

# GREAT BASIN COLLEGE

Battle Mountain, Elko, Ely, Pahrump and Winnemucca



GREAT BASIN COLLEGE

GBC ENRICHES PEOPLE'S LIVES BY PROVIDING STUDENT-ORIENTED, POST-SECONDARY EDUCATION TO RURAL NEVADA



## Associate of Applied Science Nursing Program



Substantive Change Report  
April, 2015

**GREAT BASIN COLLEGE  
ASSOCIATE OF APPLIED SCIENCE  
NURSING PROGRAM**

**SUBSTANTIVE CHANGE  
APRIL 2015**

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April 13, 2015

Accreditation Commission for Education in Nursing  
3343 Peachtree Road NE, Suite 850  
Atlanta, Georgia 30326

Greetings,

Great Basin College is reporting a substantive change in our Associate of Applied Science degree in nursing program for Fall 2015. The change involves: Implementation of Distance Education; Addition of Courses or Program Different in Context or Method of Delivery from what was previously offered and accepted; Change in Enrollment by Head Count (>25% for AAS nursing program); and Establishment of an Additional Location.

Enclosed with this letter you will find documents addressing the information to be included in all planned substantive change reports. A USB flash drive is also enclosed containing an electronic copy of all materials and written documentation.

Please do not hesitate to contact me if there are questions about the report or if you need additional information. If I am not immediately available, please contact my Administrative Assistant, Dianna Byers, at 775-753-6056 or [dianna.byers@gbcnv.edu](mailto:dianna.byers@gbcnv.edu).

Sincerely,

Amber Donnelly, PhD, RN, CNE  
Dean, Health Science and Human Services  
775-753-2135  
[amber.donnelli@gbcnv.edu](mailto:amber.donnelli@gbcnv.edu)

Great Basin College, Elko, NV

**Notification of Planned Substantive Changes**  
**Associate of Applied Science Nursing Degree**

Governing Organization:	Great Basin College 1500 College Parkway Elko, NV 89801
Nursing education unit: Program	Associate of Applied Science Nursing
Teaching location:	Elko, Pahrump, and Winnemucca
Current enrollment:	Elko 20 students each year
Plans for change in enrollment:	Pahrump 5-6 students each year Winnemucca 5 students each year
Nurse administrator:	Amber Donnelly, PhD, RN, CNE HSCI 135 Great Basin College 1500 College Parkway Elko, NV 89801 Office: 775-753-2135 E-mail: <a href="mailto:amber.donnelli@gbcnv.edu">amber.donnelli@gbcnv.edu</a>
Date change will become effective:	August 31, 2015

Rational for change:

People living in rural areas who may have complex healthcare needs face barriers to getting care including a shortage of providers. With nearly one in four Americans, living in rural settings this is significant concern (Gorski, 2011). One topic identified by Healthy People 2020 (2014) focuses on access to healthcare with the goal of improving access to comprehensive, quality health care services.

Great Basin College was awarded a Trade Adjustment Act Community College Career Training (TAACCCT) grant with \$2 million for two additional nursing sites in Pahrump and Winnemucca and the expansion of the GBC Veteran's Resource Center. The grant funding will provide an extension of the current nursing program, to include a nursing instructor and a state of the art nursing simulation lab at both sites. Students will

complete their clinical rotations within these communities with all theory sections of a course transmitted through Interactive Video (IAV) from the main GBC campus in Elko.

Great Basin College has a very diverse population within its 86,000-mile service area with more than 120,000 residents. Approximately 3,500 of them enroll at GBC and its satellite centers located throughout Nevada. Many of the students at GBC are considered non-traditional or they are unable to leave their home to relocate in order to obtain higher education.

Our graduates work in all regions of rural Nevada where the demand for nurses is higher than the supply for rural locations. These additions to the GBC nursing program will increase the health care workforce in rural areas and support health care needs of Nevada's rural communities.

# List of Participants for Substantive Change

Dr. Mark Curtis	President, Great Basin College
Dr. Michael McFarlane	Vice President of Academic Affairs, Great Basin College
Lynn Mahlberg	Vice President of Student Services, Great Basin College
Sonja Sibert	Vice President for Business Affairs, Great Basin College
Lisa Frazier	Director of Online Education, Great Basin College
Robert Hannu	Interactive Video Coordinator
Diane Wrightman	Director, GBC Pahrump Center
Lisa Campbell	Director, GBC Winnemucca Center
Jeannie Bailey	Grants Director, Great Basin College
Dr. Amber Donnelly	Dean, Health Science and Human Services Department
Heidi Johnston	AAS Nursing Faculty and Curriculum Coordinator, AAS Nursing
Tamara Mette	AAS Nursing Faculty
Staci Warnert	AAS Nursing Faculty
Sharon Sutherland	AAS Nursing Faculty and Simulation Coordinator
Peggy Drussel	AAS Nursing Faculty
Delene Volkert	AAS Nursing Faculty
Stacy Rust	AAS Nursing Faculty
Sarah Lino	Practice Lab Manager
Dianna Byers	TAACCCT Grant Program Assistant
Gaye Terras	Department Administrative Assistant

## **Substantive Change Proposal**

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This Substantive Change Proposal is submitted by Great Basin College (GBC) to the Accreditation Commission for Education in Nursing (ACEN) for approval to offer the Elko GBC nursing program through distance education as an alternate delivery method to GBC campus centers in Winnemucca and Pahrump Nevada. The change involves: Implementation of Distance Education; Addition of Courses or Program Different in Context or Method of Delivery from what was previously offered and accepted; Change in Enrollment by Head Count (>25% for AAS nursing program); and Establishment of an Additional Location.

### **Internal and External Notification**

Table 1: List all of the internal and external bodies that were part of the notification process for approving the submission of the Trade Adjustment Assistance Community College and Career Training Grant Program (TAACCCT-4) to create nursing labs and fund faculty at the Winnemucca and Pahrump Centers. A two million dollar TAACCCT-4 grant was awarded to Great Basin College for two additional nursing locations in Winnemucca and Pahrump Nevada, and the expansion of the GBC Veteran's Resource Center. (Appendix A) TAACCCT-4 provides community colleges with funds to expand and improve their ability to deliver education and career training programs. It looks to serve displaced, unemployed, underemployed workers, with a special emphasis placed on meeting the unfilled needs of veterans (more than 233,300) and active duty military in Nevada. Through previous TAACCCT programs, GBC was able to expand programs for first generation college students to TAA-eligible workers and with this TAACCCT-4 grant, will continue that expansion and target veterans.

Table 1:

Internal and External Body	Date of Approval
Nevada System of Higher Education Letter of Agreement Appendix B	10/1/2014
President's Council Notification Appendix C  Dr. Mark Curtis, President Dr. Mike McFarlane, Vice President for Academic Affairs Lynn Mahlberg, Vice President for Student Services Sonja Sibert, Vice President for Business Affairs Dr. John Rice, Foundation Executive Director Dr. Amber Donnelly, Dean, Health Science & Human Services Bret Murphy, Dean of Applied Science Stephen Theriault, Management and Marketing Professor (Faculty Senate Chair) DeMarynee Saili, Student Government President Angie DeBraga, Director, Continuing Education (Administrative Faculty representative) Dr. Cathy Fulkerson, Director, Institutional Research Effectiveness Dori Andrepont, Classified Council Chair (take Melinda Mott off) Dr. Thomas Reagan, Education Professor (Faculty Senate Past Chair) Mary Doucette, Radiology Technology Professor (Faculty Senate Vice Chair)	10/28/2014
Great Basin College Faculty Senate Appendix D	12/12/2014
Nursing Faculty/ Nursing Curriculum Committee Appendix E	10/2014
Nevada State Board of Nursing Appendix F	3/26/2015
Health Science and Human Services Advisory Committee Appendix G	11/05/2014

### Description of Change

Great Basin College serves many communities, which are extend significant distances geographically from the main Elko Campus (Appendix H). Students from the Winnemucca Center must spend up to four hours in their vehicles travelling to and from the Elko Campus. The Pahrump GBC Center is roughly an eight hour drive from the Elko Campus and would be nearly impossible to travel several times a week. To expand the GBC nursing program to these rural, isolated locations, GBC will utilize synchronized distance education with live instruction for skills lab, simulation, and clinical experience.

Alternate methods of delivery are necessary and programs at GBC need to be innovative and willing to incorporate changes to meet the needs of a rural student population. The TAACCCT-4 grant funding will provide an extension of the current nursing program to include a nursing instructor and a state-of-the-art nursing practice and simulation lab at both locations. Students will complete their clinical rotations within these communities with all theory sections of each course transmitted through Interactive Video (IAV) from the main GBC campus in Elko. The practice-learning environment includes Practice Lab, skilled nursing facilities, acute care hospitals and facilities, and a variety of community learning environments including primary and secondary schools, mental health facilities, and home health services. Nursing faculty will select clinical practice learning environments that incorporate evidence-based practice (EBP), contemporary practice, and nationally established patient health and safety goals.

Each course curriculum map addresses student clinical experiences and competencies in relation to EBP, contemporary practice, National Patient Safety Goals (NPGS), American Nurses Association (ANA), and Quality and Safety Education for Nurses (QSEN). Each clinical experience will have activities related to Student Learning Outcomes (SLO) that reflect EBP, contemporary practice, NPSG, and QSEN with measurable evaluations methods. Students and faculty will evaluate clinical facilities at the end of each semester. Nursing faculty will continuously evaluate practice environments regarding sufficient patient populations, whether learning experiences allow students to achieve SLO's, if there is sufficient nurse-patient ratio that supports student learning, and whether there was cooperation between faculty, staff, and the clinical practice learning environment.

To ensure that curriculum and educational experiences are congruent throughout the nursing program at all locations, one nursing faculty member has been moved to the curriculum coordinator role. The coordinator will assist faculty as they develop and refine the new methods of instruction via IAV. All nursing faculty participate in curriculum development and provide

ongoing review and monitoring of the curriculum through monthly curriculum meetings. A budget of \$75,000 in year one of the TAACCCT-4 grant was allocated for curriculum development and in year two of the grant \$50,000 is allocated for curriculum development. An additional \$10,000 has been designated to pay Subject Matter Experts/content reviewer. One nursing faculty member is partially TAACCCT-4 funded with 48% of her time used as the Practice/Simulation Coordinator. This faculty member will travel to the Winnemucca and Pahrump Centers to assist with faculty simulation training and assist with course simulations.

Part-time instruction up to \$30,000 has been include in the TAACCCT-4 grant for any additional faculty that may be needed during this transition. A Program Assistant, supported through the TAACCCT-4 grant for 3 years, has been included to support establishing the Winnemucca and Pahrump nursing labs, data collection and report preparation. Please see the TAACCCT-4 budget for specifics in allocation of funding directly related to Project Director (oversees TAACCCT-4 funding), nursing faculty funding, CNA Coordinator funding, part-time instruction, Curriculum Developer, Practice Simulation Coordinator, Veterans Service Coordinator, travel, equipment, supplies, project supplies, IAV equipment systems, subject matter review experts, and professional development. (Appendix I)

### **Justification and Rationale for Change**

There is a need to expand Great Basin College's AAS nursing program to rural Nevada. People living in rural areas who have complex healthcare needs face barriers in receiving care, including a shortage of providers. With nearly one in four Americans living in a rural setting, this is a significant concern (Gorski, 2011). One topic identified by Healthy People 2020 (2014) focuses on access to healthcare with the goal of improving access to comprehensive, quality health care services. This change helps to support this goal and allows students within the rural communities to obtain the needed education to increase the professional nursing workforce in their community.

Great Basin College has a very diverse population within its 86,000-mile service area which includes more than 120,000 residents. Approximately 3,500 of these residents enroll at the GBC Elko campus or its rural centers located throughout Nevada. Many of the students at GBC are considered non-traditional or they are unable to leave their home to relocate in order to obtain a higher education. Our nursing graduates work in all regions of rural Nevada where the demand for nurses is higher than the supply. The addition to the GBC AAS nursing program will increase the health care workforce in rural areas and support the health care needs of Nevada's rural communities.

The Health Science and Human Services Department affiliates with well over 40 facilities and health care provider agencies both within and outside the GBC service area to provide high quality, relevant clinical experiences for students. These affiliations include a formal agreement with the varied agencies utilized including acute care hospitals, extended care/skilled nursing facilities, and community and social service agencies. One of the strengths of the AAS nursing program is the community support in Elko, Winnemucca, and Pahrump. When asked about GBC and its various degrees and certificates, residents of rural Nevada frequently convey a sense of "ownership" and pride in their responses. The fact that the long-standing, highly successful AAS nursing program has served as the sole provider of nursing graduates in GBC's expansive service area further strengthens this community sense of "partnership" with the college.

### **Relationship of Distance Education to Institutional Mission**

Great Basin College enriches people's lives by providing student-centered post-secondary education to rural Nevada. GBC's mission encompasses three themes: Theme 1 is to provide student enrichment, which includes providing educational opportunities, foster cultural awareness, and provide curricula and programs for careers. Theme 2 is to build bridges and create partnerships for the seamless transfer of students between high school, community

college, and universities, to build and sustain workforce programs, and support community needs. Theme 3 is to serve rural Nevada by providing access to education to distant locations, provide resources to meet the educational needs of our service area, and provide needed services to students at all GBC centers.

The GBC nursing program mission is congruent with the GBC mission, goals, and associated college themes. Expansion of our current nursing program will provide accessible education in rural areas of Nevada using distance education technology. By delivering our curriculum via IAV to Winnemucca and Pahrump and establishing continuing relationships with various clinical agencies within those rural communities, we will build a workforce that meets the needs of the communities. GBC is the leader within the state of Nevada for distance learning, and will provide a supportive platform for delivering nursing education to these rural areas.

### **Program Student Learning Outcomes**

Upon completion of the AAS Nursing Program, the graduate will have accomplished the six program student learning outcomes:

1. Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare environments to diverse patient populations across the lifespan.
2. Use clinical reasoning when engaged in the work of a professional nurse.
3. Participate in quality improvement processes to improve patient care.
4. Engage in teamwork with members of the interprofessional team, the patient, and the patient's support persons when managing patient care.
5. Apply management, legal, ethical, and professional guidelines in practice as a professional nurse.
6. Use information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.

## **Description of Courses to be offered by Distance Education**

The method of delivery will continue to be face to face at the Elko Campus and IAV to the Winnemucca and Pahrump Centers. All (100%) of the nursing courses in the AAS nursing program will be delivered through synchronized distance education using IAV. Distance education classes at Great Basin College earn the same credits, follow the same course outline, have the same learning outcomes, and require the same academic rigor as traditional classes. Winnemucca and Pahrump students will have access to the same classroom resources used as part of the learning activities for the day that students will use on the Elko campus. Students studying remotely can avail themselves to live tutoring through the Academic Success Center via email or SKYPE, placement testing at rural GBC Centers, proctored testing for GBC classes at rural Centers, and technology help by phone or email from the GBC helpdesk.

The following courses outline Great Basin College's AAS nursing program over four semesters.

### **Semester One:**

#### **Fundamentals Concepts in Nursing (8 Credits: 5 Theory, 3 Clinical)**

Introduction to basic concepts and competencies for the application of the nursing process in the care of diverse patients with common health alterations and to promote the health of individuals. Introduction to basic concepts of safe, patient-centered, evidence-based nursing care considering legal and ethical responsibilities of the nurse. Also introduces caring, clinical reasoning, quality improvement, communication, and teamwork when interacting with patients and members of the interprofessional team. Emphasis on essential psychomotor skills and obtaining patient information relevant to care planning.

#### **Introduction to Pharmacology (1 Credit hour theory)**

Basic principles of safe and effective medication administration and pharmacology of major drug classifications. Principles of medication administration including aspects of best practice for safe, quality, patient-centered care. Includes the use of informatics and media to obtain evidence-based drug information.

## **Semester Two**

### **Clinical Decision Making in Drug Therapy (1 Credit Theory)**

Common drug therapy regimen and application of clinical reasoning in management and monitoring of drug effects in acutely ill patients for safe, quality, evidence-based nursing care. Focuses on patient teaching and the nurse as a member of the interprofessional team when providing pharmacological interventions.

### **Nursing Care of Adults in Health and Illness (5 Credits: 2 Theory, 3 Clinical)**

Building on Fundamentals of Nursing, this course provides for the acquisition and application of basic adult health nursing theory by applying clinical reasoning and safe, evidence-based, patient-centered, holistic nursing care to diverse patients with common acute health problems. Incorporates a focus on health promotion. Includes the application of the concepts of caring, clinical reasoning, quality improvement, communication, and teamwork, considering legal and ethical responsibilities of the nurse when caring for adults.

### **Nursing Care of Individuals with Mental Health Problems (3 Credits: 2 Theory, 1 Clinical)**

Provides for the acquisition and application of mental health nursing theory for safe, evidence-based, patient-centered, holistic nursing care for diverse patients experiencing common acute and chronic mental health disorders and treatment modalities. Includes the application of the concepts of caring, clinical reasoning, quality improvement, communication, and teamwork, considering legal and ethical responsibilities of the nurse when working with patients with mental health disorders.

## **Semester Three**

### **Nursing Care of Adults with Acute and Chronic Illnesses (5 Credits: 3 Theory, 2 Clinical)**

Provides for the acquisition and application of adult health nursing theory by applying clinical reasoning and safe, evidence-based, patient-centered, holistic nursing care to diverse adults with acute illnesses and long-term management of chronic illnesses. Includes a focus on health promotion and the application of the concepts of caring, clinical reasoning, quality improvement, communication, and teamwork, considering legal and ethical responsibilities of the nurse when working with adults.

### **Nursing Care of the Childbearing Family (3 Credits: 2 Theory, 1 Clinical)**

Provides for the acquisition and application of maternal/child nursing theory for safe, evidence-based, family-centered nursing care for diverse patients. Includes a focus on health promotion and the application of the concepts of caring, clinical reasoning, quality improvement, communication, and teamwork, considering legal and ethical responsibilities of the nurse when working with the childbearing family.

### **Nursing Care of Children and Adolescents (3 Credits: 2 Theory, 1 Clinical)**

Provides for the acquisition and application of pediatric nursing theory by applying clinical reasoning and safe, evidence-based, family-centered, holistic nursing care to diverse children and adolescents with acute and chronic health problems. Includes a focus on health promotion, and the application of the concepts of caring, clinical

reasoning, quality improvement, communication, and teamwork, considering legal and ethical responsibilities of the nurse when caring for children and adolescents.

#### **Semester Four**

##### **Patients with Complex Health Problems (4 Credits: 2 Theory, 2 Clinical)**

Provides for the acquisition and application of nursing theory for patients experiencing physiological crisis and end of life. Applies clinical reasoning and safe, evidence-based, patient-centered, holistic nursing care to diverse patients with complex health problems. Includes a focus on collaboration and care management, and the application of the concepts of caring, clinical reasoning, quality improvement, communication, and teamwork, considering legal and ethical responsibilities of the nurse in the management of patients in crisis and at the end of life.

##### **Evidence Based Practice for Quality Improvement Seminar (2 Credits: 1 Theory, 1 Clinical)**

Focuses on the study of collecting and using evidence as a tool for microsystem change and promotion of quality and safety in a variety of healthcare environments. Takes a project-focused approach to collaboration and problem-solving for quality improvement.

##### **Professional Development and Transition to Practice (2 Credits: 2 Theory)**

Provides for an examination of the impact of clinical microsystems and organizational culture on patient care delivery and nursing practice. Incorporates an analysis of professional development resources for nurses upon entry into practice to facilitate progress from novice to expert.

#### **Distance Education**

GBC has a Distance Education Committee which is made up of faculty members at all centers. This committee addresses the impact, technology, and policy of distance education. The committee studies the addition of electronic means of delivery to the teaching process from the point of view of instruction. The areas discussed by the committee include the use of online, audio, video, IAV, lecture capture and other emergent technologies used in an extended classroom environment. In addition, the Distance Education Committee recommends to the Compensation and Benefits Committee remuneration policies for the development of materials for distance education courses, for the conversion of course to distance education modes of instruction, for travel to remote centers, and for the instruction of distance education courses. All faculty, regardless of which courses they are teaching, are required by Great Basin College Faculty Senate to complete two courses in distance learning pedagogy and instruction. These

courses are offered every year and may be taken in a group setting, one-on-one, or just-in-time needs basis. Courses offered by the Director of Online Education & Curriculum Development, Great Basin College's expert in distance education, include:

*WebCampus Online Instruction Foundation I:*

- Identify characteristics for a quality, student-centered course
- Methods to deliver content on-line
- Develop measurable and assessable learning course outcomes
- Identify required and optional elements for a quality syllabus
- Introduction and Organization of course
- Use of modules for effective course structure

*WebCampus Online Instruction Foundation II:*

- Identify the characteristics of effective on-line assignments and tests
- Create an engaging and helpful Homepage
- Build an assignment with an associated rubric
- Apply the effective use of rubrics to assess student work
- Build a quiz/exam
- Practice giving meaningful digital feedback using SpeedGrader

Additional faculty development programs, group and one-on-one distance learning sessions, are available every semester during in-service, throughout the semester, and just-in-time needs basis in topics such as: Communication Tools for Discussion, Chat Tool for Synchronous and Asynchronous Chats, InBox and Big Blue Button for Synchronous Web Presentations/Meetings, Gradebook, Proctored Testing, Quality Matters Alignment, Integrating GoogleDocs, Methods to Deliver Content On-line, Providing Feedback to Student Assignments, Personalizing Learning, Video Production and Editing, and Engaging the Millennial Learner.

Faculty who teach through distance education are required to attend courses specific to IAV, which are also offered every year and may be taken in a group setting, one-on-one, or just-

in-time needs basis. These courses are presented by the Director of Interactive Video and include topics such as lecture capture, IAV faculty training, and in classroom learning of IAV equipment and controls. In preparation for the method of delivery moving to IAV for the AAS nursing program, faculty have completed several of the on-campus, live trainings in addition to webinars specific to distance education and simulation.

The Northwest Commission on Colleges and Universities (NWCCU), during reaffirming accreditation in 2013, lauded GBC's use of technology to serve students throughout rural Nevada while creating active learning environments. (Appendix J) This further supports Great Basin College's use of the latest technology to offer a quality college education to students living in the remote areas of Nevada.

### **Program Different in Method of Delivery**

The additional method of delivery for GBC AAS nursing program will be IAV for students located at the Winnemucca and Pahrump Centers. The traditional face-to-face classroom will still be utilized for students' at the Elko Campus while students at the Winnemucca and Pahrump Centers will be participating via synchronized IAV. GBC is the most active user of IAV in the state of Nevada and the leader with over 33% of all state video network activity and over 90 IAV classes per semester in a variety of disciplines. These classes originate at one location and are broadcast to one or more locations simultaneously. Students in remote classrooms interact with the instructor and other students by means of video screens and interactive audio in specially equipped classrooms. IAV classes meet just like other scheduled live classes. The only difference is that some students may be in a face-to-face interaction with the instructor in the classroom while other students are interacting with the instruction through live IAV hundreds of miles away. In an effort to better serve the post-secondary educational needs of rural Nevada, GBC is equipped to offer classes via IAV at many locations throughout rural Nevada.

IAV classes are connected through a special high-speed digital data network called NevadaNet. The circuits run from Reno or Las Vegas to the GBC sites, providing the capabilities for two-way audio and video connections between classrooms. The classes or conferences are automatically connected and disconnected by the “Renovo” scheduling and control software. The multipoint control units, which perform the connections for all of our classes and meetings, are managed by the support staff at System Computing Services (SCS) in Reno.

There are several different designs of IAV rooms at GBC. The Elko, Pahrump, and Winnemucca Centers will have the latest IAV equipment in place. IAV equipment for each location will include: high-definition monitors, polycom codec, classroom controller, rear instructor camera, microphones, document/camera (ELMO), VCR/DVD, presentation computer, SMART board, and fax machine.

### **Change in Enrollment by Head Count**

At the Elko GBC campus, 20 students are admitted one time a year for the AAS nursing program for a fall semester start. Currently, the Elko program has 19 second year students and 18 first year students. By adding two additional locations in Winnemucca and Pahrump, it is estimated that an additional ten students (five students admitted at each location one time a year) will start Fall 2015 for a total of 30 students in the GBC AAS nursing program.

**Table 2:**

#### **Estimated New Head Count**

<b>AAS Students Admitted</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
<b>Elko</b>	<b>21</b>	<b>21</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>
<b>Pahrump</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>Winnemucca</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>5</b>

Each additional location will have an on-campus, full-time Nursing Faculty and has additional funding for part-time instructors as needed to manage the increase in student enrollment after year one. Full-time faculty on the Elko Campus will continue to teach all of the courses face-to-face and through IAV.

### **Establishment of an Additional Location**

GBC was the first community college to be established in Nevada and was founded in 1967. It is the primary provider of post-secondary education in rural Nevada, with its main campus in Elko, centers in Battle Mountain, Ely, Pahrump, and Winnemucca, and satellite facilities in 21 communities across rural Nevada. By the 1990s, the college was on a track to become one of the most innovative and effective rural colleges in the nation. Distance learning technologies were introduced and IAV classrooms provided access to hundreds of students. GBC experienced significant growth, with half a dozen new buildings constructed on the Elko campus and buildings erected in Ely and Winnemucca.

The Winnemucca Center, 123 miles west of Elko along the Humboldt River, is both a Nevada gateway to the Pacific Northwest and a town where tourists like to come for Nevada-style outdoor recreation. It is supported largely through mining, tourism, and agriculture. Humboldt County, with its large potato and alfalfa farms, is one of Nevada's leading agricultural areas. The GBC Winnemucca Center was completed in 1995 and is located at 5490 Kluncy Canyon Road and is owned by GBC. (Appendix K) The center has a full-time director and staff that coordinate schedules and programs to meet the education needs of Humboldt County residents. The center features state-of-the-art computer systems, science labs, and IAV technology to link Winnemucca students with college students in other Nevada communities. A new 1,440 square foot building opened in Fall 2010, which consist of two additional IAV classrooms. The Winnemucca Center will have an on-campus, full-time nursing instructor and has additional funding for part-time instructors as needed.

The Pahrump Center, 436 miles south of Elko, is the home of GBC's newest center. The Pahrump Center offers classes in Beatty, Gabbs, Round Mountain, Tonopah, and other communities throughout Nye County. The Pahrump center is located at 551 E. Calvada Boulevard. (Appendix L) GBC owns the building and the property is owned by Nye County School District. There is a 50 year lease to the Nevada System of Higher Education from the school district currently in effect through 2047. The Pahrump Center features state-of-the-art computer systems, science labs, and IAV technology to link Pahrump students with college students in other Nevada communities as well as administrative offices. The Pahrump Center also has a number of full-time instructors who teach students in Pahrump and throughout the GBC service area using the college's extensive IAV network. The Pahrump Center will have an on-campus full-time nursing instructor and has additional funding for part-time instructors as needed.

