicants have experience in implementing education mobility options for registered nurses; experience in planning and budgeting; excellent communication and interpersonal skills; a proven record of professional involvement is mandatory. Delivery of academic programs through distance education using adult learning principles is highly preferred.

### **KNOWLEDGE/SKILLS/ABILITIES:**

Knowledge of educational administration and management. Verbal and written communications skills. Ability to deal effectively with students, faculty and staff.

**Last Reviewed/Revised: Feb 04, 2011**

## APPENDIX C

### Clinical Facilities Currently in Use

**St. Petersburg College  
Associate Degree Nursing Program**

**CLINICAL AGENCIES**

Agency Name and Address	Agency Accreditation	Type of Agency	Clinical Area Used	Nursing Courses for which Units are used	Average Number of Students (Fac:Student ratio, 1:12)	Total Number of Beds
All Children's Hospital 801 Sixth Street South St. Petersburg, FL 33701	The Joint Commission	Pediatric Hospital & Clinics and obstetrics	Medical, Surgical, Neonatal Surgery, Cardiac-Cath Lab, Intensive care, Clinics, Short Stay Unit, Children's Medical Services, Trauma Unit and obstetrics (The Baby Place)	Nursing III Nursing II – OB LPN Transitional - OB	24-36 per 5 week rotations	243
Bayfront Medical Center 701 Sixth Street South St. Petersburg, FL 33701	The Joint Commission, Certified as Primary Stroke Center	Region II Trauma Center, General Hospital, Out-Patient Clinics, Home Health	Medical, Surgical, Intensive Care, Trauma Unit	Nursing I-IV LPN-RN Transitional	72	502
Bay Pines VA Medical Center and Nursing Home 1000 Bay Pines Blvd. St. Petersburg, FL 33708	The Joint Commission	General, Psychiatric, Nursing Home, Hospice	Medical, Surgical, Nursing Home, Psychiatric, Clinics, Intensive Care, Rehab & Hospice	Nursing IV LPN-RN Transitional	36	230
Largo Medical Center (HCA) 701 14 <sup>th</sup> Street SW Largo, FL 34294 and Indian Rocks Campus 2025 Indian Rocks Road Largo, FL 33774	The Joint Commission, Certified as Primary Stroke Center	General	Medical, Surgical, Intensive Care	Nursing I-IV LPN-RN Transitional	36	422
Edward H. White Hospital (HCA) 2323 Ninth Avenue P O Box 12018 St. Petersburg, FL 33733	The Joint Commission, Certified as Primary Stroke Center	General	Medical, Surgical, Intensive Care	Nursing I Nursing IV	10-12	155
Northside Hospital and Tampa Bay Heart Institute (HCA) 6000 49 <sup>th</sup> Street North St. Petersburg, FL 33709	The Joint Commission, Certified as Primary Stroke Center	General	Medical, Surgical, Intensive Care	Nursing I Nursing III - MedSurg Nursing IV	48	220
St. Petersburg General (HCA) 6500 38 <sup>th</sup> Avenue North St. Petersburg, FL 33710	The Joint Commission, Certified as Primary Stroke Center	General	Medical, Surgical, Obstetrics, Intensive Care	Nursing II Nursing III Nursing IV	36	388
Health South Rehabilitation Corporation 901 Clearwater-Largo Road Largo, FL 33770	The Joint Commission	Rehabilitation Center	All Units	Nursing I	10-12	70

**CLINICAL AGENCIES cont.**

Agency Name and Address	Agency Accreditation	Type of Agency	Clinical Area Used	Nursing Courses for which Units are used	Average Number of Students (Fac:Student ratio, 1:12)	Total Number of Beds
Helen Ellis Memorial Hospital 1395 South Pinellas Avenue P O Box 1487 Tarpon Springs, FL 34688	The Joint Commission	General	Medical, Surgical, Obstetrics, Intensive Care	Nursing II Nursing III Nursing IV	10-12	168
Iasis Healthcare DBA Palms of Pasadena Hospital 1501 Pasadena Avenue South South Pasadena, FL 33707	The Joint Commission	General	Medical, Surgical	Nursing III Med Surg Nursing IV	24	310
Hospice of the Florida Suncoast 300 East Bay Drive Largo, FL 33770	The Joint Commission	Hospice Care, Home Visits	Pinellas County	Nursing IV	10-12	N/A
Windmoor Health Care 11300 U S 19 North Clearwater, FL 33764	The Joint Commission	Psychiatric	Psychiatric	Nursing III Psychosocial Nursing	60 per 5 week rotations	100
Mease Countryside (Bay Care) Morton Plant Mease Healthcare 3231 McMullen Booth Road P O Box 1098 Safety Harbor, FL 34695	The Joint Commission, Certified as Primary Stroke Center,	General & Obstetrics	Medical, Surgical, Obstetrics, Intensive Care	Nursing II Nursing III – Med Surg LPN Transitional OB Nursing IV	48	300
Mease Dunedin (Bay Care) Morton Plant Mease Healthcare 601 Main Street Dunedin, FL 34698	The Joint Commission, Certified as Primary Stroke Center,	General	Medical, Surgical, Intensive Care	Nursing II Nursing III – Med Surg Nursing IV LPN-RN Transitional	60	143
Morton Plant Hospital (Bay Care) Morton Plant Mease Healthcare 323 Jeffords Street Clearwater, FL 33756	The Joint Commission, Certified as Primary Stroke Center	General	Obstetrics, Medical Surgical, Home Health Agency, & Intensive Care, Magnet Hospital	Nursing I Nursing II Nursing III Nursing IV LPN-RN Transitional	24 (Med Surg) 84 Psychiatry per 5 week rotation	687
Morton Plant Rehabilitation Center (BayCare) 323 Jeffords Street Clearwater, FL 33756	The Joint Commission, licensed by AHCA, member of NAHC & AHHIF	Rehabilitation Center	All Units	Nursing I	36	120
St. Anthony's Hospital 1200 Seventh Avenue North P O Box 12588 St. Petersburg, FL 33705	The Joint Commission, Certified as Primary Stroke Center	General	Medical, Surgical, Skilled Care Unit & Intensive Care	Nursing I-IV	48	395

**CLINICAL AGENCIES cont.**

Agency Name and Address	Agency Accreditation	Type of Agency	Clinical Area Used	Nursing Courses for which Units are used	Average Number of Students (Fac:Student ratio, 1:12)	Total Number of Beds
St. Joseph's Hospital 3001 West Dr. Martin Luther King Jr. Blvd Tampa, FL 33607	The Joint Commission, Certified as Primary Stroke Center	General, Women's & Pediatrics	Obstetrics, & Surgical	Nursing II Nursing III Nursing IV (Nursing Care Management)	36	983

\*Intensive care includes progressive care and step down units. Many medical units have telemetry.