#### **Winnemucca Center Specifics to Nursing**

In December 2014, meetings were held in Winnemucca between directors from acute care, community care, and long-term care and the GBC Dean of Health Sciences to discuss clinical experiences and expectations of faculty, students, and clinical facilities. In addition, an informational open advisement session was held for potential nursing students interested in applying for the program at the Winnemucca Center. Feedback and ideas were solicited from the meetings and the response was overwhelmingly positive and supportive.

Written agreements for clinical sites to be utilized are in place or currently being processed. Facility agreements include:

- Humboldt General Hospital since 2009 and will be continually renewed.
- Pleasant Senior Center since 2014 and will be continually renewed.
- Winnemucca Ministerial Food Bank since 2012 and will be continually renewed.
- Golden Valley Medical Center is currently being processed.
- Humboldt County School District is currently being processed.
- DaVita Care Center is currently being processed.
- Veterans Administration is currently being processed.

Additional agreements are being discussed with home health agencies, pre-natal care clinics, pediatric clinics, mental health providers, and urgent care providers. The lab itself will be furnished with three hospital beds, complete with over bed lighting, functional headwalls, side tables, over bed tables, and assessment equipment (blood pressure, temp, etc.). (Appendix M) Consumable supplies are provided for all skills practice and simulations.

### **Pahrump Center Specifics to Nursing**

In November 2014, meetings were held in Pahrump between directors from acute care, community care, and long-term care and the GBC Dean of Health Sciences to discuss clinical experiences and expectations of faculty, students, and clinical facilities. In addition, an informational open advisement session was held for potential nursing students interested in applying for the program at the Pahrump Center. Feedback and ideas were solicited from the meetings and the response was overwhelmingly positive and supportive.

Written agreements for clinical sites to be utilized are in place or are currently being processed. Facility agreements include:

Desert View Hospital since October 2007 and will be continually renewed.  
Pahrump Health & Rehabilitation since February 2009 and will be continually renewed.  
Nevada Outreach Training since February 2009 and will be continually renewed.  
Nye County School District since January 2014 and will be continually renewed.  
DaVita Care Center is currently being processed.  
Veterans Administration is currently being processed.

Additional agreements are being discussed with home health agencies, pre-natal care clinics, pediatric clinics, mental health providers, and urgent care providers. The lab itself will be furnished with four hospital beds, complete with over bed lighting, functional headwalls, side tables, over bed tables, and assessment equipment (blood pressure, temp, etc.). (Appendix N) Consumable supplies are provided for all skills practice and simulations.

In addition to clinical site experiences, the Winnemucca and Pahrump Nursing Practice and Simulation Labs will be equipped with the newest high fidelity model of SimMan 3G manikin along with a new medium fidelity ALS manikin. These manikins have lung, heart, and bowel sounds; will display cardiac rhythms when attached to a monitor; can have their blood pressure taken; and function for practice of basic nursing skills such as foley catheter insertion. The SimMan 3G manikin not only has lung, heart, and bowel sounds, but also blinks, breathes on his own, has pulses anywhere you may find a real pulse, can have his blood pressure and oxygen levels taken, can have an IV started, and can talk. It also includes features such as the ability to sweat, seize, become cyanotic and recognize drugs students administer. These high fidelity manikins are essential in establishing a realistic experience for the students. Additionally, students will also have access to two basic skills manikins.

Simulation will be utilized at all locations to enhance lecture and clinical experience. All simulation used supports EBP, patient health and safety, and ANA standards. Simulation Evaluation Tools are used to evaluate student and simulation experiences.

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Great Basin College  
Associate of Applied Science in Nursing Program  
Summary of Impact of Substantive Changes

**Standard 1**

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

Criterion	Impact
1.1 The mission/philosophy and program outcomes of the nursing education unit are congruent with the core values and mission/goals of the governing organization.	The mission of the AAS Nursing Program is "To provide an accessible, student-centered, post-secondary nursing education that prepares graduates for entry level nursing practice in a variety of structured healthcare settings". This supports and aligns with Great Basin College mission statement "Great Basin College enriches people's lives by providing student-centered, post-secondary education to rural Nevada". Nursing faculty endorse the mission, goals, and outcomes of Great Basin College. The nursing faculty act on the college mission and values through the pursuit of excellence in teaching, promoting student success, and providing service to rural Nevada citizens to enhance their health and quality of life. The philosophy of the nursing faculty is rooted in the core values of holism, caring, diversity, advocacy, integrity, and excellence. Student learning outcomes of the Associate of Applied Science Degree Nursing Program curriculum are based on competencies determined by the faculty to be necessary for safe and effective nursing care.
1.2 The governing organization and nursing education unit ensure representation of the nurse administration and nursing faculty in governance activities; opportunities exist for students in governance activities.	The nursing administrator ensures that critical information reaches the GBC administrative team. Internal and external review of reporting information regarding any changes within the nursing program is done routinely. Nursing faculty serve on various GBC committees, participate in faculty senate, and are able to communicate and collaborate with outside disciplines. Two students, one from the first year and one from the second year AAS nursing program, are invited to attend nursing faculty meetings each month. On campus, Student Nurses Organization is actively involved in the Student Government Association (SGA) and participates with other campus organizations. The president of the SGA sits on the Presidents Council and provides feedback regarding any student concerns and any club activities.

<p>1.3 Communities of interest have input into program processes and decision making.</p>	<p>The Health Sciences Advisory Group has representation from the community, clinical agencies, and various health care providers. The Advisory Group was notified during the Fall 2014 meeting about the TAACCCT Grant and the addition of the two nursing locations in Winnemucca and Pahrump. Support and feedback were obtained during this meeting (Appendix G). The Nevada State Board of Nursing was notified regarding the TAACCCT grant at the Education Advisory Committee meeting (Appendix O). Community meetings held during December 2014 in Winnemucca and Pahrump were open to all community members and potential clinical agencies to be utilized (Appendix P). In addition, an informational and open advisement session was held at each location for potential nursing students (Appendix Q). Feedback and ideas were solicited during the meetings held at each location. After a site inspection of each location in March 2015, the Nevada State Board of Nursing approved the two additional locations for the GBC nursing program (Appendix R).</p>
<p>1.4 Partnerships that exist promote excellence in nursing education, enhance the profession, and benefit the community.</p>	<p>The Health Science and Human Services Department affiliates with over 40 agencies and individual health care providers, both within and outside GBC's service area, to provide high quality, relevant clinical experiences for students. These affiliations include a formal agreement with the varied agencies utilized including acute care hospitals, extended care/skilled nursing facilities, and community and social service agencies. A list of the agencies/facilities/providers for Winnemucca and Pahrump can be found in Appendix S. One of the strengths of the AAS nursing program is the continuous community support received. When asked about GBC and its various degree and certificate programs, residents of rural Nevada frequently convey a sense of "ownership" and pride in their responses. The fact that the long-standing, highly successful AAS program has served as the sole provider of nursing graduates in GBC's expansive service area further strengthens this community identification and sense of "partnership" with the college. (Appendix T)</p> <p>A review by the Nevada State Board of Nursing Advisory Committee and Deans &amp; Directors meetings for the state of Nevada nursing programs provided an opportunity for sharing information regarding the addition of the two locations for the GBC nursing program. Support from both of these committees was obtained and both groups will continue to review the progress of the additional locations over the next few years. (Appendix U)</p>
<p>1.5, 1.6</p>	<p>No Impact</p>

1.7 When present, nursing program coordinators and/or faculty who assist with program administration are academically and experientially qualified.	To ensure that curriculum and educational experiences are congruent throughout the program at all sites, a faculty member has been moved to Curriculum Coordinator role. The Coordinator will assist faculty as they develop and refine the new method of instruction via distance education. The individual in that position is working towards a doctorate degree and has prior experience in curriculum development.
1.8, 1.9, 1.10	No impact
 1.11 Distance education, when utilized, is congruent with the mission of the governing organization and the mission/philosophy of the nursing unit.	<p>GBC services over 96,000 square miles in rural Nevada, and comprises a very diverse population. Within the service area there are more than 120,000 residents, and approximately 3,500 of them enroll at GBC and its Centers each semester. GBC students range in age from 16 to 90, with many of these students being non-traditional and unable to leave home in order to obtain their higher education due to various reasons.</p> <p>This means alternative methods of instructional delivery are necessary and programs need to be innovative and willing to incorporate changes to meet the needs of a rural student population. The GBC mission statement encompasses three themes. Theme 1 is to provide student enrichment which includes provide education opportunities, foster cultural awareness, and provide curricula and programs for careers. Theme 2 is to build bridges and create partnerships meaning seamless transfer of students between high school, community college, and universities, build and sustain workforce programs, and support community needs. Theme 3 is to serve rural Nevada by providing access to education to distant locations, provide resources to meet educational needs of the service area, and provide needed services to students at all GBC Centers. The nursing program is congruent with the mission and associated college themes. Implementation of our current nursing curriculum will provide accessible education in rural areas of Nevada using distance technology. By delivering our curriculum via IAV and establishing relationships with various clinical agencies within those rural communities, we will build a workforce that meets the needs of the communities. Great Basin College is the leader within the state of Nevada for distance learning, and will provide a supportive platform for delivering nursing education to rural areas.</p>
<b>Standard 2</b> Qualified and credentialed faculty are sufficient in number to ensure the achievement of the student learning outcomes and program outcomes. Sufficient qualified staff are available to support the nursing education unit.	

<p>2.1 Full-time faculty hold a minimum of a graduate degree with a major in nursing.</p> <p>2.2 Part-time faculty hold a minimum of a baccalaureate degree with a major in nursing; a minimum of part-time faculty also hold a graduate degree with a major in nursing.</p>	<p>All nursing faculty assigned to courses in the AAS nursing program are credentialed with a minimum of a master's degree with a major in nursing. (Appendix V) There are six (6) full-time nursing faculty assigned instructional duties for the AAS program. One nursing faculty is in her second year of a PhD program with an emphasis in nursing education and another nursing faculty is in her first year of a DNP program with an emphasis in population health and leadership.</p> <p>As part of the TAACCCT Grant, two additional full-time nursing faculty were hired for Winnemucca and Pahrump centers. One nursing faculty has a Master's Degree in Nursing with an emphasis in Nursing Administration. The other nursing faculty has a Master's Degree in Nursing with an emphasis on Nursing Education.</p> <p>There are three part-time nursing faculty: One holds a master's degree in nursing education; one is completing her DNP in family practice; and one is completing her Nurse Practitioner with a focus on acute care and works in both the practice lab and clinical setting. Two part-time faculty have received a waiver from the Nevada State Board of Nursing for faculty education requirements. (Appendix W)</p>
<p>2.3 Faculty (full- and part-time) credentials meet governing organization and state requirements.</p>	<p>There are no specific GBC credential criteria for faculty other than that outlined in specific job descriptions and as part of the tenure process. GBC nursing faculty job descriptions incorporate the Nevada State Board of Nursing and/or ACEN requirements. The credentials of all AAS nursing faculty meet the Nevada State Board of Nursing requirements. For example: Nevada Administrative Code 632.670 of the Nevada State Board of Nursing stipulates that a faculty member of a program of nursing must be licensed to practice as a registered nurse in the state of Nevada and have completed training which is related to the area of teaching. In addition, Nevada Administrative Code 632.675 of the Nevada State Board of Nursing requires at least 75% of the faculty members of a program of nursing hold at least a master's degree with a major in nursing.</p> <p>The AAS nursing program is compliant in meeting the governing organization and state requirements.</p>
<p>2.4</p>	<p>No impact</p>

2.5 The number of full-time faculty is sufficient to ensure that the student learning outcomes and program outcomes are achieved.

The goals and outcomes of the AAS nursing program are met utilizing eight full-time faculty and three part-time faculty. The following evidence supports the belief that the number and utilization of faculty continues to ensure course student learning outcomes and program outcomes are being achieved:

1. Two additional full-time nursing faculty members have been hired for Pahrump and Winnemucca Centers (for a total of eight full-time faculty).
2. Funding for additional part-time nursing faculty has been budgeted through the TAACCCT grant to ensure sufficient number of faculty.
3. The 1:8 faculty/student clinical ratio in pre-licensure programs per the Nevada State Board of Nursing is strictly adhered to.
4. Consideration of the number of course credits, nursing faculty interest and expertise influences faculty utilization in the program.
5. With the additional two locations, the TAACCCT grant allowed funding for a Simulation Coordinator and Curriculum Coordinator.

(Appendix X)

Role of the Simulation Coordinator:

1. Enhance practice lab and simulation at Winnemucca and Pahrump Centers.
2. Coordinate simulations for each course at each location.
3. Keep current on best-practice in simulation.
4. Actively contribute to the development, conduct and evaluation of simulation-based courses with particular emphasis on creating and coordinating life-like scenarios and props for educational purposes.
5. Participate in simulation-based training as a console operator, role-player or debriefer as required.
6. Lead small group learning sessions and encourage reflection.
7. Conduct mobile and in-situ simulation based training; this may involve occasional overnight travel.
8. Demonstrate outstanding interpersonal and communication skills, professionalism and judgement to actively encourage cohesiveness within the inter-professional team.
9. Demonstrate sensitivity towards individuals exposed to potentially high stress situations in the learning environment and recognize privacy and confidentiality issues.
10. Participate in regular department meetings and participate in conference presentations and research projects as appropriate.

11. Coordinate and conduct courses or trainings required by the organization.

Role of the Curriculum Coordinator:

1. Implement approved admission policies and procedures on annual basis in relation to curriculum and additional applicants for Winnemucca and Pahrump.
2. Assist with ADN curriculum planning, ensuring that curricula are consistent and compliant with standards of the profession.
3. Assist in the written substantive change report and tracking of nursing data collected related to curriculum during the TAACCCT grant implementation.
4. Oversee and coordinate academic advising process for ADN students; advise students for Elko, Winnemucca, and Pahrump.
5. Monitor and recommend program revisions as indicated by trends in nursing, nursing education, higher education, healthcare, and criteria/policies of accrediting and regulatory agencies.
6. Work directly with faculty in creating resources that will assist them in transitioning courses to IAV.
7. Create and track data collection for IAV delivery methods of theory courses.
8. Develop and implement ADN student recruitment plan.
9. Oversee ADN level courses.
10. Chair Curriculum Committee for the nursing program and keep track of all decisions and planning that is developed within the committee.
11. Review and assist tracking of the TAACCCT budget funding that is directly related to the nursing program.

The two nursing faculty hired as part of the TAACCCT grant meet certain qualifications to ensure that student learning outcomes and program outcomes are achieved. The following qualifications and associated responsibilities were required as part of the hiring process:

1. Master's Degree in Nursing
2. Must be licensed as a registered nurse in the state of Nevada.
3. A recent background in medical/surgical, acute care, mental health, and/or community health nursing strongly preferred.

	<ol style="list-style-type: none"> <li>4. Ability and willingness to work full shifts overseeing students in clinical settings.</li> <li>5. Ability and willingness to organize and implement multiple projects at once.</li> <li>6. Show evidence of ability to communicate effectively in writing and orally.</li> <li>7. Have the ability to perform basic computer operations, including Microsoft Office software experience, particularly Word.</li> <li>8. Self-motivated.</li> <li>9. Positive, encouraging approach to dealing with students and coworkers.</li> <li>10. Collegiality and flexibility in working as a team member.</li> <li>11. Prepare and follow approved courses of study.</li> <li>12. Manage and supervise individuals and groups in classrooms, online, through interactive video, simulations, and in lab and clinical areas.</li> <li>13. Evaluate student performance and achievement of outcomes.</li> <li>14. Participate in department activities including student advisement, curriculum development, program evaluation and annual report and accreditation activities.</li> <li>15. Participate in additional faculty responsibilities, including college committees as assigned or elected.</li> </ol> <p>The guidelines provided in the Great Basin College Faculty Workload Policy are enrollment-based funding formulas provided by the Nevada System of Higher Education Board of Regents and the Nevada State Legislature. As derived from these sources, the major portion of faculty workload should relate directly to courses taught for credit, with a core teaching workload of 14 to 16 credits per semester, 30 credits for an academic year, and in consideration of expected students-per-class ratios given in the funding formulas. New faculty are given a workload of 12 credits during the first semester of teaching.</p>
<p>2.6 Faculty (full and – part-time) maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices</p>	<p>Nursing faculty maintain current knowledge of nursing concepts and practice standards, as well as teaching methodologies. A variety of means are used to maintain currency, including ongoing professional development activities, continual interaction with nursing colleagues at local, regional, and national meetings, and through institution and national organizational memberships and committee involvement. As a condition of re-licensure, the Nevada State Board of Nursing requires the completion of 30 contact hours of continuing education during the 24 months immediately proceeding the registered nurse's most recent birthday.</p>

	<p>Nursing faculty complete CEU's throughout the year to maintain their expertise in the areas of their responsibilities and best practices in nursing education (Appendix Y). As part of the planning process for the additional GBC locations, additional training for the nursing faculty focused on distance education methodology and distance education technology has been incorporated each month during the curriculum workdays beginning in Fall 2014 and continuing through Spring 2015.</p> <p>The two new nursing faculty at the Pahrump and Winnemucca Centers along with the Simulation Coordinator will attend the INACSL simulation conference to gain current knowledge in the areas of skill/simulation lab management and simulation enhanced education.</p>
<p>2.7 The number, utilization and credentials of staff and non-nurse faculty within the nursing education unit are sufficient to achieve the program goals and outcomes.</p>	<p>The Administrative Assistant for Health Science and Human Services collaborates and works with nursing faculty and nursing students. The Administrative Assistant coordinates documentation supporting achievement of program goals and outcomes.</p> <p>A Program Assistant, supported through the TAACCCT grant for three years, has been included to help establish the two rural locations.</p> <p>Responsibilities include:</p> <ol style="list-style-type: none"> <li>1. Work closely with Dean of Health Sciences and Human Services and Project Director to provide support for a multi-disciplinary, federally-funded innovative grant training program including student recruitment, job placement and progress tracking.</li> <li>2. Work with all key internal and external stakeholders as needed for completion of grant requirements and project goals.</li> <li>3. Assist the Dean and grant Project Director in collecting data, creating, and distributing all reporting.</li> <li>4. Assist in the coordination of quotes and purchasing of equipment and order supplies as needed per grant allowances.</li> <li>5. Interact with and support students in funded training programs.</li> <li>6. Other duties as assigned or requested by the Project Director or Dean of Health Science and Human Services.</li> <li>7. Collaborate and meet support needs of nursing faculty at GBC centers.</li> <li>8. Participate in GBC and system-wide committees.</li> <li>9. Travel by car to required locations, work on weekends, and at times have flexible hours.</li> <li>10. Other duties as assigned.</li> </ol>

<p>2.8 Faculty (full and part-time) are oriented and mentored in their areas of responsibility.</p>	<p>All new GBC faculty receive orientation to college teaching resources and academic policies and procedures arranged through the Vice President for Academic Affairs at the beginning of their first semester at GBC. New nursing faculty receive individualized orientation to departmental and nursing program policies, procedures, and resources (Appendix Z).</p> <p>The two new nursing faculty members hired within the TAACCCT grant are assigned a mentoring committee comprised of one department nursing faculty member and two college-wide faculty members to work with the individual to support successful achievement in their new role. In addition, the two nursing faculty members were given development plans which outlines learning outcomes, development activities, assigned mentors with experience, timing for completing learning outcomes, and evaluation of learning outcomes. Teaching workloads for new nursing faculty are limited to no more than 12 workload units their first semester at GBC.</p>
<p>2.9 Systematic assessment of faculty (full and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.</p>	<p>The evaluation process is the same for full and part-time faculty college-wide and consists of three faculty weighted evaluative areas: 1) Teaching Role; 2) Professional Role; and 3) Service to the Institution and the Student. The evaluation consists of the faculty member's input regarding how they met various role requirements in the areas of 1) teaching (e.g., instructional design, instructional assessment, and instructional management and coordination); 2) professional (e.g., proficiency,); and service (e.g., to the institution and to the student). Faculty college-wide are required to set percentages for each area and to do so in collaboration with assigned tenure or mentoring committees and reviewed by department Dean. All college faculty must write current and future goals including a written summary evaluation by the faculty member's department Dean. Faculty also evaluate if goals have been met. GBC nursing students also complete end of course nursing faculty evaluation. Evaluations are sent directly to the office of the Director of Institutional Research and Effectiveness where the results are compiled and provided directly to the faculty of record for a particular course. Deans and the Vice President for Academic Affairs also receive compiled student evaluations of each faculty member under their supervision.</p>
<p>2.10 Faculty (full- and part-time) engage in ongoing development and receive support for instructional and distance technologies.</p>	<p>Professional development in teaching and learning is ongoing, several faculty have attended workshops on new and emerging educational technologies in the past three years. GBC provides many workshops on teaching technologies and the small college size allows faculty to receive one-on-one assistance from technology support staff (Appendix Y).</p>

	<p>Specific to GBC WebCampus (learning management system) orientation sessions are available to all college-wide faculty and faculty new to web-based teaching at the beginning of every semester. Tutorials on many of the unique delivery modes available for the learning management system (LMS) are available on the GBC WebCampus help web page. In addition, individual consultation and training sessions can be scheduled with the GBC Director of Online Education and Curriculum Development. Faculty can attend podcasts on distance teaching strategies and, when available, attend sessions on distance education at national and regional meetings. Nursing faculty frequently collaborate with one another, as well as faculty in other departments, regarding distance education development and best practices.</p> <p>The two new nursing faculty hired for the Winnemucca and Pahrump centers will receive continuous support from nursing faculty, the Director of Online Education and Curriculum Development, and Interactive Audio Visual Coordinator. An Interactive Video Faculty Handbook assists all faculty teaching distance education with policies, procedures, and best practice. (Appendix AA)</p>
<b>Standard 3</b> Student policies and services support the achievement of the student learning outcomes and program outcomes of the nursing education unit.	
3.1, 3.2, 3.3	No impact
3.4 Student services are commensurate with the needs of nursing students, including those receiving instruction using alternate methods of delivery.	<p>All GBC students, no matter their location within the service area, have access to a variety of resources and services including career advising, career resources, re-entry programs, student employment services, computer labs, writing center, mathematics/science resource center, and library resources. The Academic Success Center is an important resource for students who have not recently had the opportunity to compose papers requiring scholarly writing style (i.e., APA format). English tutors review each paper and provide useful feedback regarding grammar, APA formatting, and ways in which to strengthen the content. All students have access to student advising, financial aid, and academic counselors. If the student's problem seems to be outside the realm of a GBC academic counselor, mental health counseling is available through a partnership with Communities in Schools of Northeastern Nevada and the University of Nevada, Las Vegas Department of Counselor Education. Services are provided for GBC students with disabilities. GBC has an Early Alert Program that focuses on the retention of at-risk students by assisting</p>

	<p>them in finding and utilizing the services they need in order to promote their social and academic success while attending college.</p> <p>GBC offers classes and accompanying student support services at numerous regional sites throughout its service area, which consists of Elko, Eureka, Pershing, Humboldt, Lander, Nye and White Pine Counties. The largest towns served are Ely, Pahrump, and Winnemucca, which house centers staffed by full time faculty, administrative and support staff. Therefore, AAS nursing students living in outlying communities receive the same services offered in Elko either directly on site (e.g., advising, bookstore) or as outreach.</p> <p>In addition to GBC services, all individuals accepted into the AAS nursing program are required to attend a mandatory orientation session held during the summer prior to the start of their first semester in the program. Nursing faculty and students located at the Winnemucca and Pahrump centers will attend through IAV. During this orientation, AAS nursing faculty provide an overview of the program curriculum, share information regarding clinical rotation requirements, and provide estimates of the cost of the program including books, online sources, and tuition. Information regarding computer Internet service and IAV responsibilities of faculty and students are addressed. (Appendix BB)</p>
3.5, 3.6, 3.7	No impact
3.8 Orientation to technology is provided and technological support is provided to students.	<p>Documentation of information regarding requirements that students will need for distance education are located in the GBC's General Catalog, Course Schedule published each semester, and GBC's website. In addition, students have access to online information for troubleshooting computer and internet-related problems, and can call or email the student help desk for one-on-one assistance. Prior to the start of each semester, students enrolled in web-based or web-enhanced courses receive an introductory letter providing them with information regarding login and technical assistance information.</p> <p>As part of new student orientation for all students located at each GBC center, nursing faculty will discuss student and faculty responsibilities associated with IAV technology as indicated in the IAV faculty handbook and IAV student handbook. Ongoing technological support is strong within GBC as is the commitment to successful distance education. Technology support is recognized as a basis of success and measures are in place as mentioned</p>

	above. At the end of the semester, students will evaluate the level of support received. (Appendix CC)
3.9 Information related to technology requirements and policies specific to distance education are accurate, clear, consistent, and accessible.	GBC is strongly invested in distance education to serve its large and sparsely populated service area. More than 20 centers in the GBC service area have interactive video capability, and classes may originate from any of the centers. Information and policies related to technology requirements and distance education are clearly and consistently published in GBC's General Catalog, in GBC's Class Schedule each semester, and on GBC's website at: <a href="http://www.gbcnv.edu/techdesk/webcampus/">http://www.gbcnv.edu/techdesk/webcampus/</a>
<b>Standard 4</b>	
The curriculum supports the achievement of the identified student learning outcomes and program outcomes of the nursing education unit consistent with safe practice in contemporary healthcare environments.	
4.1, 4.2	No impact
4.3 The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.	<p>All nursing faculty participate in curriculum development with efforts synchronized by the Curriculum Coordinator and Dean. An ongoing review of the curriculum by nursing faculty at monthly curriculum meetings will continue during implementation of distance education to the Winnemucca and Pahrump centers. All courses in the AAS nursing curriculum are continually evaluated for currency, rigor, and coherence with the organizing framework and student learning outcomes of the program. With the addition of IAV, these reviews will reflect how well students are able to meet student learning outcomes in each course and how overall program outcomes are achieved using distance education.</p> <p>At the end of each course a systematic evaluation is completed by all nursing faculty in relation to content, instructional resources, teaching methods employed, adequacy of clinical facilities, practice lab, simulation, and uses of technology. Based on the evaluation and data collected, nursing faculty may recommend changes to better meet the SLO's and overall program outcomes. During curriculum meetings, a faculty can present recommended course changes. Nursing faculty will consider the changes and the majority of faculty must support and vote to approve the recommended change.</p> <p>With the addition of the Winnemucca and Pahrump Centers all nursing faculty have been a part of the development process to add distance education. The TAACCCT grant is part of the monthly curriculum agenda to facilitate input and shared decision making. (Appendix E)</p>

4.4, 4.5, 4.6, 4.7, 4.8	No impact
<p>4.9 Practice learning environments support the achievement of student learning outcomes and program outcomes.</p>	<p>Practice learning environments include Practice Lab, skilled nursing facility, acute care facility, and a variety of community learning environments including primary and secondary schools, mental health facilities, and home health services. Nursing faculty continuously evaluate practice environments regarding sufficient patient populations, whether learning experiences allow students to achieve course student learning outcomes, if there is a sufficient nurse-patient ratio that supports student learning, and whether there was cooperation between faculty, staff, and the clinical practice learning environments. Faculty complete end of semester course reports and evaluate EBP, patient health and safety, and ANA standards within the practice learning environments. Students also complete end of semester surveys evaluating these factors. Practice learning environments will be retained or removed based on the effectiveness of meeting student learning outcomes through faculty course reports and student clinical evaluation ratings and comments.</p> <p>With the TAACCCT grant, new practice learning environments will be utilized in Pahrump and Winnemucca. Students at these locations will have similar experiences and resources that will promote successful completion of student learning outcomes and ultimately program outcomes. Faculty will meet with all clinical facilities prior to the beginning of the semester to establish expectations of the facility, students, and faculty members to ensure a successful learning environment. Course faculty and student evaluations completed at the end of each semester will assist nursing faculty in determining if the practice learning environment is able to achieve student learning outcomes.</p>
<p>4.10 Students participate in clinical experiences that are evidence-based and reflect contemporary practice and nationally established patient health and safety goals.</p>	<p>Faculty select clinical practice learning environments that incorporate evidence-based practice, contemporary practice, and nationally established patient health and safety goals. Each course curriculum map addresses student clinical experiences and competencies in relation to evidence-based practices, contemporary practice, NPGS, ANA, and QSEN. Each clinical experience has activities related to student learning outcomes that reflect evidence-based practice, contemporary practice, NPSG, and QSEN with measurable evaluation methods. Students and faculty evaluate clinical facilities at the end of the semester.</p> <p>As stated above (4.9) new clinical sites will be utilized at Pahrump and Winnemucca. Therefore, course evaluations completed by faculty and</p>

	<p>students at the end of the semester will undergo a detailed evaluation to determine if the clinical facility demonstrates evidence-based and contemporary practice and nationally established patient health and safety goals.</p>
<p>4.11 Written agreements for clinical practice agencies are current, specify expectation for all parties, and ensure the protection of students.</p>	<p>Beginning in Fall 2014 meetings were held in Pahrump and Winnemucca between directors from acute care, community care, long-term care, and the GBC Dean of Health Sciences and Human Services to discuss specific clinical experiences being sought and expectations of faculty, students, and clinical facilities. Contracts are renewed on a three year cycle and are reviewed by GBC legal counsel.</p> <p>Responsibilities of GBC and the clinical site are clearly delineated in the contracts. Some sites may request additional provisions (such as drug screening) consistent with those required of the facility's staff. Depending on the type of facility or site, faculty will use the following criteria to establish a clinical site:</p> <ol style="list-style-type: none"> <li>1. Type of facility/agency</li> <li>2. Accreditation status</li> <li>3. Type of experiences available</li> <li>4. Adequacy of staffing</li> <li>5. Preparation of staff for their roles</li> <li>6. Average daily census or clients</li> <li>7. Receptiveness to students and faculty</li> <li>8. Number of students who can be accommodated at one time</li> <li>9. Number of faculty to accommodate an additional clinical site</li> </ol> <p>Written agreements for clinical sites to be utilized are in place or being developed for Pahrump and Winnemucca. (Appendix S)</p>
<p>4.12 Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the student learning outcomes.</p>	<p>Training specific to IAV and distance education was initiated in fall of 2014. In Spring 2015 Distant Education Curriculum Coordinator and IAV Coordinator provided scheduled trainings for the nursing department to prepare nursing faculty to deliver instructional strategies using IAV and best practices for distance education. Training was scheduled to ensure that all faculty could attend.</p> <p>As part of the TAACCCT grant, additional training for Pahrump and Winnemucca nursing faculty will be scheduled to learn how to operate the Sim Man 3G (high fidelity manikin) and to run various simulations using SimMan</p>

equipment. This will be done through the Simulation Coordinator, training representatives from Laerdal, and simulation-based conferences.

## Standard 5

Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the student learning outcomes and program outcomes of the nursing education unit.

5.1 Fiscal resources are sustainable, sufficient to ensure the achievement of the student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.

Department operation funding is sufficient to support the number of state-funded faculty to effectively implement the mission and goals of the AAS nursing program. Tuition at GBC is below the national average for public institutions. Lab fees for GBC nursing courses are sufficient to ensure that student learning outcomes are achieved.

To support the new locations, funding from the TAACCCT grant include additional resources. (Appendix I) These resources will provide the foundation to support the centers for the next three years and then they will be self-supporting and/or state funded.

5.2 Physical resources are sufficient to ensure the achievement of the nursing education outcomes, and meet the needs of the faculty, staff, and students.

The nursing practice labs in Pahrump and Winnemucca Centers will be furnished with hospital beds, complete with over-bed lighting, functional headwalls, side tables, over bed tables, and assessment equipment (blood pressure, temp, etc.). Consumable supplies are provided for all skill practice and simulations.

In addition to clinical site experiences, the Pahrump and Winnemucca nursing practice and simulation labs will be equipped with the newest model of SimMan 3G (high fidelity manikin) along with a new ALS manikin (medium fidelity manikin). Simulation will be used at all locations to enrich lecture and clinical experience. All simulations used support EBP, patient health and safety, and ANA standards. The practice labs will also provide a one-way mirrored window or screens for instructor use to enhance the simulation experience. Simulation evaluation tools are used to evaluate student and simulation experiences.

IAV equipment for each location (Elko, Pahrump, Winnemucca) will include: monitors, polycom codec, classroom controller, rear instructor camera, microphones, document/camera (ELMO), VCR/DVD, presentation computer, SMART board, and fax machine. (Appendix DD)

<p>5.3 Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.</p>	<p>GBC nursing faculty play an essential role in planning and use of any forms of learning resources and technology. During curriculum meetings, faculty are provided opportunities for the review and consideration of all learning resources and technology to assure they are comprehensive, current, and reflect evidence based practice. With the addition of the two locations, faculty have been involved in the decision-making process for any learning resources and technology (Appendix E). During orientation, students are given the necessary information to access learning resources and technology.</p> <p>Nursing faculty are represented on the GBC Senate Budget and Facilities Committee and provide nursing faculty recommendations. The nursing faculty member who serves on this committee is part of the decision-making process regarding equipment funding allocations. (Appendix EE)</p>
<p>5.4 Fiscal, physical, technological, and learning resources are sufficient to meet the needs of the faculty and students engaged in alternative methods of delivery.</p>	<p>Access to student services, advisement, and faculty is available via e-mail, regular mail, and phone. Video conferencing can be used if needed. Faculty and learning resources are regularly accessed through the course websites on the learning management system, WebCampus, and serve as a primary means of communication between faculty and students. Due to the rural nature of GBC's service area, faculty and staff are very familiar with the needs of distance learners and are well prepared to meet those needs.</p> <p>The Northwest Commission on Colleges and Universities (NWCCU), during reaffirming accreditation in 2013, lauded Great Basin College's use of technology to serve students throughout rural Nevada while creating active learning environments. (Appendix J)</p> <p>Funding from the TAACCCT grant provides technologies and resources in Winnemucca and Pahrump that are equivalent to the practice lab at the Elko Campus. This will allow those students to meet the same student learning outcomes and utilizing the same technology and learning resources. The new interactive video equipment will provide expanded classroom capabilities and allow for interactive video instruction at both Winnemucca and Pahrump Centers with the theory portion of nursing courses originating at the Elko Campus. All courses are hybrid with course work and assignment submission through the learning management system, WebCampus. Resources for this alternate delivery method are sufficient for students using distance education through GBC and its centers.</p>

Both the Winnemucca and Pahrump Centers have staff to meet the needs of students. Each center has its own physical building and resources including academic center for learning, classrooms, and practice lab.

## Standard 6

Program evaluation demonstrates that students and graduates have achieved the student learning outcomes, program outcomes, and role specific graduate competencies of the nursing education unit.

6.1 The systematic plan for evaluation of the nursing education unit emphasizes the ongoing assessment and evaluation of each of the following:

- Student learning outcomes;
- Program outcomes;
- Role-specific graduate competencies; and
- The ACEN Standards.

The systematic plan of evaluation contains specific, measurable expected levels of achievement; appropriate assessment methods; and a minimum of three years of data for each component within the plan.

6.2 Evaluation findings are aggregated and trended by program option, location, and date of completion and are sufficient to inform program decision-making for the maintenance and improvement of the student learning outcomes and the program outcomes.

Data collection tools provide documentation that course outcomes, program outcomes, and student learning competencies are successful met. Evaluation is an ongoing process within the nursing program. Data is aggregated and decision-making is based on evaluation of data collected at the end of each semester and/or academic year.

Current data collection tools used within the program to collect information will have added components regarding students in Winnemucca and Pahrump and will include alternate methods of delivery (Appendix FF):

1. Faculty course reports
2. Student Learning outcomes evaluation (per course)
3. Student clinical site evaluations
4. ATI data
5. Nursing Student Distant Education Survey
6. Employer satisfaction survey
7. AAS graduate satisfaction survey

Additional data is collected through:

8. NCLEX Mountain Measurement Reports
9. Nevada State Board of Nursing pass rate statistics.

Data aggregated and trended include ATI scores, NCLEX pass rates, attrition, as well as graduate and employer satisfaction. Data collected within the program is sufficient for program decision-making for maintenance and improvement of student learning outcomes and program outcomes. As part of the TAACCCT grant, PeopleSoft Campus Solutions software will be used to track student enrollment within the nursing program. Using PeopleSoft, each student under the grant is identified as they move through the program, gathering data about outcomes such as academic progress, rate of retention, support provided, and persistence.

Working with a third party evaluator (Pacific Research & Evaluation), the Nevada Community College Consortium has a strong and sophisticated

	<p>system in place to track outcomes and report outcomes across the project, and internal and intra college reporting processes, which will include the use of a shared website for sharing and reporting data. At the college level, all program participants fill out forms authorizing the colleges to collect individual level data, as well as for follow up data collection after education and training programs are completed.</p>
6.3 Evaluation findings are shared with communities of interest.	<p>Data is shared with the program advisory committee two times a year. The committee includes: community members within Elko, Pahrump, and Winnemucca (Appendix GG). This includes a discussion of student learning outcomes data, program outcome data, and new graduate performance and expectations. The open forum allows for members in the community to give feedback on opportunities or insights that they may have regarding the nursing programs.</p> <p>Completion of mandatory reports to the Nevada State Board of Nursing and ACEN are ongoing. In return, the NSBN provides the nursing program with information that is helpful in trending our own data, including national and state average NCLEX scores and changes, trends, and issues of the National Council of State Boards of Nursing.</p>
<b>Criterion: 6.4 The program demonstrates evidence of achievement in meeting the program outcomes.</b>	<p>Expected Level of Achievement:</p> <ol style="list-style-type: none"> <li>1. 75% of all students in a cohort will complete the ADN program and graduate.</li> <li>2. 85% of graduates will score at or above the national average on NCLEX.</li> <li>3. 80% of students returning surveys at six to twelve months post-graduation will indicate program satisfaction.</li> <li>4. 80% of employers returning surveys at six to twelve months post-graduation will indicate satisfaction with graduate preparation for entry-level positions.</li> <li>5. 90% of students will be employed within six to twelve months post-graduation.</li> </ol>
6.4.1 Performance on licensure exam: The programs three year mean for the licensure exam pass rate will	<p>Since 2006, the NCLEX first time pass rates for GBC ADN graduates have been at or above the national average, including the class of 2013 when the national average dropped following changes in the test plan. In 2013 and</p>

be at or above the national mean for the same three-year period.	<p>2014 the average first time pass rates for GBC ADN graduates was the highest among all nursing programs in Nevada.</p> <table><tr><th colspan="7">First-Time NCLEX Pass Rate</th></tr><tr><th><u>Spring</u></th><th><u>2009</u></th><th><u>2010</u></th><th><u>2011</u></th><th><u>2012</u></th><th><u>2013</u></th><th><u>2014</u></th></tr><tr><td>GBC</td><td>100%</td><td>91%</td><td>85%</td><td>89%</td><td>100%</td><td>100%</td></tr><tr><td>National</td><td>88.4%</td><td>87.4%</td><td>87.9%</td><td>90.3%</td><td>83%</td><td>84%</td></tr></table>	First-Time NCLEX Pass Rate							<u>Spring</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	GBC	100%	91%	85%	89%	100%	100%	National	88.4%	87.4%	87.9%	90.3%	83%	84%								
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6.4.2 Program completion: Expected levels of achievement for program completion are determined by the faculty and reflect student demographics and program options.	<p>GBC serves a population that reflects many characteristics of community college students: employed, have family responsibilities, older than traditional college students, etc. In addition, the rural setting for many (the federal classification for much of the GBC service area is actually "frontier") creates the added burdens of increased travel time and cost.</p> <p>The TAACCCT grant will help to increase program completion time for students located in rural Nevada by providing the funding to bring nursing education to students in the rural locations of Pahrump and Winnemucca.</p> <table><tr><th>Year</th><th>Entered</th><th>Attrition</th><th>Re-enter /Transfer</th></tr><tr><td>2008</td><td>24</td><td>4 (17%)</td><td>3</td></tr><tr><td>2009</td><td>22</td><td>3 (14%)</td><td>1</td></tr><tr><td>2010</td><td>17</td><td>2 (12%)</td><td>4</td></tr><tr><td>2011</td><td>21</td><td>5 (24%)</td><td>0</td></tr><tr><td>2012</td><td>20</td><td>3 (15%)</td><td>1</td></tr><tr><td>2013</td><td>20</td><td>1 (5%)</td><td>0</td></tr><tr><td>2014</td><td>20</td><td>1 (5%)</td><td>0</td></tr><tr><td>2015</td><td>30</td><td>TBD</td><td></td></tr></table>	Year	Entered	Attrition	Re-enter /Transfer	2008	24	4 (17%)	3	2009	22	3 (14%)	1	2010	17	2 (12%)	4	2011	21	5 (24%)	0	2012	20	3 (15%)	1	2013	20	1 (5%)	0	2014	20	1 (5%)	0	2015	30	TBD	
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2015	30	TBD																																			
6.4.3 Graduate Program Satisfaction: Qualitative and quantitative measures address graduates six to twelve months post-graduation.	<p>GBC's institutional research (IR) office has been in charge of survey management, data aggregation, and reporting findings to the nursing program for the past decade.</p> <table><tr><th colspan="5">ADN Graduate Program Satisfaction % Satisfied or Very Satisfied</th></tr><tr><th><u>2007-2010*</u></th><th><u>2011</u></th><th><u>2012</u></th><th><u>2013</u></th><th><u>2014</u></th></tr><tr><td>100%</td><td>100%</td><td>88%</td><td>89%</td><td>93%</td></tr></table>	ADN Graduate Program Satisfaction % Satisfied or Very Satisfied					<u>2007-2010*</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	100%	100%	88%	89%	93%																					
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6.4.4 Employer Program Satisfaction: Qualitative and quantitative measures address employer satisfaction with graduate preparation for entry-level positions six to twelve months post-graduation.

Surveys to employers are distributed simultaneously with graduate surveys. As part of the TAACCCT grant employment outcomes will be tracked upon program exit. Follow up interview data will be entered into college databases, a shared website, and reported to WIB and system partners as well.

**Employer Program Satisfaction**  
**Overall Rating Compared to ADN Graduates of Other Programs**

	<u>2006-2010*</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Stronger or About equal	50%	No data available	100%	100%	80%

6.4.5 Job Placement Rates: Expected levels of achievement are determined by the faculty and are addressed through quantified measures six to twelve months post-graduation.

Data from entering and graduating nursing students are collected from each state sponsored nursing program in Nevada by the University of the Nevada School of Medicine each spring and fall. One data trend apparent over the past three years of data collected is that about 80% or more GBC nursing students come from rural Nevada and return there following graduation. This is consistent with the information the ADN program has gathered regarding job placement rates and job locations. Almost all our own data is obtained through direct contact with graduates in the workplace, graduate self-reports, or employer reports.

As part of the TAACCCT grant, employment outcomes will be tracked upon program exit. Follow up interview data will be entered into college databases, a shared website, and reported to WIB and system partners as well. In addition, all programs will use G\*STARS tracking software.

**Job Placement at 6 Months Post-Graduation**

<u>Year graduated</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
	100%	94%**	100%	100%

\*\*One full-time RN to BSN Student

## APPENDICES

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# GBC to receive \$2M to assist health care education, veterans' services

ELKO — Great Basin College President Mark Curtis announced the college will receive more than \$2 million in the latest round of the Trade Adjustment Act Community College Career Training grant awards.

"This money will be used in part to expand our Veterans Resource Center and our nursing program clinical sites in

Winnemucca and Pahrump," Curtis said. "We are appreciative of the ongoing confidence by the federal government placed in GBC and the Nevada Community College Consortium comprised of College of Southern Nevada, Great Basin College, Truckee Meadows Community College and Western Nevada College."

Within the grant funds, the

budget will provide a nursing instructor in both Pahrump and Winnemucca, which will allow GBC to increase the number of students in those areas.

"This will allow students without the ability to relocate or travel to complete the program in their home location, thus being more likely to remain there to provide needed health care serv-

ices," said Vice President for Academic Affairs Mike McFarlane.

Also included is funding to develop a strategy to deliver the nursing curriculum and obtain simulation equipment and other needed materials for the two sites. Additional support will be available for the programs in the delivery of Certified Nursing

Assistant curriculum and practice lab simulation. Connections between the sites through interactive video will be enhanced.

"Great Basin College is opening a Veteran Resource Center in McMullen Hall on the Elko campus this month through the

See GBC, A4

## GBC ...

Continued from front page

work of the college's Battle Born Veterans Club and the GBC Veteran Certifying Official Tawny Crum," said Vice President for Student Services Lynn Mahlberg. "Through the State of Nevada Office of Veterans Services, we have a Veteran Service Officer one day a week. This grant will provide the funding for a Veteran Resource Center Coordinator for three years to enhance and expand veteran services and resources throughout the Great Basin College service area."

# Nevada System of Higher Education



4300 S. Maryland Pkwy., Las Vegas, NV 89119 Tel: 702.889-8426 Fax: 702.889-8495

## Letter of Agreement

Between

Western Nevada College (WNC) Lead Applicant, Great Basin College (GBC),  
Truckee Meadows Community College (TMCC), and College of Southern Nevada (CSN)  
for

The Trade Adjustment Assistance Community College and Career Training Grant Round 4

### Article I – Purpose

The above entities agree to form a consortium, known as the “Nevada Consortium,” in conformance with SGA-DFA-PY-13-10, The Trade Adjustment Assistance Community College and Career Training (TAACCT) Grants Program, to serve workers who are eligible for training under the TAA for workers program. The TAACCT provides community colleges with funds to expand and improve their ability to deliver education and career training programs that can be completed in two years or less, are suited for workers who are eligible for training under the Trade Adjustment Assistance for Workers program, and prepare program participants for employment in high-wage, high-skill occupations.

#### Article 1.1 References:

Notice of Solicitation for Grant Applications (SGA), Funding Opportunity Number: SGA-DFA-PY-13-10

### Article II – Mutual Understanding and Agreement Between Members of the Nevada Consortium

The Department of Labor may enter into a contract with WNC, lead institution for the Nevada Consortium, as provided in Section III of Notice of Solicitation for Grant Applications (SGA), Funding Opportunity Number: SGA-DFA-PY-13-10.

Each member of the NSHE Consortium may offer education and career training programs that can be completed in **not more than two years** and are accredited by an agency or association recognized by the U.S. Department of Education as defined in Section III, A of the Notice of Solicitation for Grant Applications (SGA), Funding Opportunity Number: SGA-DFA-PY-13-10.

Upon notification of grant award, the Nevada Consortium has elected to pursue training in **machining, business, IT, and health** sectors.

WNC will pursue education and career training programs in the areas of

- Welding
- Machine Tooling/(Computer Numerical Control)
- CNA (Certified Nursing Assistant)

CSN will pursue education and career training programs in the areas of

- IT
- Business Administration
- Practical Nursing (Licensed Practical Nurse)

GBC will pursue education and career training programs in the areas of

- Rural Certified Nursing Assistant (CNA) and Nursing Residence Program

TMCC will pursue education and career training programs in the areas of

- Diesel Technician

All members of the Nevada Consortium agree to collaborate regarding best practices, policies and procedures, and for implementing to the fullest extent possible the following veteran focused initiatives:

- Active Military and Veterans Outreach
- Evaluation of Active Military and Veterans experience for credit via review of educational transcript using the American Council on Education approved methods and model
- JTS Competency Evaluation and Aptitude Testing
- Each college will develop a resource center called The (Named) College Veterans Resource Center, A Nevada Green Zone Initiative.

All members of the Nevada Consortium further agree to commit to meeting at least quarterly (via teleconference, interactive video or in-person) throughout the life of the grant project and to engage however is needed for the third-party evaluation of the project.

The members of the Nevada Consortium declare as a group and as individual colleges to carry out their respective goals and activities contained in the project work plans that have been created in conformance with the standards set forth in the SGA and included in the application. **Each member of the NSHE Consortium is responsible to carry out its own respective goals and activities.**

Western Nevada College is designated as the lead institution of the Nevada Consortium and will serve as the grantee for the Department of Labor. WNC will be responsible for both the programmatic and fiscal oversight of the entire proposed project. Duties will include:

**Communication:** communication with ETA on behalf of the consortium award. Questions from Member institutions will be transmitted to ETA via WNC;

**Tracking:** WNC will track programmatic and fiscal progress against goals and report any problems related to the achievement of those goals;

**Combined Quarterly Narrative Programmatic Reports:** WNC will submit, on behalf of the consortium a quarterly narrative programmatic report that compiles the activities of the consortium Member institutions, to provide a holistic picture of the consortium award as well as progress of the individual Member institution grants;

**Prior Approval Requests:** WNC will submit to the Grant Officer all requests under the consortium

award, including those of consortium Member institutions, to acquire equipment and capital expenditures as well as requests for approval of rearrangement (renovation) and alterations, as dictated by the cost principles Codified in 2 CFR Part 220;

**Modifications:** WNC will submit all requests for modification to the consortium award statement of work;

**Provision of Technical Assistance and Training:** WNC will provide to consortium member institutions technical assistance and training related to programmatic, fiscal, and reporting requirements including online reporting;

**Project Evaluation:** WNC will be responsible for procurement of a single project evaluator;

**Each individual college will receive separate funding awards** from the DOL/ETA per the SGA and will act as individual fiscal agents responsible for the individual grant awards and will be ultimately responsible for all individual deliverables as well as performance and financial reports.

Member institutions must submit **quarterly financial reports** via ETA's online reporting system and **annual programmatic performance reports**. Additionally, Member institutions must each submit information to usaspending.gov in compliance with the Federal Funding Accountability and Transparency Act (FFATA).

All members of the Nevada Consortium commit to provide WNC all information needed to meet the reporting requirements of the grant.

WNC agrees that if any entity identified in the application as a consortium member drops out of the consortium before or upon the award of the grant, it will provide to the Department of Labor, within 60 days of award, and explanation as to why that entity will not be participating in the project. **The failure to comply with the requirements of SGA may result in delay or forfeiture of allocated funding at the Department of Labor's discretion.**

WNC agrees that if a consortium member drops out, the funds and activities committed to in the application and consortium agreement will not be shifted automatically to another consortium member or to a new institution; WNC will conduct a competition to award the remaining funds.

Each entity offering education and career training programs is responsible for maintaining complete training records for a period of three years after the close of the grant.

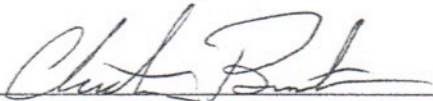
Each entity offering education and career training programs is responsible for maintaining complete training records and all such records are to be available for audit within ten working days notice.

### **Article III - Term**

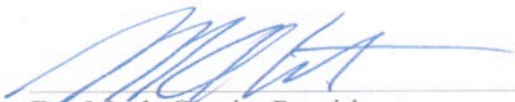
*This is the only* Letter of Agreement governing the Nevada Consortium and is valid for the term commencing October 1, 2014 and ending on September 30, 2018. Provisions stated *in this* Letter of Agreement may only be changed upon a vote of the majority of the full membership of the Nevada Consortium and approval of a revised Letter of Agreement.

Signature of Agreement:

I agree with the terms stated in this Letter of agreement. This document reflects my understanding of the Nevada Community College Consortium.



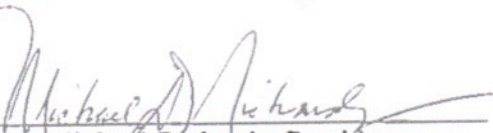
Chester Burton, President  
Western Nevada College



Dr. Mark Curtis, President  
Great Basin College



Dr. Maria Sheehan, President  
Truckee Meadows Community College



Dr. Michael Richards, President  
College of Southern Nevada

RLH  
6/24/14

GREAT BASIN COLLEGE  
PRESIDENT'S COUNCIL

October 28, 2014

1:30 p.m.

PRESENT: Mark Curtis, Mike McFarlane, Lynn Mahlberg, Sonja Sibert, Amber Donnelly,  
Stephen Theriault, Melinda Mott, DeMarynee Saili  
ABSENT: John Rice, Bret Murphy, Cathy Fulkerson  
GUEST: Mary Doucette

1. Approval of Minutes – The minutes of the President's Council meeting on August 26, 2014, were approved.
2. SGA Update – DeMarynee Saili reported the on SGA events. The pumpkin carving contest successful. Two hundred thirty eight people were feed at the Breakfast Bowl. There was a good turnout for movie night. Seventy students showed up for the Halloween dance. SGA is partnering with Classified Council to put on a food drive from November 10-21<sup>st</sup>. The student clubs will be participating in the food drive also. Midterms are done and DeMarynee is preparing for the Board of Regent's meeting in December. President Curtis said he is receiving positive feedback on DeMarynee's leadership and what SGA is doing this year.
3. Faculty Senate Update – Stephen Theriault introduced vice chair Mary Doucette who is shadowing Steve today. Items that were approved at the last Faculty Senate meeting: the bachelor's upper division credits changed from 48 to 42 minimum which puts GBC in line with the universities. The General Education Committee recommends removal of personal wellness from the General Education requirements. The department chairs recommended the top 3 hiring priorities which are reference librarian, computer technology instructor, and business instructor. There are 14 other positions on the list. Sonja Sibert indicated that the reference librarian position was eliminated by the budget taskforce. Sonja needs to verify what is available. Because there are only two positions that will be funded it could be that the prioritization of this list would have been different if the department chairs new only 2 were to be funded. Institutional priorities will have to factor into the final decision. President's Council asked Steve to take the list back to department chairs and let them know that there will only be 2 funded positions and see if they want to reprioritize the list. President's Council would like the top 2, but also prioritize the next 5 positions. Also include an argument as to why the top 2 positions were selected.

Steve reported at the August meeting the proposed hiring committee procedure was submitted to PC for approval. Mike McFarlane drafted a more fine-tuned procedure with the new name of Recruitment and Selection of Professional Staff. The policy has gone back to the Personnel Committee for their review. It will be brought back to PC as soon as the changes are passed by the Senate.

4. Classified Council Update – Melinda Mott reported that one of the Classified Council scholarships was forfeited and re-awarded to Cynthia Giles. The student recipient of the

TS scholarship is Caty Lynn Hymus. The Classified Dessert Auction fundraiser is scheduled for November 25<sup>th</sup>.

5. Institutional Research Update – No report. Cathy Fulkerson is working on a big project to provide an exhaustive list of bits of information to be included in a booklet for the legislature. Mark has been working on it and Cathy will give us more updated information. She'll have it done by tomorrow. The report is due on Monday. Mike wrote a report on STEM and Lynn on Complete College America goals and where we are at. Sonja wrote on iNtegrate 1 and the lessons learned and what to avoid in iNtegrate 2.
6. Change in Upper Division Credit Requirement – Mike McFarlane talked about the recommendation to reduce the minimum upper division credits from 48 to 42. Frank Daniels researched it and there are some institutions that have a minimum of 38 credits. Mike supports this recommendation from Faculty Senate (see above). The courses have to be 300 or 400 level. President's Council approved Faculty Senate's recommendation to reduce the minimum upper division credits from 48 to 42.
7. President's Report – Mark Curtis reported he will be gone Monday – Wednesday of next week. On Monday, he will be attending a special Board of Regents' meeting looking at the performance pool money. Mark will be asking for clarification on what is counted as a STEM discipline. Mark will also be lobbying for a more fair way to count transfers. GBC gets credit if a graduate transfers to a 4 year college but not if they continue on in one of our own 4 year programs. This is unfair. Monday he will be part of a special Board of Regents' meeting looking at the performance pool money. On Tuesday, Mark will be attending a Presidents Retreat on Shared Services conducted by Chancellor Klaich and Frank Woodbeck. One issue is charging \$50 for online high school students (dual enrollment). We are losing about \$1,000 per course. On Wednesday Mark will meet with the Vice President for Institutional Research at UNR at the request of the Regent Kevin Melcher.
8. Miscellaneous

Lynn Mahlberg reported on the Native American outreach with Antoinette Cavanaugh. The event went extremely well. Lynn announced that long time GBC Advisory board member Eleanor Little passed away. Lynn and Mardell attended the Celebration of Life for her in Owyhee.

Lynn reported the Veteran's Resource Center is now open.

Lynn reported the school districts/GBC partnership meeting went well. The focus is for the counselors, but there were a couple of superintendents that attended. Mineral County sent three people to the meeting. They were very excited about GBC serving Mineral County.

Lynn reported that with the implementation of the federal SaVE Act and the VAWA Act and there are a number of changes federal initiatives. Lynn is now certified Title IX coordinator and Pat Anderson is certified as a Title IX investigator. The GBC catalog and brochures will have to

be rewritten as we are changing from a due process model to a civil rights model. Both Lynn and Pat will be working on updating policy and procedures to include the NSHE/Title IX information.

Lynn reported the Board of Regents' Scholar award process is starting and encouraged people to nominate a worthy student. The award is a \$5,000 scholarship.

Amber Donnelly has been working on ordering equipment and searching for two nursing instructors and one administrative assistant in conjunction with the TAACT grant award for the nursing program. Work continues on getting the live classes to IAV. Also, Amber reported that they will be preparing a grant request for a Paramedic program in Winnemucca. She is also working on the annual accreditation report for nursing which is due in two weeks.

Steve Theriault said the president's weekly updates are appreciated by the faculty. Steve announced that tomorrow night is the Black and White horror movie night in the GBC Theatre.

Mary Doucette relayed that she has started a chapter of the Nevada State Society of Radiology here at GBC. The group collaborates with most of the schools around the state.

Mike McFarlane said that the Bachelors of Applied Science in Land Surveying/Geometrics will be put back on the active list. The academic master plan was submitted for the regents to review/approval at the December meeting. In that academic master plan we have included adding an English and Biology Bachelor's program, splitting the Integrative Studies into two bachelor programs, and adding a Bachelors in Health Care Management and a four year Bachelor of Science in Nursing. If approved we would need to get the English and Biology programs prepared by mid-February. The English program will be an all online bachelor in English degree – the only one in the state.

November 10 Amber Donnelly is going to Pahrump for open advisement and meeting with community members.

**FACULTY SENATE**  
**Friday, December 12, 2014**

Battle Mountain – BM 1 Elko –GTA 130; Ely –GBC 118;  
Pahrump – PVC 124; Winnemucca –GBC 109

**Meeting Minutes**

**I. ROLL CALL**

**Voting Representatives:** Sherri Sanchez, John Rice, Tom Matula, Heather Steel, Ami Rogers, Cindy Hyslop, Heidi Johnston, Dorinda Friez, Eric Walsh, Pete Bagley, Jonathan Foster, Tammi Cavendar, Jan King, Karen Kimber, Meachell LaSalle Walsh, Tom Reagan, Tim Beasley, Bob Hannu

**Absent Voting Members:** Mary Doucette (P), Xunming Du (P), Rod Sidwell,

**Other Members Present:** Glen Tenney, Mike Elbert, Norm Whittaker, Laura Pike, Justine Stout, Lynne Owens, Carrie Bruno, Pat Anderson, Julie Byrnes, Tawny Crum, Jodi Gerrits, Adriana Mendez, Niki Reggiatore, Delores, Whittaker, Angie de Braga, Carmen Matlock, Teresa Stauffer, Scott Gavorsky

**Visitors:**

**II. CALL TO ORDER: Action**

Chair Theriault called the regular meeting of Faculty Senate to order at 9:00 a.m. on December 12, 2014.

**III. APPROVAL OF MINUTES: Action**

A motion was made and seconded to approve Faculty Senate Minutes from the November 21, 2014 meeting. There were 2 proxies recorded. The motion passed unanimously.

**IV. SENATE CHAIR REPORT: Information**

- a) Chair Theriault reported that the hiring priority list was presented to President's Council. The list was accepted and is being considered by the Council.
- b) The Hiring Policy will be brought forward as a first read today, by the Personnel Committee.
- c) Chair Theriault reported that there was a change proposed to the merit plan. This will be brought forward as an action item, today.

**V. COMMITTEE REPORTS**

- a) **Academic Standards – Written Report/Action Item** – Scott Gavorsky brought forward the action item for the committee. The committee has been working on some modifications to the grade appeal process that is currently in the catalog. The main problem is a set of issues that have come up over the last couple of years by the provisions including into the grade appeal process question of professional conduct. This language has been in the policy for many years. There is concern that professional conduct claims have been added to grade appeals in error or without justification in the past. There is also an issue that a Faculty Senate committee shouldn't be hearing professional conduct issues. The legal definition of professional conduct has been changed and has a much more serious connotation. Our sister institutions do not include professional conduct in their grade appeal policy. The Academic

Standards Committee believes that professional conduct is not something that should be part of the grade appeal policy. The committee is recommending the following:

- a) References to “Professional Conduct” be removed from the Grade Appeal procedure.
- b) An explicit statement that the Grade Appeal procedure does NOT apply to cases of Academic Dishonest be added.
- c) A statement that issues of instructor conduct not related directly to a grade be handled through the Student Grievance Procedure be added.
- d) A statement stating the burden of proof lies with the student in Grade Appeal cases be added.
- e) The section identifying the Office of Student Services as an aid for students in the Grade Appeal procedure be broken out of the existing paragraph to draw attention to this resource for students.
- f) No changes to the actual procedures appear warranted at this time.

If approved, the changes will go in to the 2015-2016 catalog. There was also a change that the contact between the instructor and the student be in writing or in email form. Chair Theriault called for a motion to approve the changes. Cindy Hyslop moved to approve and Jan King seconded. There was a question about bias. If a student alleges bias regarding a grade, that would fall under the Grade Appeal Policy. If there is no grade attached, the committee feels that is not something that the Academic Standards Committee should hear. Chair Theriault called for a vote. There was one abstention. Motion passes.

**b) Adjunct Faculty – Written Report**

**c) Assessment – Written Report**

**d) Budget & Facilities – No Report**

**e) Bylaws – No Report**

**f) Compensation & Benefits – Written Report/Action Item** Chair Theriault brought forward the action item for the committee. The committee is proposing an amendment to the merit plan: Merit Pay increases can be given to those that have been hired before March 1, each fiscal year, based upon the following pro-rata share of the award that would be given for annual service, for time served on the job.

Hire date July to September 100%

Hire date October to December 75%

Hire date of January or February 50%

Chair Theriault called for a motion to approve the amendment. Frank Daniels moved to approve and Jonathan Foster seconded. All were in favor, motion passes.

**g) Curriculum & Articulation – Written Report/Action Item** Jonathan Foster brought forward the action item. The item is a course revision to IT 201. The request is a credit change from 1-4 credits to 1-6 credits. This change has been recommended by the advisory boards and is needed to conform to the NCCER curriculum standards. Chair Theriault called for a motion to approve. Heather Steel moved to approve, Tom Matula seconded. There was one abstention, motion passes.

**h) Department Chairs – Verbal Report** Cindy Hyslop recently sent out an email to the academic department chairs regarding INT 100 on January 10. The format for INT 100 will be

changing and academic departments will now be broken out in to different rooms instead of meeting in the fitness center. The time frame will be between 10:00 am and noon. If you would like to be grouped differently than what is listed in her email, please let Adriana Mendez know. Whether you are part of a degree program, or not, all instructors have advisees and are asked to participate. This will allow more time to spend with the students and deliver more specific information. In the fall, the class will be a hybrid class.

**i) Distance Education –Verbal Report** – Carrie Bruno gave an update on E-ncore. The committee is getting closer to completing the E-ncore report to submit to the Chancellor. The committee will be recommending an alternate start date. The Chancellor wanted the committee to aim for fall of 2015, but the committee feels this is not a reachable goal. An E-ncore steering committee will most likely be created and will probably start meeting in the fall of 2015. Another item being discussed is the budget. The Chancellor gave the committee \$375,000 to work with, for two years, and the committee believes that budget is lower than what it needs to be. The cost for developing a website and course catalog is costly. The committee believes that more money needs to be dedicated to the folks that will be developing the courses. A large majority of the committee members are insisting that NSHE faculty and staff develop the courses with supplemental materials used, when necessary, and at the faculty members' discretion.

**j) Faculty & Administrative Evaluations –No Report**

**k) Faculty/Staff Safety – No Report**

**l) Gen Ed Ad Hoc Committee – Written/Verbal Report/Action Item** Tom Reagan brought forward the action item. The committee is proposing a change to the upper division education requirements for the BA and BSN degrees to be satisfied with 3 credits of the currently required capstones. These programs can delete three of the 6 credit requirements under Gen Ed. This is a capstone in and capstone out model, similar to UNR. The committee is recommending no change to the BAS degree because of the difference in lower division Gen Ed. Frank Daniels moved to approve, Tom Matula seconded. There was one abstention, motion passes.

**m) Library – No Report**

**n) Personnel – Written/Verbal Report** Tami Mette brought forward the first read of the Hiring policy. The Faculty Senate passed the policy last year but President's Council did not. The new policy is more verbally clear and is not as prescriptive as the last policy. Please review the policy and discuss with your department. This will be brought up for a vote in January.

**o) Student Relations – No Report**

#### **Non-senate Committees**

**p) A.C.E. – Written Report**

**q) Child Care Center – No Report**

**r) TAACCCT Grant – Written Report**

**s) TEC – No Report**

## **VI. FOUR-YEAR COMMITTEE REPORTS**

a) **Bachelor of Arts in Integrative Studies – No Report**

b) **Bachelor of Applied Science – Written Report**

## **VII. CAREER & TECHNICAL EDUCATION (CTE) – No Report**

## **VIII. HEALTH SCIENCES AND HUMAN SERVICES – Written Report**

## **IX. UNFINISHED BUSINESS – None**

**X. NEW BUSINESS** – Textbook considerations by NSHE. Recently, Chair Theriault circulated a proposed policy, out of NSHE, about special course fees for inclusion of textbooks. There has been many concerns voiced in the last two weeks. There is a misconception that the reason students are forced in to buying new edition textbooks and spending more money is faculty driven. The Senate Chairs met with the Chancellor, the Chair and Vice-Chair of the Board of Regents, legal and Crystal Abba to be sure that they understand that faculty are not forcing students into new editions, nor is the bookstore, it is a publisher driven problem. Publishers dictate what is available. This has become an issue within NSHE. There was much discussion about the issue.

**XI. INFORMATION** – Chair Theriault welcomed President Curtis, this morning. President Curtis spoke about adding additional baccalaureate degrees. In August 2012, the BOR passed the new funding formula and later in the spring of 2013, the legislature approved it. GBC knew that we would be in some trouble budget wise. With this in mind, talk began about what GBC could do to grow and improve. The talks took root in the strategic plan and we had a growth model that was built on three legs; adding additional counties to our service area, adding additional baccalaureate degrees and expanding our online and distance education offerings. The most controversial piece is adding the additional baccalaureate degrees. In June, the BOR approved our strategic plan, which is very explicit about additional baccalaureate degrees and, on Friday, December 5<sup>th</sup>, they approved our academic master plan, which is even more explicit about our plans. Part of the process is to get sign off from the two university Presidents and the President of Nevada State College. President Curtis is getting some resistance in this process. In the last few days, President Curtis has met with Dr. Freistroffer and Dr. Webster to see where we are in terms of the degree proposals. The proposals will go to the Academic Standards sub-committee first. Dr. Curtis will be meeting with the other Presidents to discuss the proposals. The Chancellor is being supportive of the proposals. Dr. Curtis will continue to work passionately on these issues.

## **XII. PUBLIC COMMENT**

## **XIII. ADJOURNMENT – Action**

The Faculty Senate adjourned the meeting at 10:11 a.m.

**Great Basin College**  
**Nursing Programs Report**  
**Advisory Group Report – Fall 2014**

Amber Donnelly. PhD, RN, CNE

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**Significant Happenings**

- \$2 million TAACCCT grant to expand the Associate Degree in Nursing program to include a satellite site in Winnemucca and Pahrump for Fall 2015. Planning and preparation are under way for Fall 2015.
- Faculty search to fill two nursing faculty positions one for Winnemucca and one for Pahrump.
- The two-year follow-up report to ACEN was accepted and in August, both the ADN and RN-BSN were given full accreditation and will have a site visit in 2019.
- We have 59 students in the RN to BSN program and 39 students in the ADN program.

**Associate Degree in Nursing Program**

Students:

- **100% of our May ADN graduates passed NCLEX on the first attempt!** The program has had a **100% pass rate on the exam two years in a row.** GBC is the only Nevada school currently that has had this distinction. The 2014 national pass rate average is 80.71%.
- Seventeen ADN students graduated in May and 13 of those students enrolled in the RN-BSN program for fall 2014.
- Applications for admission to the ADN program for fall 2014 were lower than they have been in the past several years. The 20 qualified applicants accepted in June started their first semester in August.
- We offered one “Early Advisement” group session in September that had a good turnout and will offer another one in February to assist students in preparing to apply for the program. Site visits to Pahrump and Winnemucca are planned for November (Pahrump) and December (Winnemucca) for student advisement and an open forum to community health care services.

Faculty and Staff:

- Delene Volkert is now in a temporary faculty position and based in Winnemucca. She is supervising clinical students in the hospital there and teaching online RN-BSN courses. Delene is completing her PhD at the University of Nevada, Las Vegas.
- Heidi Johnston is attending Boise State University completing her DNP program. We will find out in late spring if the UNR NIH grant has been awarded. The chances for approval look very good at this time.
- Staci Warnert accepted a fulltime faculty position on the GBC campus. She worked for GBC in the nursing practice lab position during the previous year.
- Sarah Lino accepted the CNA/Lab coordinator position with partial funding through outside resources including Perkins. Sarah is completing her DNP at the University of Nevada, Reno.

#### Curriculum Change:

- The faculty are in the planning stages of how the first year ADN courses will be sent IAV to Winnemucca and Pahrump. Funding for curriculum development and planning are part of the grant funding. Skills/Simulation and Clinical components will take place in the satellite campus area. These changes will require that we complete a substantive change report for change in delivery method of a course, increase in the number of students accepted to the program, and new site location. This report will be sent to ACEN at the end of April for approval of the Fall 2014 start. A site visit from the Nevada State Board of nursing for Winnemucca and Pahrump will take place in March for approval of the additional locations.

#### **RN to BSN Program**

##### Students:

- This past Spring we had 15 BSN graduates and anticipate that 20 will graduate next year. We have seen a lot of growth in this program over the last two years. We are currently working with UNR to partner a pathway program that would allow students in the RN-BSN program to complete 2 courses at UNR that will be used as part of their RN-BSN course work but will also count towards one of the five graduate programs that are offered through UNR.

##### Curriculum Change:

- The new RN-BSN curriculum was fully implemented this fall with 21 students enrolled and who have all completed the first course in the program. The new RN to BSN program curriculum was given approval by ACEN but will require a monitoring report to be submitted in June to assess the first year of curriculum.

**GREAT BASIN COLLEGE  
HEALTH SCIENCE AND HUMAN SERVICES  
DEPARTMENT  
NURSING CURRICULUM COMMITTEE MINUTES**

**Great Basin College**  
**Department of Health Sciences and Human Services**

**Nursing Curriculum Meeting Minutes**

October 24, 2014, 9:00 a.m.  
HSCI 110

**CALL TO ORDER**

The meeting was called to order by H. Johnston at 9:00 a.m.

**PRESENT**

A. Donnelly  
S. Warnert  
D. Volkert  
H. Johnston  
S. Lino  
T. Mette  
S. Sutherland  
D. Byers

**MINUTES**

Minutes from the September 26, 2014, meeting were reviewed. Some clarifications were made. A. Donnelly moved to approve the revised minutes. S. Warnert seconded the motion and they were approved unanimously.

**CHANGES TO THE AGENDA**

No changes.

**ANNOUNCEMENTS**

D. Byers advised that non-semester live/enhanced classes had to be entered with class dates corresponding to meeting days. There was a discussion of problems this causes for finals.

**DECISION:** It was decided to include final exam date in the meeting patterns of those classes to allow sufficient time for remediation and retakes.

**OLD BUSINESS**

- a. **Quality Matters:** H. Johnston reported that NURS 326 is ready for the internal review process.

**NEW BUSINESS**

- a. **Syllabus-Return of graded coursework to students and email:** H. Johnston advised that in order to meet Quality Matters' standards, the syllabus must include a statement about returning emails/phone calls and when course work is returned. There was a discussion that all expectations should be within work day schedules. H. Johnston will write a statement and email for suggestions/approval.
- b. **Webinar subscriptions:** List of webinar topics available through NurseTim and NLN were reviewed. It was noted that the cost varied, NurseTim being more expensive (\$299

and NLN \$69-\$89). A. Donnelly indicated she would encourage each faculty to attend one to two webinars for professional development in various topics: Assessment, evaluation, flip classrooms, best practices in simulation, etc. L. Frazier will be our expert in pedagogy and can offer some good tips on room design and effective teaching strategies. A. Donnelly advised that at the next meeting we will look at continuing education modalities to increase teaching effectiveness and brainstorming changes needed for IAV delivery.

- c. **Midterm and final clinical evaluations:** S. Sutherland expressed concerns that she has seen some students only once or twice at clinicals or in the lab and finds it difficult to complete a med-term with limited dealings with the students. T. Mette indicated that any instructor that has watched the student in clinical or simulation needs to be a part of the mid-term reviewing only their exposure, but it is up to the primary instructors to meet with students and review the mid-term evaluation. There was also more discussion about if the item on the mid-term had not yet been covered.

**DECISION:** After several suggestions, it was decided that IP (in progress) would indicate that it would be evaluated at a later time. S. Lino volunteered to draft a definition and present at the next meeting. It was also agreed that an additional column would be added for the additional designation.

- d. **Course Reports update:** H. Johnston advised that she is done with all changes and end of semester reports for NURS 326. Everything has been filed in the Dropbox folder if anyone wanted to look at the documentation.

## **COURSE REVIEWS**

### **a. Class Updates:**

1. **NURS 135:** T. Mette advised that it worked well with P. Drussel taking charge of the class for the first 8-weeks while she taught 252. She did discover that the old clinical care packet had been posted, but she found the revised form as approved last year and has replaced it.
2. **NURS 154:** P. Drussel is stilling have some exam issues with ATI. They have advised her that they are working on a fix, but in the meantime, she is having to create an exam (current ATI exams are the same as the practice exams).
3. **NURS 257:** H. Johnston reported that the class is going well. There is one more simulation next week and they are going well. Simulations have worked very well having S. Lino's help and using the scanner and Excel (rather than Neehr Perfect). A student just reported a problem with the home health and that will need to be addressed.
4. **NURS 252:** T. Mette advised that the students did really well on the final. There were no retakes. This class changed to an 8-week class and it was hectic. She is thinking of doing some lecture capture and team-based learning for next year. She also thought some changes with the pre-natal classes would be necessary, especially with the two other sites.
5. **NURS 253:** H. Johnston advised that this class just got started. They are having a diabetic presentation today from children, physicians. The clinicals at the school district are going well.

6. **NURS 326:** H. Johnston reported that this class ended last week and grades are done. The Quality Matters internal review is being scheduled.
7. **NURS 420:** D. Volkert reported that this class just started. They will do several group projects. She tried the introduction module and let students form their own groups. She reported that it worked very well.
8. **NURS 337:** S. Sutherland advised that there are only two students in this class and it is being held as an Independent Study. There have been some issues with the Evolve site and she is not able to use it this time.
9. **NURS 429:** D. Volkert has just finished this class and grades were posted last week.
10. **NURS 436:** D. Volkert reported that students were confused and overwhelmed at the start of this class. She has met with most of the students and explained the assignment and scope of the class. She will adjust some of the assignments to align with class credits.

## **7. Distanced Education**

a. **TAACCCT Grant:** A. Donnelly advised that there will be a monthly discussion about what changes are to be made for IAV delivery, ideas from webinars/conferences attended/lecture capture, etc. We will also have some training from B.Hannu (IAV equipment) and L.Fazier (IAV presentation/pedagogy expert).

## **ATI**

T. Mette advised that journaling has really benefitted students in OB and felt that is why they did so well on the final. Journaling is also being used in 257 and 252. S. Sutherland advised she is using Real Life also. T. Mette also reminded faculty that the Real Life manual is really good and has a lot of useful information.

## **PRACTICE LAB**

S. Lino reported that everything is going well. She is getting information together for ordering for the two new sites. Students have been re-sealing supplies and that seems to be working well. It was noted that students should be opening new supplies for check-off.

## **SIMULATION**

T. Mette advised that OB simulation was hectic with only one person. It was good to have one or two others in there. It was suggested that the new sites try to find a theater/student worker/community volunteer to help. S. Sutherland also suggested that a tripod and camera be used to record the simulation. She felt that would be a great help in evaluating after the simulation is done. A. Donnelly reminded that the experiences might be different at each location, but the main objective is meeting the outcomes.

## **STANDARD 4 UPDATES**

A. Donnelly asked faculty to review Standard 6 to keep track of information that will be required. Focus on evaluations, the decision-making process, and community information and evaluation. She advised that she will be getting some data together to indicate number of students declaring nursing majors throughout the college sites. She also advised that she has scheduled an informational meeting in Pahrump with the healthcare providers along with an

Open Advisement meeting for students at the Pahrump site. The same meetings will be scheduled in Winnemucca later in the year.

**OTHER**

- a. **Curriculum workday:** A. Donnelly advised faculty that curriculum workdays scheduled on Fridays were to be used for curriculum work. They are not to be used for clinicals or simulations. If an one is scheduling anything on a day that is set aside as curriculum work day, it needs her approval before scheduling. She also advised that one Friday per month would be left open for other needs.
- b. A. Donnelly also asked faculty if they had any ideas for the community advisory meeting schedule on November 5<sup>th</sup>. She did not want the meeting to consist of verbal reports. She was hoping for a more interactive meeting. She would like to have more discussion with the attending members. Some suggestions: Have you employed new graduates (ADN/BSN)? Have any of your nurses gone into our BSN program? Any clinical ideas for Pahrump/Winnemucca areas? Partnerships? A. Donnelly also advised that future meetings will need to be conducted IAV connecting the other sites.

**ADJOURNMENT:** The meeting was adjourned at 11:25 a.m.

**NEXT MEETING:** November 7, 2014, at 10:00 a.m. in HSCI 110.

**Great Basin College**  
**Department of Health Sciences and Human Services**

**Nursing Curriculum Meeting Minutes**

November 7, 2014, 10:00 a.m.  
HSCI 110

**CALL TO ORDER**

The meeting was called to order by H. Johnston at 10:00 a.m.

**PRESENT**

A. Donnelly  
S. Warnert  
D. Volkert  
H. Johnston  
S. Lino  
T. Mette  
S. Sutherland  
D. Byers

**MINUTES**

Minutes from October 24, 2014, meeting were reviewed. Minor changes were suggested. S. Sutherland moved to approve the minutes with changes. D. Volkert seconded the motion and they were approved unanimously.

**CHANGES TO THE AGENDA**

No changes.

**ANNOUNCEMENTS**

No announcements

**OLD BUSINESS**

- a. **Syllabus-Return of graded coursework to students and email** A draft statement to be used in syllabi was presented by D. Volkert. An additional change from "I" to "faculty" was suggested.

**DECISION:** T. Mette moved to accept the revised wording for syllabi as follows:

"Instructor will make all attempts to have work graded and returned to student within 7 working days from submission date. Please allow more time for larger papers or projects. Faculty will be available by email anytime Monday through Friday and you can expect a response within 24-48 hours (not including weekends and holidays.)"

It was seconded by S. Warnert and approved unanimously.

- b. **Webinar subscriptions** A. Donnelly and S. Warnert watched EMS Webinar on simulation and interprofessional collaboration. A. Donnelly encouraged everyone to

look at webinars offered at Nurse Tim and others from lists discussed at last meeting. Decide which ones might be worth watching and purchasing will be reviewed. Suggestions will be gathered at next meeting.

- c. **Clinical Evaluations (IP)** S. Lino proposed adding “IP” (for In Progress) on clinical evaluations mid-term column for NURS 135, 158, 257, and 258. This would be used for any skill that had not yet been covered in the course curriculum.

**DECISION:** T. Metter moved to used “IP” on clinical evaluations. D. Volkert seconded the motion and it was approved unanimously.

## **NEW BUSINESS**

- a. **Unsatisfactory Notification update** A. Donnelly reminded faculty to follow the notification policy and issue notifications if student progress was suffering. After some discussion, it was noted that collaborative testing was not as appropriate for second year students as it was for first year students.
- b. **SLO Clarification** Johnston reminded faculty to use only what is on the curriculum map. Look at competencies for a particular assignment. Look at an assignment and determine what competencies were targeted. Review assignment and make sure there are no hidden curriculum items. Objectives could be used as rubric.
- c. **Student Outcome Evaluations:** Should Facility Orientation be added? After discussion it was determined that it would not make a difference. This semester has been difficult because the orientations were not very helpful for our students.
- d. **Simulation evaluation.** Sutherland reported that she completed an evaluation for the first time the other day for NURS 135. She reported that she had a difficult time using the evaluation to evaluate all students. It seemed more specific to primary and secondary, not all students. Mette suggested using the first simulation as an orientation as this would be their first experience. It was noted that all simulations are pass/fail. This is to experience what simulation will be like for the next three semesters. Sutherland also reported that it took a lot more time because of explanations. She did have a debriefing. Donnelly added that faculty needs to create a simulation to fit the evaluation and objectives.

## **COURSE REVIEWS**

### **b. Class Updates:**

1. NURS 135: Mette reported that students have started rotations. Everything is going well. There have been no packets yet. She did noted that there is a new director on MS. Test #3 is the last in-class exam and then the final. She noted that she had discovered a new website for ABGs and will send the url to everyone.
2. NURS 154: P. Drussel provided a written report of the advantages and struggles with ATI and Pharmacology. (attached)
3. NURS 257: Students are on their third exam and then the final. There is a scheduled simulation next week. All students doing well.
4. NURS 253: Johnston advised that the class was going well. Simulation went well. PALS certification will be held next week. L. Bingaman will help this year. Mid term is coming up.

5. NURS 420: Going well. One student in a group got off track but has had counseling and is back participating in the group.
6. NURS 337: Sutherland reported that the class has two students and is moving along. She met with Lisa Frazier for Quality Matters and has started working on that.
7. NURS 436: Going well.

#### **DISTANCE EDUCATION - TAACCCT Grant**

Donnelli reminded faculty to look at first classes to run IAV. Changes need to be made now rather than waiting. Substantive change report will require documentation of what changes are made for distance education. She also reminded that any demonstrations will need to be arranged beforehand so there is a person on the other end to help. She also advised that the equipment and supply orders will be put together soon. She will be leaving Sunday to go to Pahrump. Monday morning she will meet with healthcare facilities and in the afternoon will have an open advisement meeting for students.

#### **ATI**

ATI has announced a new product, the Pulse. The program tracks students and takes into account anything they do through proctor exams. It will then evaluate which students are at risk. Donnelli will visit with ATI to determine if this would be of benefit to our program and report at the next meeting.

#### **PRACTICE LAB**

Lino reported that all was going well. There is only one skills lab left for semester. Donnelli indicated that there seemed to be a lot of open lab scheduled. She suggested that specific days be assigned to specific students to make the best use of time in the lab. This will alleviate all students coming in at the last minute for practice. She also reminded faculty that only clinical days can be used for open lab.

#### **SIMULATION**

Going well. From NURS 158 to 257 seeing great growth.

#### **STANDARD 4 UPDATES**

Donnelli advised that she will be working on the master plan and other tools that will help collect data. She advised that she had notified advisory board members that evaluations would be coming out shortly. Surveys will also go to graduates too. Due to recent research, we may be sending out a one-year survey too as entry-level practice is now one year not 6 months. We can review data in December.

#### **OTHER**

- c. **Curriculum workday**: Curriculum workday has been set for December 11. Also, spring meetings have been entered on the calendar. Dates for Dept. Chair, Faculty Senate have been estimated since that schedule has not been released yet.

**ADJOURNMENT:** The meeting was adjourned at 12:05 a.m.

**NEXT MEETING:** December 5, 2014, at 9:00 a.m. in HSCI 110.

**Great Basin College  
Department of Health Sciences and Human Services**

## **Nursing Curriculum Meeting Minutes**

December 5, 2014, 9:00 a.m.  
HSCI 110

### **CALL TO ORDER**

The meeting was called to order by H. Johnston at 9:00 a.m.

### **PRESENT**

A. Donnelli  
S. Warnert  
D. Volkert  
H. Johnston  
S. Lino  
S. Sutherland  
D. Byers  
T. Mette  
P. Drussel

### **MINUTES**

Minutes from November 7, 2014, meeting were reviewed. A minor change was suggested. S. Sutherland moved to approve the minutes with the change. S. Lino seconded the motion and they were approved unanimously.

### **CHANGES TO THE AGENDA**

No changes.

### **ANNOUNCEMENTS**

A. Donnelli advised that the trip to Winnemucca went well yesterday. She and S. Warnert met with several of the clinical facilities there and also toured the hospital and the EMS department. She advised that they had visited with a facility that will work wonderfully for Mental Health clinicals. The Open Advisement with students went very well. Fourteen very excited students attended and they had some good questions.

### **OLD BUSINESS**

- d. **Webinar subscriptions** H. Johnston provided information about Nurse Tim webinar topics. A. Donnelli asked faculty to keep their focus on curriculum topics and advised that she did have funds for the cost of the webinars.

### **NEW BUSINESS**

- e. **Online Skills Books** P. Drussel advised that students were having a difficult time this year keeping track of their skills books. She suggested that the skills books be kept on line or require that students keep them in their boxes rather than allowing them to go home where they seem to get lost or destroyed. The tablets were suggested as a means to record skills, but faculty advised that the tablets still did not work properly. D. Byers will check with IT to find out why they were not working. After some discussion, it was the general consensus that keeping them in their student boxes would be a better

choice. This would mean even more students in the hallway and A. Donnelly reminded faculty that they should close their office doors when meeting with students.

- f. **Creating Social Presence Article** The *Innovation Center* article was discussed as an excellent idea for the RN-BSN instructors. D. Volkert advised that she had invited her students to call her to discuss the practicum project. Half the students did and they were doing better on the project than those she did not talk to.

**DECISION:** After discussion, faculty agreed by consensus that the Call Tracker would be utilized by faculty especially in NURS 326 and 436 during the first two weeks of class. It was also suggested that a call be made to graduating students in March to make sure they were on track for graduation.

- g. **Peer Review of Courses** Faculty reported that it was helpful to have another faculty review the course and offer recommendations or suggestions. This should be done before the end of the semester so they can get into the course and review.
- h. **Maternal and Child Coalition** A letter from the NV Statewide Maternal and Child Health Coalition announcing screenings and symposiums to be held in 2015. H. Johnston indicated that a class of interest will be held September 16 and would be beneficial for OB and Peds. It was noted that students could be encouraged to attend but not required. It was suggested that we ask if it could be recorded so that it could be shown at a more appropriate time for these two classes. D. Byers will contact the agency and inquire about video recordings.

## **COURSE REVIEWS**

### **c. Class Updates:**

- 8. NURS 135: T. Mette reports that there is one weak student but remainder are strong. She paired the student with a more confident student and this has worked well.
- 9. NURS 154: P. Drussel reported that she has still experienced problems with ATI. It recently froze five times and will be looking at other testing options for next fall. It was noted, however, that if Pulse is used, it will be necessary to test students in ATI so that tracking is accomplished across curriculum. This program will track students throughout the program. The cost (\$75) for the first year will be assumed by lab fees, but future costs may be passed to students if approved and if it proves beneficial.
- 10. NURS 257: Finals are on Monday. Students did well on practice tests. There are a few areas of the curriculum that will be revised. The clinical packet was great and made students think, anticipate, and plan. Learning was good along with feedback from students.
- 11. NURS 253: There are some areas that will be addressed for next semester as some gaps were found. Health and vision screenings will be arranged earlier along with moving up some deadlines. These will also be reviewed for similar experiences at other sites for next year.
- 12. NURS 420: As semester went on, group work did better.
- 13. NURS 337: Evolve has finally loaded the course. It is now in place for next year. Students are doing fine. Instructor is moving forward with Quality Matters submission.
- 14. NURS 436: Practicum project is due this week.

## **DISTANCE EDUCATION - TAACCCT Grant**

A. Donnelly advised that a qualified candidate was found for the program assistant position. The other faculty search committees will not be able to interview until January so new faculty will not come on board until February. When teaching faculty is hired, they are hired on the first of the month, not the middle of the month. If the positions are not filled, another search will be conducted which has to be advertised for 30 days. This could delay hiring even further.

A. Donnelly advised that a quote had been received from Laerdal for 2 SimMan 3G's and 2 ALS manikins totaling \$178,778.08, one each for the Winnemucca and Pahrump nursing labs.

**DECISION:** D. Volkert moved to approve the purchase. P. Drussel seconded the motion and it was approved unanimously.

A. Donnelly also advised faculty that she will arrange for L. Frazier and R. Hannu to provide in-service training next semester for IAV instruction. She also asked that faculty review all in-service trainings offer when they return from semester break in the event there will be beneficial trainings for IAV instruction.

**ATI** ATI Pulse – tabled for next meeting

**PRACTICE LAB** No report

### **SIMULATION**

Simulation evaluation tool: There was a safety issue during the last simulation. The simulation evaluation tool scored 88%. However, the way the policy is written there is no safety fail. There was discussion about whether a safety issue or medication issue should result in failing a simulation. S. Warnert advised that she did not recall seeing any wording in other tools that would address those issues. After further discussion, faculty were reminded that simulation is an experience that allows a safe place to make mistakes and learn from them. If an issue is encountered, a remediation could be required without failing the whole simulation. Faculty will review other tools used along with wording in the curriculum map and semester expectations to offer suggestions for revised wording in the evaluation tool.

### **STANDARD 4 UPDATES**

Tabled for Curriculum work day

### **OTHER**

- e. S. Sutherland asked that the advisement form for the RN-BSN be revised to reflect the INT 339 requirement.
- f. It was also noted that there were some changes not reflected in the ATI map. T. Mette will review and asked faculty to bring changes they have found to the next meeting and she will try to update.
- g. A. Donnelly asked faculty to be especially diligent with RN-BSN course reports as these will be submitted with the upcoming monitoring report.

**ADJOURNMENT:** The meeting was adjourned at 10:55 a.m.

**NEXT MEETING:** December 11, 2014, at 10:00 a.m. in HSCI 110.

**GREAT BASIN COLLEGE  
HEALTH SCIENCE AND HUMAN SERVICES  
DEPARTMENT**

**NURSING FACULTY COMMITTEE MINUTES**

**Great Basin College**  
**Department of Health Sciences and Human Services**

**Nursing Faculty Meeting Minutes**

January 13, 2015, 11:00 a.m.  
HSCI 107, Pahrump 109, Winnemucca 115

**CALL TO ORDER:** The meeting was called to order by A. Donnelly at 3:25 p.m.

**PRESENT:** T. Mette  
P. Drussel  
S. Lino  
S. Warnert  
S. Sutherland  
H. Johnston  
A. Donnelly  
D. Byers  
D. Volkert (IAV)

**APPROVAL OF MINUTES:** H. Johnston moved to approve the minutes from the December 11, 2014, meeting. T. Mette seconded the motion and they were approved unanimously.

**ANNOUNCEMENTS:** None

**OLD BUSINESS**

- a. Marketing – H. Johnston handed out several marketing ideas she had collected. It was also suggested that we contact HOSA at the area high schools. There will also be a marketing inservices session in March (deBraga and Bailey).

**NEW BUSINESS:**

- a. NCLEX Regional Workshop: A. Donnelly advised that travel request forms are being submitted for the workshop in Las Vegas to be held February 27. All faculty will attend with two people staying in one room for two nights.

**SPE REVIEW**

A. Donnelly handed out the ACEN guidelines for a substantive report. Johnston, Byers and Donnelly will meet every Monday morning to work on the report and to gather necessary information. The report is to be done by April 17.

**OTHER BUSINESS:**

Pyxis will be delivered January 29 with training held the week of February 2.

AACN has partnered with Kahn Academy. Can be a resource.

Differential fees: With the addition of two new labs, warranties will triple. WNC was just approved for differential fees. A. Donnelly suggested that we match what WNC submitted. She asked faculty to review information about differential fees with further discussion at the next meeting.

**NEXT MEETING:** February 23, 2015, at 3:30 p.m. (HSCI 107, Pahrump 109, Wmca 115)

**ADJOURNMENT:**

There being no further business, the meeting was adjourned at 11:45 a.m.

**Great Basin College**  
**Department of Health Sciences and Human Services**

**Nursing Faculty Meeting Minutes**

December 11, 2014, p.m.  
GTA 118

**CALL TO ORDER:** The meeting was called to order by A. Donnelly at 3:25 p.m.

**PRESENT:** T. Mette  
P. Drussel  
S. Lino  
S. Warnert  
S. Sutherland  
H. Johnston  
D. Volkert  
A. Donnelly  
D. Byers

**APPROVAL OF MINUTES:** S. Warnert moved to approve the minutes from the November 24, 2014, meeting. H. Johnston seconded the motion and they were approved unanimously.

**ANNOUNCEMENTS:**

A. Donnelly advised that she had been in Winnemucca yesterday and had visited the Golden Valley Clinic. The manager is there five days a week and she welcomed students any time. Also met with Davita Dialysis. They currently have 22 patients and are open on Monday, Wednesday and Friday. They are very busy and are excited to help nursing program. Pahump has the same resource there too. This clinical can be added back into 257. Agreement will be sent for Davita and Golden Valley agreement is current.

A. Donnelly advised faculty that a 1<sup>st</sup> year student was dismissed. She advised that a final grade will be needed for NURS 135 and NURS 154.

With the recent dismissal, BB from the Elko cohort will finish clinicals in Winnemucca for Spring. D. Volkert will contact the student so training at HGH can be completed so she is ready when clinicals resume.

**SNO REPORT** T. Mette reported that she did not know what the final amount was on the SNO tree at Festival of Trees. A. Donnelly advised it was \$185 last time she saw it. T. Mette reported that students are signing up now for the NSNA convention. SNO is waiting to see how many students indicate they are interested in attending before determining how they can help financially. There was some discussion about SNO end-of-year donations when much of their account is from donations.

**OLD BUSINESS**

- b. Vote on Policy for Lead Instructor in team-taught classes – A. Donnelly reported that she had a policy but she had reservations about using it for our department. She asked if a formal policy was needed? As it is now, a lead is identified for a course and decides

clinicals, adjuncts, and delegates responsibilities (syllabus, course reports, etc.). Faculty currently has great communication.

**DECISION:** A. Donnelly recommended that we leave as is and re-evaluate when the TAACCCT grant is implemented. Faculty agreed unanimously.

- c. Facebook: T. Mette reported that she will share survey data, Festival of Trees results when available. She noted that C. Kralich posted that she has accepted a job in Denver and will be moving shortly. If anyone hears any other news, please share with her so she can post.
- d. Nursing Alumni: A. Donnelly suggested that this topic be changed to marketing. Alumni is so closely related to the Facebook item. We currently have some fund through the TAACCCT grant for advertising. She suggested that we consider advertising at the movie theaters since we cannot use the funds for newspapers, TV or radio ads. She also noted that the science department has indicated that student numbers in biology classes are down. She suggested that we go to the high schools and do presentations in the health classes. H. Johnston will stop in Owyhee on a trip to Boise to visit with students.
- e. Considerations for IAV: At the next meeting, T. Mette and D. Volkert will report how they are planning their IAV class. This will give everyone the opportunity to be part of what the challenges are, what is going well and get insight for future classes.
- f. TAACCCT Grant update: A. Donnelly noted that the Program Assistant position was offered to D. Byers and she has accepted. Winnemucca instructor position has 3 candidates and interviews are being scheduled. The candidate that applied for the Pahrump position has withdrawn their application which will require opening the position again. S. Warnert is going to UNLV and will take some flyers with her for advertising the opening.
- g. Graduate and Employer Surveys: A. Donnelly advised that surveys are being emailed and faculty will need to follow up on those with no responses.

**NEW BUSINESS:**

- a. General Education Requirements: Allowing INT 339 to satisfy the humanities requirement has gone to Faculty Senate.

**SPE REVIEW**

A. Donnelly advised that she hopes to start the substantive change report during the winter break.

**OTHER BUSINESS:** None

**NEXT MEETING:** January 13, 2015 at 10:30 a.m.

**ADJOURNMENT:**

There being no further business, the meeting was adjourned at 10:30 a.m.

**Great Basin College**  
**Department of Health Sciences and Human Services**

**Nursing Faculty Meeting Minutes**

November 24, 2014, 3:30 p.m.  
GTA 118

**CALL TO ORDER:** The meeting was called to order by A. Donnelly at 3:25 p.m.

**PRESENT:** H. Johnston  
D. Volkert  
S. Warnert  
S. Sutherland  
P. Drussel  
S. Lino  
T. Mette  
A. Donnelly  
D. Byers  
Nora Lusk, 2<sup>nd</sup> Year ADN Student  
Christina Ruby, 1<sup>st</sup> Year ADN Student

**APPROVAL OF MINUTES:** Minutes from the October 3, 2014, were approved via email and the vote results were shared with faculty: 6 “aye” votes, 2 no response. Minutes were approved. Minutes from the October 20, 2014, meeting were reviewed. Corrections were noted by D. Volkert, S. Sutherland, and S. Warnert. S. Sutherland moved to approve the minutes with changes. H. Johnston seconded the motion and they were approved unanimously.

**ANNOUNCEMENTS:** None

**SNO REPORT** SNO is working on a tree and a wreath for the Festival of Trees. At least four students will be going to a NSNA Conference in Phoenix, AZ, April 8-12, 2015. SNO is considering offering financial support (registration) for those going. They have closed their off-site bank account. They are participating in the SGA Food Drive and will meet again in February.

A. Donnelly advised that any student considering national office would need a letter from her and she will certainly help if needed. Students also indicated they have contacted Hurst Review and will need 25 students to have them come to Elko. They are talking to first year students. Faculty asked the students to give them feedback on Green Light and Hurst Review.

Concerns from 2<sup>nd</sup> year students: Students are wondering why preceptors are not being used this year. Faculty advised that the course will focus on evidence-based practice. Also, NURS 258 will be a 16-week course and there will be clinicals all semester. Faculty has been working on these changes for two years aligning curriculum to what students need to pass NCLEX.

Concerns from 1<sup>st</sup> year students: They are advising that pharmacology has been difficult. Some cohorts had suggested putting it online. Faculty advised that pharmacology is always a tough class and that there must be evidence to make such a change. The course used to be a two credit class and from evidence collected, the class was split into two one-credit classes. P. Drussel indicated that ATI is basic pharmacology and other sources are used to meet outcomes for the courses. She did indicate that the textbook used had too much information for this first

class and would be modified for next year. ATI problems have been addressed and should be better from this point forward.

### OLD BUSINESS

- h. Vote on Policy for Lead Instructor in team-taught classes – Tabled to next meeting
- i. Facebook: T. Mette asked faculty that if they had something of interest to please share with her and she would post it on the page. The site is gathering more “likes” every day.
- j. Nursing Alumni: Faculty felt it was important to contact new graduates to become members of the Alumni.
- k. Considerations for IAV: T. Mette and D. Volkert will discuss IAV for next semester so students are actively engaged in lectures. They will establish guidelines for students. Planning this class for next semester will give the opportunity to see what worked well and what did not for next fall with three locations.
- l. TAACCCT Grant update: A. Donnelly advised that grant funds have not been received yet but expected soon. All high fidelity manikins are in the approval process now. Lower cost equipment items (beds, pumps, headwalls, etc.) will be ordered soon along with supplies.
- m. Graduate and Employer Surveys: Surveys will be sent out Monday. Members of the Community Advisory Committee were advised so they could be watching for them. A list of non-responding employer and students will be provided to faculty at the December work day for personal calls.

### NEW BUSINESS:

- b. Revised Testing Policy: Admission and Progression Committee minutes were reviewed regarding their approval of a revised testing policy. The policy states that all test question queries are to be submitted at one time and within 72 hours of the test. It was also noted that there are no points given for submitting a query. The revised testing policy needs to be reviewed with students and included in upcoming syllabi.

DECISION: Revised testing policy: “Students who disagree with the correct answer may complete a Student Test Query Form (see Appendix H-3 from ADN Student handbook) to explain their rationale for their chosen answer. These forms will be submitted to the faculty within 72 hours of the test taking date. All test queries from a student must be submitted at the same time.”

T. Mette moved to accept the revised testing policy. P. Drussel seconded the motion. There was no discussion and the motion was passed unanimously.

### SPE REVIEW

- a. **Standard 1**: A. Donnelly advised that waivers had been submitted to the NSBN for clinical adjuncts along with renewing waivers submitted for S. Lino and J. Grant in September. E-notify has been completed with NSBN for license expiration notification.
- b. **Standard 2**: P. Drussel has some questions and will discuss those with A. Donnelly after the meeting.
- c. **Standard 3**: S. Sutherland will meet with GBC financial aid and others for current information.
- d. **Standard 4**: H. Johnston and T. Metti have completed peer review and will discuss at the next curriculum meeting.
- e. **Standard 5**: S. Warnert is locating information with help from D. Byers. Funding will be substantial in the substantive change report.
- f. **Standard 6**: T. Mette and D. Volkert are finding it difficult to meet and to gather information for this standard.

A.Donnelli advised that she will start writing the substantive change in January.

**OTHER BUSINESS:**

**NEXT MEETING:** December 11, 2014 (Work day)

**ADJOURNMENT:**

There being no further business, the meeting was adjourned at 4:40 p.m.

**Great Basin College**  
**Department of Health Sciences and Human Services**

**Nursing Faculty Meeting Minutes**

October 20, 2014, 3:30 p.m.  
HSCI 107

**CALL TO ORDER:** The meeting was called to order by A. Donnelly at 3:30 p.m.

**PRESENT:** A.Donnelly  
S. Lino  
H. Johnston  
P. Drussel  
S. Warnert  
S. Sutherland  
T. Mette  
D. Byers

**APPROVAL OF MINUTES:** Minutes from the October 3, 2014, meeting will be distributed and approved by email.

**ANNOUNCEMENTS:** A. Donnelly advised that TMCC has changed their program to an associate of Science degree and will conduct BIOL 224 during the first 8 weeks of the nursing program. This enables them to cut their program to 5 semesters. IF the students do not pass BIOL 224, they don't go on. BIOL 223 and 251 are still required for admission. These new provisions will start Fall 2015.

A.Donnelly also advised that Nevada only allows a graduate to take the NCLEX 4 times with remediation in between each test. California allows graduates to take the NCLEX 35 times! She also noted Nevada requires that ESL students take an English proficiency test before taking the NCLES. California, however, does not.

**OLD BUSINESS**

- n. Policy for Lead Instructor in team-taught classes (Tabled to next meeting)

**NEW BUSINESS:**

- c. Facebook (T.Mette): The site is up and running. She has posted the picture from the national magazine which shows our GBC student. It is getting hits every day! Also, Summit has asked if they could advertise for an APN as they are having a hard time finding someone. Our student worker will help search for graduates and invite them to the site.
- d. Alumni (P.Drussel, H. Johnston): Have not met.
- e. Unsats in Courses: Students are doing well.
- f. First Day of Class Student Orientation: Orientation went well. It was noted that some adjustments may have to be done for next year with the addition of Winnemucca and Pahrump. If there are activities, how would that work at the other sites? Etc.
- g. Semester Testing: A. Donnelly encouraged faculty to schedule their final exams as soon as possible and contact P. Wang for proctoring.
- h. Considerations for IAV: More discussion will take place at the next curriculum meeting, however, A. Donnelly asked faculty to think about what they are teaching now and how

that might need to change for IAV. She also advised that she anticipates giving everyone 20 days to work during the summer on content and changes needed for IAV. There will be some activities that won't work for the other sites (such as the library assignment) so think about how it could be changed.

- i. WebCampus: A. Donnelly asked if there were any issues? Everyone agreed that it was going better.
- j. TAACCCT Grant: A. Donnelly advised that the grant will provide funds for a full-time instructor in Winnemucca and one in Pahrump along with adjunct help at those locations in years two and three. Some of the grant money will be used to partially fund S. Lino as lab manager. H. Johnston will be working on curriculum development and she will also use it as part of her DNP project. It will also fund a lab coordinator and a program assistant. Full labs will be furnished at both sites. L. Frazier will be very helpful for lecture capture, flip classrooms and other ideas for IAV. There is funding for a curriculum expert and maybe we might be able to bring L. Caputi back. She has some great ideas for clinicals, but we need to see if there are any gaps first. There was some discussion about video simulations but it was noted that the equipment for this might not be available.
- k. Graduate and Employer Surveys: Surveys will be sent out in November. Last year the returns were very poor but improved greatly after a personal follow up by faculty. We will use that method this year too.
- l. Plan for GBC Operational Department Assessment: A. Donnelly asked faculty to review and offer any suggestions.
- m. Practical Strategies for Nursing Education Program Evaluation: A. Donnelly asked all faculty to take time to read as it has come great information.

#### **SPE REVIEW**

A. Donnelly asked faculty to become very familiar with their standard. She asked them to review the substantive change requirements and how the additional sites would relate to their standard and what information would be required. She noted that the curriculum was no concern as it was very tight. She asked them to review evaluation methods. Can they still work with the additional sites or will they need to be adjusted. Application process: What is our minimum score? We will not take student unless they are qualified and ready.

A more indepth review of each standard and the substantive report implications will be discussed at the next meeting. She asked all faculty to be prepared.

#### **OTHER BUSINESS:**

A. Donnelly also advised that she will be making a trip to Winnemucca in December for meetings regarding the expansion of the program to that site. However, the Pahrump visit on November 10 will take priority for right now. She asked D. Volkert to look for Mental Health clinical facilities in Winnemucca.

A. Donnelly also asked faculty to recruit a first year and a second year student representative for the faculty meetings. She also requested that a SNO report be submitted. Minutes from their meeting would be sufficient.

**NEXT MEETING:** November 24, 2014

#### **ADJOURNMENT:**

There being no further business, the meeting was adjourned at 4:45 p.m.

**Great Basin College**  
**Department of Health Sciences and Human Services**

**Nursing Faculty Meeting Minutes**

October 3, 2014, 9:30 a.m.  
HSCI 110

**CALL TO ORDER:** The meeting was called to order by A. Donnelly at 9:30 a.m.

**PRESENT:** A. Donnelly  
S. Lino  
H. Johnston  
P. Drussel  
S. Warnert  
S. Sutherland  
D. Byers

**NEW BUSINESS:**

**TAACCCT Grant:** A. Donnelly reported that we were awarded the TAACCCT #4 Grant Monday afternoon. Our portion is just under \$2 million.

This grant was written and submitted in July 2014. This has always been in the strategic plan but never had the money to offer the ADN program to rural sites. With these funds, we will be able to start the program, but the program must be self-supporting at each location after three years. Season Riley is the program director. She is the program director for the TAACCCT #3 grant (welding, etc.) and will also assume responsibility for #4 too

The grant provides funding for:

- Two nursing instructor positions: one for Winnemucca and one for Pahrump. VA will assist in marketing.
- Adjunct funding for years two and three. If there is a need to hire an adjunct for clinicals to allow more time in planning, that might be possible.
- Lab Coordinator: \$20,000 per year within the grant for partial salary support for a lab coordinator.
- CNA Coordinator/Instructor: \$24,000 per year for partial salary support for a CNA Coordinator/Instructor.
- Program Assistant: Funded for grant and program data collection and reports.
- Travel: \$17,000 per year to get Winnemucca and Pahrump set up.
- Full labs at both sites including SimMan, ALS manikin, furniture, equipment and supplies.
- Curriculum Review: Funding for the first two years to modify classes from live to IAV. Faculty will need to visit with H. Johnston and let her know what is needed for each course. Then she can put it all together so we can determine what is needed for the program at each site. First year classes need to be developed as soon as possible for the necessary substantive change report. There will be funding for additional days during the spring and summer for development.
- There is also funding for a subject matter expert: \$5,000 per year. Perhaps a simulation expert can be sent to one or two locations?

All nursing classes will be sent from Elko via IAV to Winnemucca and Pahrump. Money from the grant will equip the Winnemucca and Pahrump sites with IAV equipment. Also, with the addition of the several new positions, search committees will be needed. Contact T. Mette if you are willing to serve on a committee.

P.Drussel asked if this will increase the total number of nursing students. A. Donnelly explained she anticipated 4-5 students in Winnemucca, 4-5 students in Pahrump and 20 in Elko.

A.Donnelly felt the biggest challenge would be clinical experience in Pahrump. She will be traveling to Pahrump to see what facilities can offer students there.

A.Donnelly reviewed the criteria that necessitated a substantial change report to ACEN. She advised that the report must be submitted to ACEN 4 months prior to the change (end of March 2015). She reminded faculty how important it was to have a plan for the changes, documented decisions, and workload. It will be very important to keep up on all documentation.

Even with the major work involved, faculty overall were excited that we had been awarded such an extensive grant. They understood the work that was needed but felt the expansion of the program certainly tied into the college mission and themes. S. Sutherland indicated she would be willing to help get the labs set up and would be willing to travel to Winnemucca and Pahrump. A. Donnelly also noted that she would need a list of clinical sites used for all classes and asked instructors to give that information to H. Johnston along with clinical hours for 4-5 students for workload.

**NCLEX Workshops:** NSBN is offering NCLEX workshops in February and March 2015.

A.Donnelly expressed a desire to send everyone that wanted to go. She had gone to one in the past and felt they were very worthwhile.

#### **OTHER BUSINESS:**

There was no other business.

#### **ADJOURNMENT:**

There being no further business, the meeting was adjourned at 10:10 a.m.

**GREAT BASIN COLLEGE  
HEALTH SCIENCE AND HUMAN SERVICES  
DEPARTMENT**

**DEPARTMENT COMMITTEE MINUTES**

**Great Basin College**  
**Department of Health Sciences and Human Services**

**Department Meeting Minutes**

January 13, 2025, 10:00 a.m.  
HSCI 107, Pahrump 109 and Winnemucca 115

**CALL TO ORDER:** The meeting was called to order by T. Mette at 3:00 p.m.

**PRESENT:** D. Volkert (via IAV)  
S. Sutherland  
P. Drussel  
D. Cooper  
S. Warnert  
T. Mette  
S. Lino  
M. Doucette  
C. Jaques  
H. Johnston  
A. Donnelly  
D. Byers

**APPROVAL OF MINUTES**

Minutes from the November 24, 2014, meeting were reviewed. M. Doucette moved to approve the minutes. P. Drussel seconded the motion and they were approved unanimously.

**CHANGES TO THE AGENDA**

No changes.

**ANNOUNCEMENTS**

- a. T. Mette reminded faculty to prepare a write-up for comp and benefits travel monies used and to also submit it to A. Donnelly for the monitoring report.
- b. Reminder to honor deadlines for grades, evaluations, allocations, assessments, book orders, etc. Some are not getting them in on time and causing problems for others. GBC had 48 classes not published on the first day of class. This causes help desk problems. If the class is published before the start date, it is OK. Students can't see it until first day of class. She also reminded faculty that they can see student info through PeopleSoft.

**DEPARTMENT BUDGET REPORT**

The budget report was reviewed. There were no questions or concerns.

**COMMITTEE REPORTS:**

**Faculty Senate Report:** No meeting until next week. By-laws are being reviewed regarding faculty representation in President's Council. Personnel hiring policy is also coming up for a vote.

**A&P Report:** No report.

**Policy/Procedure (Handbook)** S.Warnert reported that a meeting is being scheduled for a report at the next meeting.

**Department Chair Report:**

T. Mette reported that adjunct faculty will be called part-time. Part-time instructors can only carry 6 credits. If they have more than one class per semester, classes cannot overlap.

If instructors are teaching fall or summer courses, they are only counted as overload. Must meet regular contracts within semester.

See session dates D. Byers emailed to everyone. Summer sessions will be June 1-July 10 (self-supporting) and July 13-August 21 (state funded).

College has an accreditation report due in 2016. The last accreditation visit did have recommendations. Faculty needs to look at the three core themes. Should know them before the accreditation visit.

Be sure to go to assessment training provided by Dr. McFarlane as everyone will have to do one for all programs.

Deadlines for evaluations. These should be done during week 12-13 or 5-7 for shorter classes. Be sure to complete the Faculty Information Form correctly so classes are identified accurately.

Common course outcomes: This does not apply to our classes since we have one instructor per course. However, all outcomes for a course must be consistent for all sections/instructors (examples would be English and Math with several different instructors)

Book orders: D.Byers put deadline on calendar. If there is a new edition instructors are not aware of, the Bookstore always sends out a note. Note: Financial aid only pays for newest edition.

**PROGRAM REPORTS**

- a. CNA Report: Report attached
- b. EMS: No report
- c. Radiology: No report
- d. Nursing: No report
- e. Human Services: No report

**DEAN'S REPORT**

D. Cooper is researching requirements for various human services licenses in other states. (If practicums are done in other states but licensing requirements won't allow them to license in their state, is the GBC program the best program for them? And should students from problem states be excluded from the program?) Students need to be aware of what the requirements are in different states.

Radiology's site visit will be the end of January.

M. Doucette will be faculty senate chair next year.

Winnemucca Nursing position interviews are complete and we hope to offer the position this week.

Sending ADN substantive change report by April 17. NSBN visit will be in March, no exact date yet.

#### **OLD BUSINESS**

D.Byers will be splitting her day (until a new Admin Assistant is hired) between Program Assistant (8-12) and Admin Asst. (1-5).

#### **NEW BUSINESS**

**Humanities Update:** H. Johnston reported that at the presentation, ideas were given how faculty can bring humanities into classroom. It was a great presentation and they had some great ideas and examples. She also noted that the VA will be bringing in some event and these could tie into our mental health class.

**NEXT MEETING** will be February 23, 2015, at 3:00 p.m. Dr. McFarlane, VPAA, will attend the February meeting.

#### **ADJOURNMENT**

There being no further business to come before the committee, the meeting was adjourned at 10:55 a.m.

**Great Basin College**  
**Department of Health Sciences and Human Services**

**Department Meeting Minutes**

November 24, 2014, 3:00 p.m.  
GTA 118 and Winnemucca 124

**CALL TO ORDER:** The meeting was called to order by T. Mette at 3:00 p.m.

**PRESENT:** D. Volkert (via IAV)  
S. Sutherland  
P. Drussel  
D. Cooper  
S. Warnert  
T. Mette  
S. Lino  
M. Doucette  
A. Donnelly  
D. Byers  
Nora Lusk, 2<sup>nd</sup> Year ADN Student

**APPROVAL OF MINUTES**

Minutes from the October 20, 2014, meeting were reviewed. M. Doucette moved to approve the minutes. S. Warnert seconded the motion and they were approved unanimously.

**CHANGES TO THE AGENDA**

No changes.

**ANNOUNCEMENTS**

M. Doucette advised that the HSHS Christmas potluck will be Thursday, December 11<sup>th</sup>. Gifts (not to exceed \$30) will be exchanged and there will be a prize for the best “themed” dish and best tasting.

D. Byers announced that GBC transcripts are now being issued through National Clearinghouse.

**DEPARTMENT BUDGET REPORT**

The budget report was reviewed. There were no questions or concerns.

**COMMITTEE REPORTS:**

**Faculty Senate Report:** Report attached.

**A&P Report:** Minutes attached from last meeting.

**Policy/Procedure (Handbook)** Committee has not met. S. Warnert will call a meeting, vote for chair and hopefully revive work on the faculty handbook. Members include S. Warnert, C. Jaques, P. Drussel, and D. Byers. M. Doucette inquired why this committee was needed since GBC had a faculty handbook. This handbook will be specific to policy needs for our department.

**Department Chair Report:** No report

## **PROGRAM REPORTS**

- f. CNA Report: Report attached
- g. EMS: No report
- h. Radiology: No report
- i. Nursing: Report attached
- j. Human Services: No report

## **DEAN'S REPORT**

A.Donnelli reported that work is progressing on the TAACCCT grant. Money has not yet been released, however, a request for purchase was submitted for approval from the grant administrators. A SimMan 3G and ALS will be ordered for the Pahrump site and the Winnemucca site. The total order came to just under \$179,000 after a savings of over \$25,000. We are hopeful that an order can be placed in December.

A.Donnelli advised the committee that she had met with facilities in Pahrump along with a student meeting. Over 35 student attended the advisement meeting with 17 indicating that they were ready to apply for Fall 2015. A meeting is being scheduled in Winnemucca to meet with possible clinical facilities there along with a student meeting.

A.Donnelli also advised that she is working the the HGH EMS personnel to adjunct an AEMT course for spring 2015. She will also be helping with a competitive grant for \$200,000 from Humboldt County and looking for additional funding.

Community Advisory meeting went well. The hospital and Highland both are reporting a shortage for CNA's. S. Sutherland will be teaching a CNA class over the winter break and hope that will help them with CNA's.

## **OLD BUSINESS**

- a. Update on open EMS Coordinator position: A.Donnelli noted that one person was interviewed but was not hired.
- b. New Xerox color printer: D. Byers advised that the new printer has been installed. Be aware of which printer they were printing to.
- c. Grant Search Committees: A.Donnelli reported that all positions are closed and hoping to have interviews going before the semester break.

## **NEW BUSINESS**

- a. Smart Thinking: T. Mette reported that Smart Thinking was presented at the last Department Chair meeting. It was a nice presentation and L. Frazier will come and do a presentation for us next semester.

**NEXT MEETING** will be January 13, 2015, 2014, at 10:00 a.m.

## **ADJOURNMENT**

There being no further business to come before the committee, the meeting was adjourned at 3:25 p.m.

**Great Basin College**  
**Department of Health Sciences and Human Services**

**Department Meeting Minutes**

October 20, 2014, 3:00 p.m.  
HSCI 107 and Winnemucca 124

**CALL TO ORDER:** The meeting was called to order by T. Mette at 3:00 p.m.

**PRESENT:** D. Volkert (via IAV)  
S. Sutherland  
P. Drussel  
D. Cooper  
S. Warnert  
T. Mette  
S. Lino  
A. Donnelli  
D. Byers

**APPROVAL OF MINUTES**

Minutes from the September 22, 2014, meeting were reviewed. S. Warnert moved to approve the minutes. S. Lino seconded the motion and they were approved unanimously.

**CHANGES TO THE AGENDA**

No changes.

**ANNOUNCEMENTS**

S. Sutherland reported that the Budget and Facilities Committee met and all funding requests from the Health Science and Human Services Department were approved.

**DEPARTMENT BUDGET REPORT**

The budget report was reviewed. There were no questions or concerns. It was noted that M. Doucette and D. Volkert were awarded professional development funds from Comp & Benefits for conferences they are attending. T. Mette and P. Drussel will apply for funds for Spring semester.

**COMMITTEE REPORTS:**

**Faculty Senate Report:** Report attached.

**A&P Report:** Minutes attached from last meeting.

**Department Chair Report:** No report

**PROGRAM REPORTS**

- k. CNA Report: No report
- l. EMS: A. Donnelli reported that she has also been meeting with the EMS department at Humboldt General Hospital discussing a collaboration with them to re-establish a paramedic program in Winnemucca. Pershing, Lander and Humboldt hospitals have indicated they would be agreeable to help with funding. More information will be shared as discussions continue.
- m. Radiology: No report

- n. Nursing: (Dean's report below)
- o. Human Services: No report

### **DEAN'S REPORT**

A.Donnelli reported that GBC has been awarded just under \$2 million through the TAACCCT Grant to expand the nursing program to Winnemucca and Pahrump and support for the VA Resource Center at GBC. The grant will track 75 current GBC veteran students and hope to add more veteran students to Health Science and Human Services programs.

A.Donnelli also reported that she had attended a State Board of Nursing meeting and simulation was a topic of discussion. The Board has approved the use of up to 50% simulation in programs, however, the Board will be drafting regulations. They are proposing that one person with each program be in charge of simulation. She advised the Board that that was not practical for rural counties. She also advised them that GBC sends their lab managers to simulation conferences and uses best practices and rubrics to ensure that the simulations were viable tools for students to achieve outcomes desired. There will be more information coming from the State Board.

A.Donnelli also advised that she had had a chance to meet and visit with the new CEO at NNRH. He is willing to help our program and she will meet with him again next month with a funding request. She asked faculty to review their needs and how we could benefit the current nurses and also the nurses coming into employment.

### **OLD BUSINESS**

- d. Update on open EMS Coordinator position: A.Donnelli noted that interviews will be conducted next week for the open Coordinator position.
- e. New Xerox color printer: D. Byers advised that we will soon receive a new Xerox color printer. The printer will be on a lease and we will be charged per copy printed. Therefore, she encouraged everyone to be aware of which printer they were printing to.

### **NEW BUSINESS**

- a. Grant Search Committees: T. Mette thanked those that had volunteered to serve on the many search committees coming up. Closing date for all positions will be November 17 and she encouraged all committees to meet prior to that so they were ready to set interviews as soon as the positions closed. The instructor positions need to be filled by January 7<sup>th</sup> and the Program Assistant position should be filled prior to December 1<sup>st</sup>.
- b. Operation Assessment Outcomes: A. Donnelli shared the report she has completed for K. Fulkerson. It is tied to all college core themes and college mission. There are five outcomes. Some surveys will need to be created. She asked that everyone review the report. An email vote will be requested by the end of the week.

**NEXT MEETING** will be November 24, 2014, at 3:00 p.m.

### **ADJOURNMENT**

There being no further business to come before the committee, the meeting was adjourned at 3:30 p.m.

Nevada State Board of  
**NURSING**

March 26, 2015

THE GREAT BASIN COLLEGE  
DR AMBER DONNELLI  
1500 COLLEGE PARKWAY  
ELKO, NV 89801

Dear Dr Donnelly:

The Nevada State Board of Nursing appreciated your attendance at the March meeting to discuss your agenda item concerning the addition of a Pahrump Campus and a Winnemucca Campus for a rural nursing program. The NSBN approved the two sites and complimented the wonderful resources that are being provided by the two million dollar grant to rural Nevada communities. The Board expressed its appreciation for the work being done to ensure a quality nursing program for the rural campuses.

Sincerely,

NEVADA STATE BOARD OF NURSING



Roseann Colosimo PhD RN

88 - F

**Great Basin College  
Department of Health Sciences and Human Services**

**Health Science and Human Services Community Advisory Group Meeting**

November 5, 2014, 0800  
Leonard Student Life Center Solarium

**CHAIR:** A. Donnelly

**CALL TO ORDER:** The meeting was called to order by A. Donnelly at 0800.

**PRESENT:** Amber Donnelly, Dean, GBC Health Science and Human Services Department  
Mike McFarlane, GBC VPAA  
Dianna Byers, GBC HSHS Administrative Assistant  
Mary Doucette, GBC Radiology Program Coordinator  
Darius Cooper, GBC Human Services Coordinator  
Sarah Lino, GBC CNA Coordinator  
Brandy Dankowski, Radiology Student  
Brian Dankowski, Nursing Students  
Joleen Porter, Highland Manor  
Becky Jones, NNRH

A. Donnelly welcomed participants and asked that they introduce themselves.

**DEAN'S REPORT AND PROGRAM UPDATES** (see attached reports):

A. Donnelly referred to program reports mailed to members. Program coordinators presented highlights of their programs.

**Nursing:** A. Donnelly advised the group that the Nursing Department had been awarded approximately \$2 million through the Department of Labor TAACCCT grant. This will allow GBC to expand the ADN program to Winnemucca and Pahrump. All nursing courses will be taught via IAV to both sites from the Elko campus. GBC currently has over 90 courses offered via IAV so the delivery is not new, but will be new to the nursing department. Each site will be staffed with one nursing faculty. Five students at each location will be admitted with a full lab for skills and simulations. At the current time, students from Winnemucca are traveling to Elko four times each week. Room availability is very tight at the Winnemucca site, but Pahrump will be able to have a room for lecture and a separate lab for nursing and CNA. This semester some clinicals are being done in Winnemucca and it is working well. Clinical experiences will be different in each location, but outcomes will still be met. Clinical sites for Pahrump students are currently being researched.

Donnelly also reported that there were some faculty changes in the nursing department. S. Warnert has joined the nursing faculty from the practice lab position and S. Lino's responsibilities now include CNA Coordinator and Practice Lab Manager. H. Johnston has started a DNP program at Boise State University. D. Volkert and S. Lino are enrolled in DNP programs at UNLV and UNR, respectively. Doctorate degrees are needed for accreditation for the BSN program. She also reported that a grant had been submitted for tuition funding for faculty seeking these higher degrees. Marian Groff (Elko Women's Health Center) asked about funding and Donnelly replied that the grant would be announced later in the year and we were very hopeful.

Donnelli advised members that surveys would be sent out shortly to employers of recent graduates from the ADN and BSN programs. She stressed how important it was to complete those surveys and asked that they be watching for them.

We have received confirmation from ACEN that both nursing programs have been approved for accreditation until 2019. A substantive change report will be submitted in spring 2015 because of the expansion to Winnemucca and Pahrump.

Recent research has revealed that transition to practice for new graduates has been expanded from 6 months to 12 months. This may change timing for future surveys and also for facility transition practices.

There are currently 58 students in the BSN program. Of the 21 students admitted in Fall 2014, 14 were students coming right from the ADN program. The program is becoming very popular and we anticipate 20-25 graduating in Spring 2015, the largest graduating class to-date. We are currently working with UNR to get two or three courses approved that will count towards a graduate degree in five different fields. This will put students 2-3 classes closer to finishing a graduate program.

There are currently 39 ADN students with 19 on track to graduate in May. 100% of graduates are currently employed and the program has had a 100% pass rate for two years in a row.

The William N. Pennington Foundation has provided a \$2,000 scholarship to ten rural Nevada ADN students, and we are hoping they will continue this program next year.

**Radiology:** M. Doucette reported that five students will graduate in spring. Second year students are currently at clinical sites throughout our service area. The JCERT accreditation site visit has been scheduled for January 29-30, 2015. Their program has changed their graduate surveys from 6 months to 12 months based on new research for transition to practice. Higher degrees are important for Radiology program accreditation too. C. Jaques is seeking her masters degree and M. Doucette has applied to a doctorate program.

Doucette has been instrumental in re-establishing the Nevada Institute Society for Information in State Technology in Nevada. Besides the chapter in Elko, Las Vegas, and Reno are coming on board. Networking and communication between northern Nevada and southern Nevada has been very helpful for all programs. Doucette noted that there are changes coming in looking at an AS degree.

**CNA:** S. Lino reported that there have been over 200 students in the GBC CNA programs. GBC will be starting a class in Lovelock and will offer testing in Ely. She is hopeful that testing can be done at the Pahrump and Winnemucca sites with the additional faculty in the near future. Judy Andreson (Family Resource Center) noted that they were providing some programs in Lovelock and could possibly take flyers around with them for the upcoming CNA class to help advertise.

**Human Services:** D. Cooper reported that there are approximately 85 active students in the programs. Because of the rural locations and student backgrounds, it is hard to get some students into practicums. He is looking at offering classes to help increase real life experiences. He is also educating students about different requirements every state has for counselors and therapy licensing. Program requirements are also being reviewed and looking at general education changes (adding English requirements). M. McFarlane added that GBC is increasing their "google" visibility to target awareness of our online programs.

Andreson (Family Resource Center) advised that students had done practicums at the Center in the past, but she would welcome students as she has many programs that would offer students opportunities to work with clients in many fields. They are also providing services to teens in Battle Mountain.

**EMS:** A. Donnelli reported that we are currently seeking an EMS Coordinator. An EMT Basic class is running this fall and we are hoping to offer an EMT Advanced class in the spring.

Donnelli also advised that there is currently a discussion for submitting a competitive grant for a paramedical program housed in Winnemucca. The grant would be a collaborative effort between GBC, Humboldt General Hospital, Pershing County Hospital, and Lander County Hospital. More information will be shared at the spring meeting.

#### **COMMENTS AND RECOMMENDATIONS FROM ADVISORY COMMITTEE MEMBERS:**

Becky Jones, interim CNO at NNRH, advised that the hospital is always looking for CNAs. She asked Lino if there were surveys showing where students were employed after they had completed the class. Lino indicated that students were not surveyed after completion but a survey could possibly be started. She also suggested that perhaps students could meet with Human Resources to become more familiar with the application process. Jones and Joleen Porter (Highland Manor) indicated that this was a good idea and both would be happy to participate.

Donnelli also advised the group that GBC nursing has established a Facebook page. It is a good site for job listings and catching up with previous students. Many graduates have joined, sharing their current positions and achievements. She encouraged members to “like” us!

Marian Groff suggested that GBC take advantage of the school insert section of the newspaper's Wednesday edition. Human Services and CNA could benefit from the free advertising. The expanding nursing program could benefit from the exposure too. Donnelli noted that the average age of recent nursing students is younger than in the past. Working with high schools will be an important part of targeting students. The nursing and radiology programs currently conduct two Open Advisements (September and February) to initiate students to the requirements for both programs. Targeting the high school for these meetings will be important for future enrollment.

B. Jones also mentioned that NNRH has a school to work program which works well for some students, depending on the person and their maturity. She also noted that NNRH offers a tuition assistance program for their employees.

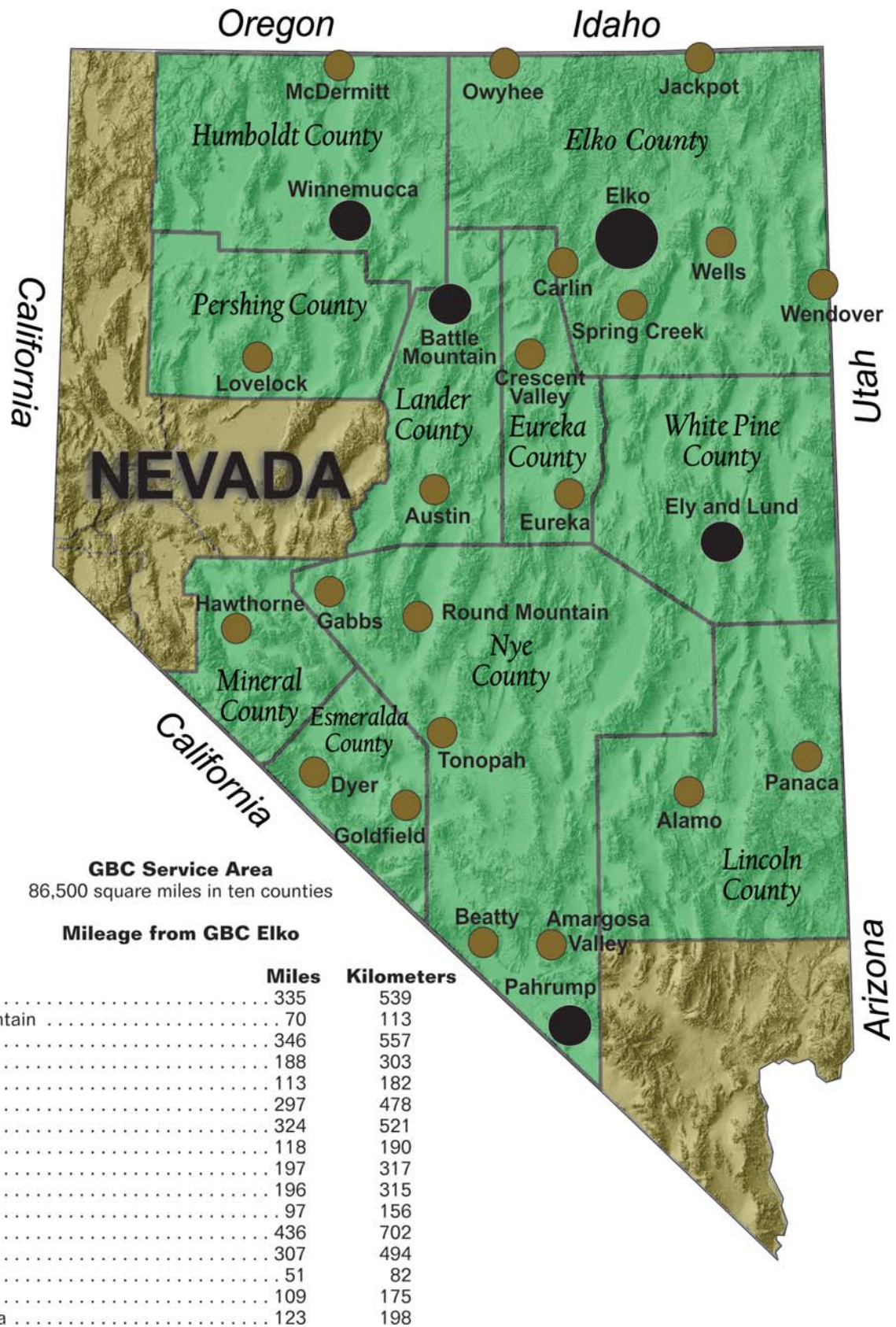
Donnelli thanked the group for their suggestions and continued support. She expressed her appreciation for their participation in the HSHS advisory committee and welcomed comments, discussions or suggestions at any time during the year.

**ADJOURNMENT:** Meeting was adjourned at 0850.

#### **Attachments:**

Program Reports

# Service Area Map



**GREAT BASIN COLLEGE**  
**HEALTH SCIENCE HUMAN SERVICES DEPT.**  
**TAACCCT #4 GRANT TIMELINE**

	2014			2015						2016						2017					
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Nursing Instructor (P)																					
Nursing Instructor (W)																					
CNA Coordinator/Instructor																					
Adjunct Instruction																					
Curriculum Developer																					
Curriculum Development & Review																					
Lab Coordinator																					
Program Assistant																					
Full-time Instructor @ Pahump																					
Full-time Instructor @ Wmca																					
CNA Coordinator																					
Lab Coordinator																					
Program Assistant																					
Curriculum Developer																					
Adjunct Instructors																					
Curriculum Development & Review:																					
SimMan 3G																					
ALS Simulators																					
IAV Equipment/Installation																					
Lab Supplies																					
Advertising (Shared w/VA)																					
Pre / Post Assessments																					

# TAACCCT R4

		GBC			
		YR 1	YR 2	YR 3	YR 4
<b>PERSONNEL</b>					
<b>GBC</b>					
Project Director, yrs 1-3 50% time, yr 4 100% time at 75,000/yr + 3% COLA/yr		37,500	38,625	39,784	40,977
Nursing Instructor, yr 1 70% time, yrs 2-3 100% time, 81,250/yr + 3% COLA/yr		36,875	63,688	65,598	0
Nursing Instructor, yr 1 70% time, yrs 2-3 100% time, 81,250/yr + 3% COLA/yr		36,875	63,688	65,598	0
CNA Coordinator/Instructor, yrs 1-3 40% time at 60,000/yr + 3% COLA/yr		24,000	24,720	25,462	0
Adjunct Instruction, 20 credits/yr @750/credit		0	15,000	15,000	0
Curriculum Developer 25% time, 51,500/yr + 3% COLA/yr		15,450	15,914	16,391	0
Veterans' Services Coordinator, 70% yr 1, yrs 2-3 100% time, 50,000/yr + 3% COLA/yr		35,000	51,500	53,045	0
Practice/Simulation Lab Coordinator, yrs 1-3 40% time at 60,000/yr + 3% COLA/yr		24,000	24,720	25,462	0
Program Assistant, 70% time yr 1, 100% time yr 2-3 \$50,000/yr + 3% COLA/yr		35,000	51,500	53,045	0
<b>TOTAL SALARIES</b>		<b>244,700</b>	<b>349,354</b>	<b>359,384</b>	<b>40,977</b>
<b>B. FRINGE BENEFITS</b>		<b>78,069</b>	<b>101,616</b>	<b>103,261</b>	<b>15,064</b>
<b>TOTAL SALARIES, WAGES, &amp; FRINGE BENEFITS (A+B)</b>		<b>322,769</b>	<b>450,970</b>	<b>462,646</b>	<b>56,042</b>
<b>C. TRAVEL</b>					
Domestic		17,500	17,500	17,500	2,500
<b>TOTAL TRAVEL</b>		<b>17,500</b>	<b>17,500</b>	<b>17,500</b>	<b>2,500</b>
<b>D. EQUIPMENT</b>					
3G SimMan 2 @60,000 each		120,000	0	0	0
ACLS Simulators 2 @ 30,000 each		60,000	0	0	0
Interactive Video Equipment: 2 systems @ 25,000 each		50,000	0	0	0
<b>TOTAL EQUIPMENT</b>		<b>230,000</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>E. SUPPLIES</b>					
Nursing program & classroom supplies (hospital beds : 1@ 3,500 & 1@ 1500; IVPoll: 2,500; Wall Mount O2 & suction: 2@4,000 ea.; medication cart: 1,000; lap top for lab: \$2,000; Faculty lap top: 2,000; misc lab supplies (needles, syringes, tape, dressings, IV supplies, foleys, NG supplies, chest tube, injection pads, etc.): 5,000) x 2 locations		51,000	10,000	10,000	0
Project supplies, brochures, printing & copying, computer (Veterans' Services), outreach materials		7,500	5,000	5,000	
<b>TOTAL SUPPLIES</b>		<b>58,500</b>	<b>15,000</b>	<b>15,000</b>	<b>0</b>
<b>F. CONTRACTUAL</b>					
Subject Matter Experts/content reviewers		0	5,000	5,000	0
Curriculum Development		75,000	50,000	0	0
<b>TOTAL CONTRACTUAL</b>		<b>75,000</b>	<b>55,000</b>	<b>5,000</b>	<b>0</b>
<b>G. CONSTRUCTION</b>					
<b>TOTAL CONSTRUCTION</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>H. OTHER</b>					
Professional Development registration fees - nursing, Veterans' Services faculty/staff		4,000	4,000	4,000	0
Software Licensing Kognito Veterans on Campus (staff and student versions)		7,800	7,800	7,800	0
<b>TOTAL OTHER</b>		<b>11,800</b>	<b>11,800</b>	<b>11,800</b>	<b>0</b>
<b>I. TOTAL DIRECT COSTS (A THROUGH H)</b>		<b>715,569</b>	<b>550,270</b>	<b>511,946</b>	<b>58,542</b>
<b>J. INDIRECT COSTS</b>					
<b>F&amp;A Calculation:</b>		48,557	55,027	51,195	5,854
<b>TOTAL INDIRECT COSTS (F&amp;A)</b>		<b>48,557</b>	<b>55,027</b>	<b>51,195</b>	<b>5,854</b>
<b>K. TOTAL DIRECT AND F&amp;A COSTS (I+J)</b>		<b>764,126</b>	<b>605,297</b>	<b>563,140</b>	<b>64,396</b>

MTDC Calculation:	485,569	550,270	511,946	58,542
Rate:	10.0%	10.0%	10.0%	10.0%



8060 165th Avenue N.E., Suite 100

Redmond, WA 98052-3981

425 558 4224

Fax: 425 376 0596

[www.nwccu.org](http://www.nwccu.org)

July 15, 2013

Dr. Mark Curtis  
President  
Great Basin College  
1500 College Parkway  
Elko, NV 89801

Dear President ~~Curtis~~ <sup>Mark</sup>:

On behalf of the Northwest Commission on Colleges and Universities, I am pleased to report that the accreditation of Great Basin College has been reaffirmed on the basis of the Spring 2013 Comprehensive Year Seven Evaluation which was to include an on-site evaluation of Standard Two and also to address Recommendations 1, 2, and 3 of the Spring 2011 Year One Peer-Evaluation Report in addition to Eligibility Requirements 2 and 3. Congratulations on receiving this recognition.

In reaffirming accreditation, the Commission requests that the College again address Recommendations 1 and 3 of the Spring 2011 Year One Peer-Evaluation Report in an updated response to Standard One in its Spring 2016 Year Three *Resources and Capacity* Self-Evaluation Report. In addition, the Commission requests that the College include an addendum to its Spring 2016 Year Three *Resources and Capacity* Self-Evaluation Report to address Recommendations 1, 2, and 3 of the Spring 2013 Year Seven Peer-Evaluation Report. A copy of the Recommendations is enclosed for your reference.

In making this request, the Commission finds that Recommendations 1, 2, and 3 of the Spring 2013 Year Seven Peer-Evaluation Report are areas where Great Basin College is substantially in compliance with Commission criteria for accreditation, but in need of improvement.

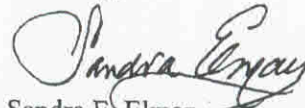
The Commission commends the College for a culture of collegiality as noted by the resilience and spirit of teamwork among faculty and staff at all levels. In addition, the Commission commends the College's leadership at all levels for the courage, empathy, and perspective needed to effectively solve the historic challenges facing the College. Moreover, the Commission finds laudable the College's use of technology to serve students throughout rural Nevada where students, faculty, and staff create active learning environments. Further, the Commission finds noteworthy the pride that the facilities staff demonstrates as reflected in the buildings and grounds. Lastly, the Commission applauds the College for financial agility which is evidenced by the thoughtful and creative utilization of resources by faculty and staff based on mission and priorities.

President Curtis  
Page Two  
July 15, 2013

If you have any questions, please do not hesitate to contact me.

Best wishes for a rewarding academic year.

Sincerely,



Sandra E. Elman  
President

SEE:rb

Enclosure: Recommendations (2013 and 2011)

cc: Dr. Michael J. McFarlane, Vice President for Academic Affairs ✓  
Mr. Kevin Page, Chairman, Board of Regents, Nevada System of Higher Education  
Mr. Daniel Klaich, Chancellor, Nevada System of Higher Education



## Great Basin College: Winnemucca Center



GBC Winnemucca is the center of higher education in north central Nevada. The center has nine classrooms, including one computer and a science lab, a computer-equipped ESL facility and an Academic Success Center (ASC) with an open computer lab for students.

Offered at the Winnemucca Center are live classes and classes conducted in synchrony with other GBC locations via [Interactive Video \(IAV\)](#).

Students in the Winnemucca area may also wish to take classes via WebCampus (the Internet) using lab computers at the center or an Internet-connected computer at home.

GBC Winnemucca offers academic advisement, and tutoring in English and Math as well as placement and proctored testing to GBC students.



## Great Basin College: Pahrump Valley Center



Pahrump, 436 miles south of Elko, is the home of GBC's newest location, the Pahrump Valley Center (PVC). The PVC is the center for GBC's offerings in Beatty, Gabbs, Round Mountain, Tonopah and other communities throughout [Nye County](#). The PVC is currently a single building located on the campus of the [Pahrump High School](#) and is a joint use high tech center. During the day, high school classes and college classes use the classrooms in the building. When the high school day ends, GBC's college classes take over all the classrooms. A new 14,000 square foot building to be located on the North edge of Pahrump is in the planning phase with a "hoped for" completion in the future. The completion of the new building with it's additional laboratory facilities will enable GBC to begin offering additional health and technical courses and degree programs.

The current PVC staff includes a manager and two office staff, three full-time faculty members and over 20 adjunct faculty to coordinate and teach courses and degree programs. The full-time PVC staff is supplemented by nearly 20 part-time computer lab aids, interactive video facilitators, and tutors, plus a full-time advisor/recruiter to help with student advising and plan recruitment trips around Southern Nevada.

Facilities include 15 classrooms, including computer, science, and nursing laboratories.

You are cordially invited to visit the Pahrump Valley Center to see the computer and science laboratories, and to discuss your educational plans and how GBC can help you achieve your educational goal.



*Entrance*



*Technical Center*



# WINNEMUCCA LAB



# PAHRUMP LAB

Nevada State Board of  
**NURSING**

*(Final minutes will be available on the Board's website [www.nevadanursingboard.org](http://www.nevadanursingboard.org) after ratification  
by the committee at its next regularly scheduled meeting)*

**MINUTES  
EDUCATION ADVISORY COMMITTEE MEETING  
October 16, 2014**

**CALL TO ORDER**

The meeting of the Nevada State Board of Nursing Education Advisory Committee was called to order by Roseann Colosimo, PhD, MSN, RN, Education Consultant, at 9:00 a.m. at the Board of Nursing, 4220 S. Maryland Pkwy, Ste. 300, Las Vegas, Nevada 89119 and via videoconference with the Board of Nursing, 5011 Meadowood Mall Way, Ste. 300, Reno, Nevada, 89502.

**MEMBERS PRESENT**

Roseann Colosimo, PhD, MSN, RN, Board Education Consultant, Chair  
Tish Smyer, DNSc, RN, Board Liaison

Susan Adamek, MSN, RN	Mary Chalfant, RN, MS
Sherrilyn Coffman, PhD, RN	Judith Cordia, PhD, MSN, RN
Jody Covert, MSN, RN	Amber Donnelly, PhD, RN, CNE
Lilly Gonzales, MSN, MA, RN	Andrea Highfill, BSN, RN
Madelon Lawson, BSN, RN, CAPA	Wendy Merchant, MSN, RN
Carrie O'Reilly, PhD, MSN, RN	Heather Lockert, RN

**MEMBERS ABSENT**

John Coldsmith, MSN, RN, CRNI	Dominic Etli, MSN, RN
Dina Faucher, PhD, RN	Laura Fillmore, DNP, RN
Mary Ann Lambert, MSN, RN	Cheryl Perna, MSN, RN
Patsy Ruchala, DNSc, RN	Maureen Scott-Feagle, MSN/Ed, RN, CNOR

**OTHERS PRESENT**

Debra Scott, MSN, RN, FRE, Executive Director	Fred Olmstead, General Counsel
Jeannette Calderon, Management Assistant	Deena McKenzie, MSN, RN, CNML
Sarah Warmbrodt, MSN, MEd, RN	Grayson Wilt, NSMA representative
Melanie Sharpley, nursing student	Monique Clarey, nursing student

**CALL TO ORDER:** The meeting was called to order by R. Colosimo at 9:00 a.m.

**PUBLIC COMMENT:**

- A. Donnelly informed the committee that Great Basin College (GBC) received a Trade Adjustment Act Community College Career Training grant for 2 million dollars. GBC will use this grant to expand its nursing program's rural campuses.
- S. Coffman announced that Sigma Theta Tau will be holding its Biannual Convention November 7-11, 2015, in Las Vegas, Nevada. Call for abstracts for posters and presentations are due by January 28, 2015.

- C. O'Reilly announced that the National League for Nursing (NLN) will be hosting its Education Summit September 30 - October 3, 2015 in Las Vegas, Nevada. Call for abstracts are due in December and more information can be found online at [www.nln.org](http://www.nln.org).
- R. Colosimo informed the committee that there will be a national conference call with nurses and representatives from the U.S. Department of Health and Human Services regarding protecting the health of nurses while safely caring for patients with Ebola.

**A. APPROVAL OF MINUTES** – The minutes of the August 21, 2014 meeting were reviewed and approved as written.

**B. OLD BUSINESS**

1. Review and discussion regarding NAC 632.640-632.680 draft revisions reviewed by legal and LCB: R. Colosimo provided a copy of the revised education regulations that will be sent to the Legislative Counsel Bureau (LCB). The committee reviewed the wording to ensure that the changes were made appropriately. The committee discussed NAC 632.640 (1)(f), NAC 632.680 (5), NAC 632.695 (6), and NAC 632.690 (4).

**C. NEW BUSINESS**

1. Orientation of new committee members: R. Colosimo welcomed Mary Chalfant back to the committee.
2. NCSBN and NSBN updates - Debra Scott, MSN, RN, FRE, Executive Director and Fred Olmstead, General Counsel
  - a. Legislative Update: F. Olmstead and D. Scott informed the committee of various bills related to healthcare that may be addressed during the upcoming legislative session, including:
    - APRNs utilizing the Prescription Drug Monitoring Program;
    - Staffing ratios;
    - Workforce surveys; and
    - Endorsement processes
  - b. NSBN Update:
    - D. Scott informed the committee about UNLV's GAP training program which was designed to help new graduates transition into nursing practice.
    - D. Scott introduced NSBN's newest Board member, Deena McKenzie.
    - The committee was informed that NSBN launched a Facebook page as part its social media campaign.
    - R. Colosimo informed the committee that during the September Board meeting Nevada Career Institute was granted an extension of provisional approval with stipulations and College of Southern Nevada's military medic to LPN program was approved.
  - c. NCSBN Update: D. Scott announced that National Council of State Boards of Nursing (NCSBN) is considering changing the Nurse Licensure Compact (NLC) to include a fingerprinting requirement. If this change is approved, Nevada may consider joining the NLC.
3. Review and discussion regarding NCLEX first time pass rates for the third quarter of 2014 and YTD: The third quarter NCLEX first time pass rate report was not available; however, the committee reviewed the 2014 YTD report which does not include out of state test takers. Nevada's fully approved nursing programs are doing well and the provisionally approved nursing programs continue to struggle.
4. Review and discussion regarding Truckee Meadow Community College nursing program change from an Associate of Applied Science (AAS) to an Associate of Science (AS) to facilitate RN to BSN transition: J. Covert explained that the current curriculum was approved by the Board during its November 2013 meeting. She explained that changing from an AAS to an AS in nursing degree will help students transition into a RN to BSN program. In addition, TMCC has an articulation agreement

with Nevada State College. The proposed changes have been approved by the Board of Regents. The committee supported the revisions and thanked J. Covert and TMCC faculty for their hard work in making the necessary steps for this change.

5. Review and discussion regarding Standards of Best Practice for Simulation in nursing education: The NCSBN Simulation Study reported no significant difference in student outcomes with students that participated in 25% or 50% simulation for clinicals; therefore, the committee reviewed a policy drafted by Board staff that would allow fully approved nursing programs to request Board approval for more than 25% simulation. The policy proposes that nursing programs must have programmatic accreditation and maintain an annual 80% NCLEX first time pass rate. The program must also integrate the Standards of Best Practice for Simulation or another NSBN recognized authority into the program and have a proficient facilitator that will manage the complexity of all aspects of simulation. In addition, the budget must include faculty training, time for simulation, supplies and equipment. The committee discussed whether the facilitator should be a nurse or a technician and agreed that a nurse must be present for debriefing and to ensure that the simulation pertains to the course objectives but there may also be a technician to help with complexity of operating and maintain equipment. The committee further discussed faculty competency and development. R. Colosimo will revise the policy as directed by the committee and will present the revised policy to the committee at its next meeting for approval.
6. Review and discussion regarding time parameters for taking NCLEX, issues of clinical skill competency to provide for public safety with initial licensure: R. Colosimo expressed the need to set time parameters and additional requirements for applicants taking the NCLEX that have graduated many years ago or have failed multiple times in order to protect the public's safety. She added that some applicants may be great test takers and pass the NCLEX; however, they may not have the clinical competency to practice nursing safely. M. Chalfant stated that license holders who have not practiced in the immediately preceding 5 years must complete a refresher course and asked why initial applicants are not held to the same standard. S. Adamek informed the committee that Dignity Health will not accept applications from nurses that have not practiced within one year. D. Scott requested that additional information regarding practice requirements in Nevada's hospitals be gathered and reviewed at the next committee meeting.
7. Review and discussion regarding high stakes testing in nursing programs: This item was removed from the agenda.
8. Review discussion and action regarding the Sigma Theta Tau refresher course: R. Colosimo explained that CSN is the only refresher program in Nevada. She added that the Sigma Theta Tau refresher course does not have a clinical component. The committee was concerned that if the course does not have a clinical component or clinical objectives it may be difficult for a preceptor to know what to teach or cover. With this additional information the committee agreed that the course objectives need improvement and felt that a trial for the course is necessary before it can be approved.

#### **D. RECOMMENDATIONS FOR AGENDA ITEMS FOR NEXT MEETING:**

- High stakes testing in nursing programs
- The Simulation Policy
- NCLEX time parameters for initial licensure applicants
- Sigma Theta Tau

#### **PUBLIC COMMENT:**

- R. Colosimo announced that the next Education Advisory Committee meeting will be held on January 22, 2015.

**ADJOURNMENT:** The meeting was adjourned at 11:10 a.m.



October 14, 2014

Desert View Hospital  
Mr. Kelly Adams  
Chief Executive Officer  
360 S. Lola Lane  
Pahrump, NV 89048

Dear Mr. Adams,

Great Basin College has been awarded funds from the TAACCCT grant to expand the Associate of Applied Science Nursing Program in Pahrump and Winnemucca. This exciting news comes with a great deal of work to be done prior to students starting the program in Fall 2015!

On Monday, November 10<sup>th</sup>, I will be in Pahrump for a clinical placement informational meeting. We invite you to meet with us at 9:00 a.m. at the GBC Pahrump site, room 123. We encourage you to bring your Director of Nursing and anyone else you would like to include.

You and your facility will be an integral part of the clinical experiences for Pahrump students. I am anxious to tour your facility and meet with you to discuss program needs to ensure that it is a success for the 4-5 students admitted.

Thank you for your partnership in this exciting new chapter of Great Basin College nursing education!

Sincerely,

Amber Donnelly, PhD, RN  
Dean, Health Science and Human Services  
775-753-2135 (P)  
775-753-2151 (F)  
[amber.donnelli@gbcnv.edu](mailto:amber.donnelli@gbcnv.edu)

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**WINNEMUCCA CENTER**  
5490 Kluncy Canyon Road  
Winnemucca, NV 89445  
775.623.4824 • fax 775.623.1812



October 14, 2014

Women's Health Associates of Southern Nevada  
Dr. John Martin, President  
330 S. Lola Lane, #200  
Pahrump, NV 89048

Dear Dr. Martin,

Great Basin College has been awarded funds from the TAACCCT grant to expand the Associate of Applied Science Nursing Program in Pahrump and Winnemucca. This exciting news comes with a great deal of work to be done prior to students starting the program in Fall 2015!

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October 14, 2014

The Independent Medical Group  
Michael Reiner, M.D.  
1320 E. Calvada Boulevard  
Pahrump, NV 89048

Dear Dr. Reiner,

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October 14, 2014

Pahrump Health and Rehabilitation Center  
Jennifer Fuller, RN, Executive Director  
4501 NE Blagg Road  
Pahrump, NV 89048

Dear Ms. Fuller,

Great Basin College has been awarded funds from the TAACCCT grant to expand the Associate of Applied Science Nursing Program in Pahrump and Winnemucca. This exciting news comes with a great deal of work to be done prior to students starting the program in Fall 2015!

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**WINNEMUCCA CENTER**

5400 Kluncy Canyon Road  
Winnemucca, NV 89445  
775.623.4824 • fax 775.623.4817



October 14, 2014

Compassionate Care for Women  
Lawson Richter, M.D.  
1480 E. Calvada Boulevard, Suite 700  
Pahrump, NV 89048

Dear Dr. Richter,

Great Basin College has been awarded funds from the TAACCCT grant to expand the Associate of Applied Science Nursing Program in Pahrump and Winnemucca. This exciting news comes with a great deal of work to be done prior to students starting the program in Fall 2015!

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November 18, 2014

Humboldt General Hospital  
Jim Parrish, FACHE, CEO/Administrator  
118 East Haskell Street  
Winnemucca, NV 89445

Dear Mr. Parrish,

Great Basin College has been awarded funds from the TAACCCT grant to expand the Associate of Applied Science Nursing Program in Pahrump and Winnemucca. This exciting news comes with a great deal of work to be done prior to students starting the program in Fall 2015!

On Thursday, December 4<sup>th</sup>, I will be in Winnemucca for a clinical placement informational meeting. We invite you to meet with us at 10:00 a.m. at the GBC Winnemucca site, room 110. We encourage you to bring your Director of Nursing and anyone else you would like to include.

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November 18, 2014

Humboldt General Hospital  
Darlene Bryan, Chief Nursing Officer  
118 East Haskell Street  
Winnemucca, NV 89445

Dear Darlene,

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November 18, 2014

Sandra Deveny, APN-C  
118 E. Haskell St., Suite G  
Winnemucca, NV 89445

Dear Ms. Deveny,

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November 18, 2014

Brad Granath, MD  
900 Mizpah Street, Suite B  
Winnemucca, NV 89445

Dear Dr. Granath,

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November 18, 2014

The Walk-In Clinic  
118 E Haskell St., Ste C  
Winnemucca, NV 89445

Gentlemen,

Great Basin College has been awarded funds from the TAACCCT grant to expand the Associate of Applied Science Nursing Program in Pahrump and Winnemucca. This exciting news comes with a great deal of work to be done prior to students starting the program in Fall 2015!

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November 18, 2014

HGH Surgical Clinic  
Paul E. Gaulin, M.D., FRCS  
118 East Haskell Street  
Winnemucca, NV 89445

Dear Dr. Gaulin,

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November 18, 2014

HGH Surgical Clinic  
Stanley D. Pense, M.D.  
118 East Haskell Street  
Winnemucca, NV 89445

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Thank you for your partnership in this exciting new chapter of Great Basin College nursing education!

Sincerely,

Amber Donnelly, PhD, RN  
Dean, Health Science and Human Services  
775-753-2135 (P)  
775-753-2151 (F)  
[amber.donnelli@gbcnv.edu](mailto:amber.donnelli@gbcnv.edu)

**ELKO MAIN CAMPUS**  
1500 College Parkway  
Elko, NV 89801  
775.738.8493 • fax 775.738.8771

**ELY CENTER**  
2115 Bobcat Drive  
Ely, NV 89301  
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**PAHRUMP VALLEY CENTER**  
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Pahrump, NV 89048  
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**WINNEMUCCA CENTER**  
5490 Kluncy Canyon Road  
Winnemucca, NV 89445  
775.623.4824 • fax 775.623.1812



November 18, 2014

Golden Valley Medical Center  
515 W East Haskell Street  
Winnemucca, NV 89445

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November 18, 2014

Robbie L. Grant, D.O.  
395 W. Minor Street  
Winnemucca, NV 89445

Dear Dr. Grant,

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November 18, 2014

Richard M. Ingie, MD  
130 East Haskell Street Ste A  
Winnemucca, NV 89445

Dear Dr. Ingie,

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November 18, 2014

Charles Stringham MD  
130 East Haskell Street  
Winnemucca, NV 89445

Dear Dr. Stringham,

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November 18, 2014

Family Practice Maternity and Delivery  
Sharon E. McIntyre, M.D.  
118 East Haskell Street, Suite H  
Winnemucca, NV 89445

Dear Dr. McIntyre,

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November 18, 2014

Leonard B. Perkinson, M.D.  
118 East Haskell Street, Suite D  
Winnemucca, NV 89445

Dear Dr. Perkinson,

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November 18, 2014

Brad Granath, M.D.  
900 Mizpah Street, Suite B  
Winnemucca, NV 89445

Dear Dr. Granath,

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**WINNEMUCCA CENTER**  
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November 18, 2014

Winnemucca Mental Health Center  
340 Traders Way  
Winnemucca, NV 89445

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**WINNEMUCCA CENTER**  
5490 Kluncy Canyon Road  
Winnemucca, NV 89445  
775.623.4824 • fax 775.623.1812



November 18, 2014

Winnemucca Counseling and Supportive Services  
475 West Haskell Street, #3  
Winnemucca, NV 89445

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November 18, 2014

Pamela Brown, MS & Jennifer Hood, MA, MFT  
Marriage and Family Therapy  
530 Melarkey St., Ste. 214  
Winnemucca, NV 89445

Dear Ms. Brown and Ms. Hood,

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November 18, 2014

Annie Perkins, LCSW  
530 Melarkey Street  
Winnemucca, NV 89445

Dear Ms. Perkins,

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November 18, 2014

Davita Dialysis Center  
850 Fairgrounds Road  
Winnemucca, NV 89445

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November 18, 2014

Silver Sage Counseling Services  
530 Melarkey Street., Suite 202  
Winnemucca, NV 89445

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# GBC NURSING

GBC Nursing is expanding to Pahrump!

## **Open Advising Meeting**

w/Dr. Amber Donnelly

Dean of Health Science & Human Services

Monday, November 10th

5:00pm - 7:00pm

ROOM 123



**GREAT BASIN COLLEGE**

ELKO. PAHRUMP. WINNEMUCCA



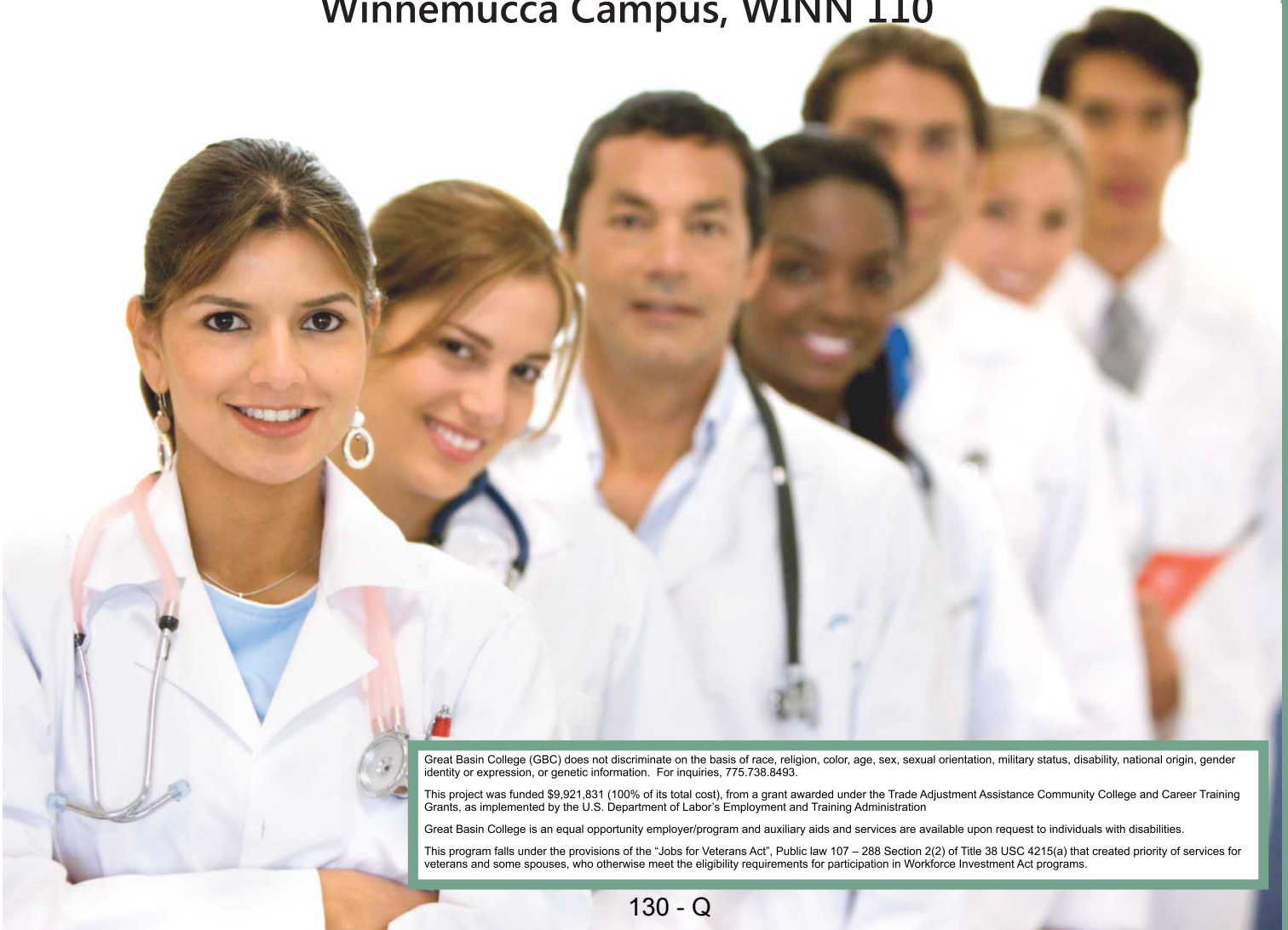
# NURSING

If you have questions regarding this meeting, please call the GBC Winnemucca office at 775.623.4824 or the Elko nursing office at 775.753.2301.

***GBC Nursing is expanding to Winnemucca!***

**Open Advising Meeting with  
Dr. Amber Donnelly**  
Dean of Health Science & Human Services

**Thursday, December 4  
4-5 p.m.  
Winnemucca Campus, WINN 110**



Great Basin College (GBC) does not discriminate on the basis of race, religion, color, age, sex, sexual orientation, military status, disability, national origin, gender identity or expression, or genetic information. For inquiries, 775.738.8493.

This project was funded \$9,921,831 (100% of its total cost), from a grant awarded under the Trade Adjustment Assistance Community College and Career Training Grants, as implemented by the U.S. Department of Labor's Employment and Training Administration

Great Basin College is an equal opportunity employer/program and auxiliary aids and services are available upon request to individuals with disabilities.

This program falls under the provisions of the "Jobs for Veterans Act", Public law 107 - 288 Section 2(2) of Title 38 USC 4215(a) that created priority of services for veterans and some spouses, who otherwise meet the eligibility requirements for participation in Workforce Investment Act programs.

Nevada State Board of  
**NURSING**

March 26, 2015

THE GREAT BASIN COLLEGE  
DR AMBER DONNELLI  
1500 COLLEGE PARKWAY  
ELKO, NV 89801

Dear Dr Donnelly:

The Nevada State Board of Nursing appreciated your attendance at the March meeting to discuss your agenda item concerning the addition of a Pahrump Campus and a Winnemucca Campus for a rural nursing program. The NSBN approved the two sites and complimented the wonderful resources that are being provided by the two million dollar grant to rural Nevada communities. The Board expressed its appreciation for the work being done to ensure a quality nursing program for the rural campuses.

Sincerely,

NEVAD STATE BOARD OF NURSING



Roseann Colosimo PhD RN

# **CLINICAL AFFILIATION AGREEMENTS** **FOR WINNEMUCCA AND PAHRUMP LOCATIONS**

## **In Place:**

Nevada Department of Health Services (Public Health)	Elko, Winnemucca, and Pahrump
Nye County School District	Pahrump
Pleasant Senior Center	Winnemucca
Open Arms Counseling	Pahrump
Desert View Regional Medical Center	Pahrump
VA Health Care System	Elko, Winnemucca, and Pahrump
Winnemucca Ministerial Association	Winnemucca
Community in Schools	Elko, Winnemucca and Pahrump
Nye Communities Coalition	Pahrump

## **In Progress:**

Frontier Coalition	Winnemucca
Winnemucca Family Resource Center	Winnemucca
Davita Dialysis	Winnemucca and Pahrump
Humboldt County School District	Winnemucca
Southern Nevada Counseling Center	Pahrump
ProCare Hospice	Pahrump
Health Care Partners	Pahrump
Redrock Pediatrics	Pahrump
Senior Citizens Center	Winnemucca and Pahrump
St. Rose Dominica Hospital (Dignity Health)	Pahrump

**EMPLOYMENT SECURITY  
DIVISION**

Office of the Administrator



**BRIAN SANDOVAL**  
Governor

**DENNIS PEREA**  
Interim Director

**RENEE L. OLSON**  
Administrator

June 27, 2014

Steve Rietzke  
Grant Officer  
U.S. Department of Labor  
Employment and Training Administration  
200 Constitution Ave., NW – Rm. N4716  
Washington, DC 20210

Dear Mr. Rietzke:

While the nation as a whole is showing signs of economic recovery, Nevada continues to lag behind with the second highest unemployment rates. The State of Nevada Department of Employment, Training and Rehabilitation, on behalf of Nevada JobConnect Career Center offices, is writing in support of the Nevada Consortium's application to the U.S. Department of Labor in partnership with the U.S. Department of Education to innovate and develop training programs at four (4) community colleges across the State of Nevada in order to address the needs of our community's unemployed and underemployed workers and local employers through the Trade Adjustment Assistance Community College and Careers Training (TAACCCT) grant programs.

The members of the Nevada Consortium, Western Nevada College, Great Basin College, Truckee Meadows Community College, and College of Southern Nevada are known by students and employers as high quality education institutions that arm students with the skills they need while addressing local employer needs. We, particularly, support the consortium's focus on serving veterans and building upon their military experience as they transition into the civilian workforce. These institutions have successfully and consistently built and maintained strong partnerships with their local employers to provide quality workers in high demand industries.

The consortium's efforts are critical to the continued growth and economic stability of statewide employers as the consortium concentrates on increasing the number of workers who attain certificates, degrees and other industry-recognized credentials that are relevant and valuable to our regional employers. The consortium proposes innovative strategies to meet the unique needs of their students and move them efficiently through their education experience to employment, including offering credit for academic, occupational and military training, integrating industry-driven competencies and enabling participants to earn portable, stackable industry-recognized credentials, certificates or degrees to support employment in the state, and connecting with local employers.

Nevada JobConnect is committed to working with the Nevada Consortium by:

- Identifying and communicating the necessary skills and competencies for students, particularly veterans, to transition successfully into employment.
- Helping to define program strategies and goals by serving on curriculum advising committees.
- Providing resources to support education/training, engaging with faculty and students and networking with regional businesses and industries.

- Providing placement opportunities for program completers utilizing the resources and staff from our ten (10) Nevada JobConnect Career Center offices.
- Participating in the assessment and evaluation activities for the proposal, as needed.

The TAACCCT grant program presents a tremendous opportunity for our state, and Nevada JobConnect commits to assisting in the implementation of the outlined program activities.

We support this proposal as the educational and training programs are aligned with not only our organization's needs, but the needs of statewide employers. This grant application is an opportunity to address our state's workforce needs through creative solutions, as well as continuing the innovations successfully initiated in previous TAACCCT grant programs.

Sincerely,

A handwritten signature in dark ink, appearing to read "Renee L. Olson", with a stylized flourish at the end.

Renee L. Olson  
Administrator

RLO:



June 23, 2014

Mr. Steve Rietzke  
Grant Officer  
US Department of Labor  
Employment and Training Administration  
200 Constitution Avenue, NW, Room N4716  
Washington, DC 20210

Dear Mr. Rietzke:

While the nation as a whole is showing signs of economic recovery, Nevada continues to lag behind with the second highest unemployment rates. Desert View Hospital is writing in support of the Nevada Consortium's application to the U.S. Department of Labor in partnership with the U.S. Department of Education to innovate and develop training programs at four community colleges across the State of Nevada, in order to address the needs of our community's unemployed and underemployed workers and local employers through the Trade Adjustment Assistance Community College and Careers Training (TAACCCT) grant program.

The members of the Nevada Consortium, Western Nevada College, Great Basin College, Truckee Meadows Community College and College of Southern Nevada, are known by students and employers as high quality education institutions that arm students with the skills they need while addressing local employer needs. We particularly support the consortium's focus on serving veterans and building upon their military experience as they transition into the civilian workforce. These institutions have successfully and consistently built and maintained strong partnerships with their local employers to provide quality workers in high demand industries.

The consortium's efforts are critical to the continued growth and economic stability of statewide employers as the consortium concentrates on increasing the number of workers who attain certificates, degrees, and other industry-recognized credentials that are relevant and valuable to our regional employers. The consortium proposes innovative strategies to meet the unique needs of their students and move them efficiently through their education experience to employment, including: offering credit for both academic, occupational and military training, integrating industry-driven competencies and enabling participants to earn portable, stackable industry-recognized credentials, certificates or degrees supports employment in the state, and connecting with local employers.

Desert View Hospital is committed to working with the Nevada Consortium by:

- Identifying and communicating the necessary skills and competencies for students, particularly veterans, to transition successfully into employment;
- Helping to define program strategies and goals by serving on curriculum advising committees;
- Providing resources to support education/training including matching internships, engaging with faculty and students, and networking with regional businesses and industries;
- Providing placement opportunities for program completers as appropriate to our organization's needs; and
- Participating in the assessment and evaluation activities for the proposal, as needed.

The TAACCCT grant program presents a tremendous opportunity for our state and Desert View Hospital commits to assisting in the implementation of the outlined program activities. We support this proposal as the educational and training programs are aligned with not only our organization's needs, but the needs of statewide employers. This grant application is an opportunity to address our state's workforce needs through creative solutions as well as continuing the innovations successfully initiated in previous TAACCCT grant programs.

Sincerely,



Markeeta Araujo, RN, BSN  
Director of Nursing  
Desert View Hospital



25 June 2014

Mr. Steve Rietzke  
Grant Officer  
US Department of Labor  
Employment and Training Administration  
200 Constitution Avenue, NW, Room N4716  
Washington, DC 20210

Reference: SGA/DFA PY 13-10

Dear Mr. Rietzke:

We are writing in support of the Nevada Consortium's application to the U.S. Department of Labor in partnership with the U.S. Department of Education to innovate and develop training programs at community colleges across the State of Nevada.

Golden Valley Medical Center is a AAAHC accredited Patient Centered Medical Home that takes care of the employees and dependents of Barrick Gold and Newmont Mining Corporation. As such, we are strong supporters of the mining industry in Northern Nevada as well as the local economy of Winnemucca. Our mission is to provide excellent medical care for our patients in the rural setting.

Over the past year, we have hired close to ten nursing positions for our clinic. We continue to have a difficult time finding qualified applicants due to our rural location.

We are in strong support of a local nursing program through the Nevada Consortium and willing to help it along in any way possible. We have first hand knowledge of the excellent nurses that are produced from Great Basin College in Elko, and excited to have a local educational and training program. Not only are we supportive of bringing the program to Winnemucca, but also looking forward to being associated with it in the future and hopefully hiring some of their graduates.

Golden Valley Medical Center supports rural Nevada and providing the exemplary medical care to the community. Having a program that produces well qualified Registered Nurses is just one more piece in providing that care.

If you have any questions for us, please do not hesitate to call.

Sincerely,

John A. Kincheloe, MD  
Medical Director, Golden Valley Medical Center

Kelley Bell  
Health Center Manager, Golden Valley Medical Center

June 26, 2014

Mr. Steve Rietzke, Grant Officer  
US Department of Labor  
Employment and Training Administration  
200 Constitution Avenue, NW, Room N4716  
Washington, DC 20210

RE: SGA/DFA PY 13-10

Dear Mr. Rietzke,

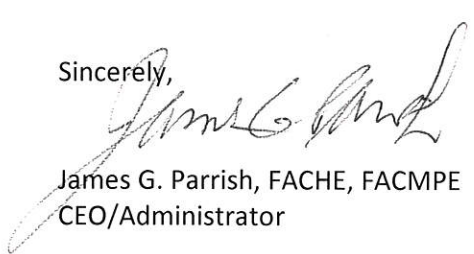
Please accept this letter as my support for the above grant that would help support nurses training here in Winnemucca, Nevada. I am the CEO of Humboldt General Hospital and we are in constant need of both Certified Nurses Aids and RN's. Part of the problem is that our local people have to travel out of town to attend many of their classes.

We are more than willing to be a clinical site for this training program in partnership with Great Basin College. Further, I and my staff are willing to serve on program committees and offer further service as necessary.

As one of the top twenty Critical Access Hospitals in the country, we can provide an excellent learning environment for nurse training and education.

If you have any questions or concerns, please feel free to contact me.

Sincerely,



James G. Parrish, FACHE, FACMPE  
CEO/Administrator



Job Opportunities In Nevada

705 E 4<sup>th</sup> Street  
Winnemucca, Nevada 89445  
PHONE: (775) 623-6218

June 27, 2014

Mr. Steve Rietzke  
Grant Officer  
US. Dept. of Labor  
Employment and Training Administration  
200 Constitution Avenue, NW, Room N4716  
Washington, DC 20210

Dear Mr. Rietzke,

As Nevada continues its slow climb out of the economic downturn, we at JOIN are excited to work with the Nevada Consortium as they provide education and training for dislocated workers, Veterans and students that will benefit from the Trade Adjustments Assistance Community College and Careers Training 4 grant program. This program addresses the economic needs of the state of Nevada, and will advance the Nevada economy through building a competitive workforce and strong employer base. It is also directly aligned with the Governor's Economic Plan and the Statewide Industry Sector Councils recognition that the Health Care/Medical field is one of great importance to the state of Nevada rebuilding its economy.

As a WIA participant, JOIN will help advance the Consortium's efforts in improving regional workforce programs that will build long term stability in the regional and state economy. We are committed to working with Consortium members through all aspects of the program, and will participate in:

- Identifying and communicating the necessary skills and competencies that will aid students transition into the workforce;
- Serving on curriculum advising committees to help define program strategies and goals ;
- Providing resources to support education and training such as helping with tuition and supports services to enable students to take full advantage of the training; engaging with faculty and students and networking with regional business and industries;
- Participating in program assessment and evaluation activities.

JOIN highly recommends and supports the Nevada Consortium's proposal for funding, as it is aligned with local and regional employer needs and brings creative and viable solutions to our communities. The members of the Nevada Consortium, Western Nevada College, Great Basin College, Truckee Meadows Community College, and the College of Southern Nevada as partner institutions, are known throughout the state as innovation training institutions that are dedicated to the success of their students and the communities they serve. They have long standing relationships with local employers, and as such, their students are highly recommended when qualified workers are needed.

We are excited to work with the Nevada Consortium and the opportunity that continuing the TAACCCT program presents for our region and state.

Sincerely,

A handwritten signature in blue ink that reads "Joyce Moore".

Joyce Moore  
Branch Manager



## Pahrump Health and Rehabilitation Center

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4501 NE Blagg Road, Pahrump, NV 89060 • Ph. (775) 751-6600 • Fax (775) 751-6644

June 25, 2014

Mr. Steve Rietzke  
Grant Officer  
US Department of Labor  
Employment and Training Administration  
200 Constitution Ave, NW, Room N4716  
Washington, DC 20210

Dear Mr. Rietzke,

Pahrump Health and Rehabilitation is excited to work with the Nevada Consortium in addressing the needs of both local employers and our state's unemployed and underemployed workers and local employers through the Trade Adjustment Assistance Community College and Careers Training (TAACCCT) grant program. We support their proposal to the U.S. Department of Labor in partnership with the U.S. Department of Education and will work with them to innovate and develop training programs across the State of Nevada.

The Consortium members, Western Community College, Great Basin College, Truckee Meadows Community College and College of Southern Nevada, are well known for their efforts to meet the needs of local industries and employers by providing a pipeline of well-qualified workers that are armed with the skills and certifications that they need to be successful in the marketplace. We are especially supportive of the focus on Veterans in this proposal, as Consortium members work to translate military experience into the civilian workforce.

While the Nevada workforce is still struggling with unemployment rates higher than the national average, the consortium's efforts are critical to the continued growth and economic stability of statewide employers. The TAACCCT program will provide the resources to increase the number of workers who attain certificates, degrees, and other industry-recognized credentials with relevance to our regional workforce requirements. The consortium's proposed innovative strategies build upon previous Nevada and national TAACCCT achievements and will meet the unique needs local employers as their students have innovative options of educational attainment and advancement that include: offering credit for both academic, occupational and military training, integrating industry-driven competencies and enabling participants to earn portable, stackable industry-recognized credentials, certificates or degrees supports employment in the state.

Pahrump Health and Rehabilitation is committed to working with the Nevada Consortium by:

- Identifying and communicating the necessary skills and competencies for students, particularly veterans, to transition successfully into employment;

*Our Commitment to Caring*

- Helping to define program strategies and goals by serving on curriculum advising committees;
- Providing resources to support education/training including matching internships, engaging with faculty and students, and networking with regional businesses and industries;
- Providing placement opportunities for program completers as appropriate to our organization's needs; and
- Participating in the assessment and evaluation activities for the proposal, as needed.

The TAACCCT grant program presents state and Pahrump Health and Rehabilitation commits to assisting in the implementation of the outlined program activities.

Pahrump Health and Rehabilitation supports this proposal as a tremendous opportunity for our state's workers and employers. We commit to assisting in the proposed program activities. As Pahrump Health and Rehabilitation partners with Consortium members, we are providing creative solutions that will bring economic strength to Nevada.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jennifer M Fuller', with a long, sweeping horizontal line extending to the right.

Jennifer M Fuller RN, CNHA  
Executive Director

# Nevada State Board of **NURSING**

## **MINUTES DEANS AND DIRECTORS MEETING October 30, 2014**

### **CALL TO ORDER**

The Deans and Directors meeting was called to order by Roseann Colosimo, PhD, MSN, RN, Education Consultant, at 9:00 a.m. videoconference at Nevada State Board of Nursing, 4220 S. Maryland Pkwy, Suite 300, Las Vegas, NV 89119 and 5011 Meadowood Mall Way Suite 300, Reno, NV 89502.

### **MEMBERS PRESENT**

Roseann Colosimo, PhD, MSN, RN, Board Education Consultant	
Tish Smyer, DNSc, RN	Deborah Ain, MSN, RN
Judith Cordia, PhD, MSN, RN	Patsy Ruchala, DNSc, RN
Diane Elmore, PhD, RN	Amber Donnelly, PhD, RN, CNE
Mable Smith, PhD, RN	Sarah Warmbrodt, MSN, M.Ed, RN
Sherrilyn Coffman, PhD, RN	Katherine Cylke, DNP, RN
Neal Rosenburg, PhD, RN, COI	Judith Hightower, PhD, M.Ed, RN

### **MEMBERS ABSENT**

Lilly Gonzales, MSN, MA, RN	Jody Covert, MSN, RN
Donna MacDonald, MSN, RN	

### **OTHER PRESENT**

Debra Scott, RN, MSN, FRE, Executive Director  
Jeannette Calderon, Management Assistant

**CALL TO ORDER:** The meeting was called to order at 9:00 a.m. by R. Colosimo. The meeting began with introductions while R. Colosimo reminded attendees that the purpose of this meeting is to promote communication between the Nevada State Board of Nursing (NSBN) and nurse educators. Additionally, this meeting acts as a networking opportunity for attendees.

### **PUBLIC COMMENT:**

- R. Colosimo introduced Chamberlain Campus Dean Judy Hightower.
- R. Colosimo informed deans and directors that Cherrie Evans has left Kaplan College and Lilly Gonzales will be interim Director of Nursing. Also, Katherine Cylke is new Director of Nursing at Nevada Career Institute.
- Nevada will be hosting an NCLEX Regional Workshop on February 27, 2015 at UNLV. There must be a minimum of 50 faculty registered by January 16, 2015. Registration will be \$25.00 and CEUs will be given. In the past this workshop has improve NCLEX pass rates by helping new faculty understand the NCLEX, test constructions and integrate test plan in to curriculum.
- T. Smyer shared that the continuing education department at UNLV has received funding for a program that will allow 66 graduate nurses to develop their knowledge, skills, attitudes, and competencies to increase employability and retention in the nursing profession.

**APPROVAL OF MINUTES:** The minutes of the April 4, 2014 meeting were reviewed and approved as written.

**OLD BUSINESS:**

1. Proposed revision to education regulations: R. Colosimo provided a copy of the revised education regulations that will be sent to the Legislative Counsel Bureau (LCB). Deans and directors reviewed the wording to ensure that the changes were made appropriately. There was discussion regarding innovative education approaches and how it can be interrupted differently by everyone.
2. Update on progress of Medic to LPN program: D. Ain stated the curriculum has been approved by the Allied Health department at CSN, next it will be going to the college curriculum committee for approval on November 21<sup>st</sup>. The first 7 students attended the program orientation and will be starting in January of 2015. Students will be doing clinical at Nevada State Veterans Home for first course and will do clinical for second and third course at St. Rose Hospital.

**NEW BUSINESS:**

1. Trade Adjustment Act Community College Career Training Grant: A. Donnelly informed deans and directors that Great Basin College (GBC) received a Trade Adjustment Act Community College Career Training grant for 2 million dollars. GBC will use this grant to expand its nursing program's rural campuses. Expansion will begin with satellite campus in Winnemucca and Pahrump. Theory will all be done by Live Interactive Video. Program will start with no more than 10 students a year. A. Donnelly continued to explain that Elko program is growing but only able to accommodate 20 students and is still taking rural students.
2. Behavior and moral character in academia: D. Elmore provided handout from the Journal of Nursing Law, Volume 15, Number 2, 2012 titled Professional Nursing Competence and Good Moral Character: A Policy Exemplar. She explained that she was having a difficult time with a student and was doing research and found this document to be extremely helpful. Other deans and directors agreed that literature was very well written and may be helpful for them in the future. Deans and directors shared experiences with difficult students.
3. Proposed policy for NCLEX: R. Colosimo explained that Florida passed regulation that required NCLEX first time test takers to test within 6 months of graduation. If Nevada was to enforce the same 6 month requirement it may hustle students to test sooner as stragglers impact first time pass rates.
4. Clinical placement website and fees: J. Calderon explained that there have been questions regarding the annual maintenance fee for ServEdlink the nurse student clinical placement website. Deans and directors agreed to continue billing per students for a calendar year and number of students should be submitted with annual reports.
5. High stakes testing for courses/program: R. Colosimo explained that a high stakes test is not allowed as a free standing test that is taken outside of a course once student has completed all course work. Roseman and UNR use ATI and integrated into all courses. CSN and GBC use ATI exam on last course. Touro and Carrington use HESI and offer remediation periods. WNC use ATI but only as a predictor. Judy stated that Chamberlain at some states allows the use of a high stakes exit exam and other do not. At the Arizona campus they have a 1000 Club which gives students prizes for those that score high on their exams; club has improved all testing scores. It was helpful to share how other programs are utilizing their testing products.
6. Simulation standards for schools requesting 50%: A draft policy was provided to allow fully approved nursing programs to request Board approval for more than 25% simulation. The policy proposes that nursing programs must have programmatic accreditation and maintain an annual 80% NCLEX first time pass rate. The program must also integrate the Standards of Best Practice for Simulation or another NSBN recognized authority into the program and have a proficient facilitator that will manage the complexity of all aspects of simulation. In addition, the budget must include faculty training, time for simulation, supplies and equipment.

7. Innovative nursing education: If any nursing program would like to integrate an innovative idea into their curriculum or program they must bring to the Education Advisory Committee then the Board for approval.
8. Reporting patient safety projects: New requirement to include in annual report a report about patient safety projects of students. Also, to be included in magazine.
9. Report on LPN task force reviewing regulations: There was a meeting with LPN program directors regarding the ability to allow LPNs to preceptor and during the meeting it was discovered that LPN regulation and practice decisions were out of date. A taskforce has been developed to review regulations and practice decisions to make recommendations on revisions and updates to the Practice Committee.
10. Open discussion:
  - T. Smyer shared information regarding their dedicated education unit. Stating that all medical surgical students in all levels will be taking clinical in a dedicated education unit either at Summerlin or Spring Valley Hospital. N. Rosenberg stated that they have been approached by 2 hospitals requesting dedicated education units but at this point they declined because of the expansion for their program and do not want to impact others in the community.
11. Next meeting and agenda items: Waivers on faculty. Electronic test analysis versus Scantron.

**PUBLIC COMMENT:**

- S. Coffman announced that Sigma Theta Tau will be holding its Biannual Convention November 7-11, 2015, in Las Vegas, Nevada. Call for abstracts for posters and presentations are due by January 28, 2015.
- R. Colosimo shared information on articles that will be featured in the December 2014 issue of the magazine.
- The next Deans and Directors meeting will be on April 10, 2015.

**ADJOURNMENT:** The meeting was adjourned at 1:30 p.m.



## NURSING FACULTY

Nursing Faculty with credentials and emphasis:

DEAN:

Amber Donnelly, PhD, RN, CNE

Nursing Education

CURRICULUM COORDINATOR:

Heidi Johnston, MSN, RN, CNE

Healthcare Education  
(DNP: Population Healthcare  
and Leadership)

DEPARTMENT CHAIR:

Tami Mette, MSN, RN

Healthcare Education

ELKO FACULTY:

Sharon Sutherland, MSN, RN

Nursing Education

Peggy Drussel, MSN, RN

Nursing Education

Staci Warnert, MSN, RN

Nursing Education

WINNEMUCCA FACULTY:

Delene Volkert, MSN, RN, CNE

Community Health, Home Health & Hospice

Stacy Rust, MSN, RN

Nursing Administration

PAHRUMP FACULTY:

Barbara Conton, MSN, RN

Nursing Education

# Nevada State Board of NURSING

August 19, 2014

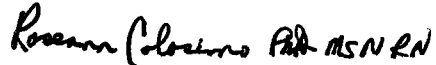
THE GREAT BASIN COLLEGE  
DR AMBER DONNELLI  
1500 COLLEGE PARKWAY  
ELKO, NV 89801

Dear Dr. Donnelly:

Pursuant to NAC 632.670, and the Nevada State Board of Nursing policy, Request for Waiver of Faculty Education Requirements, the requirement that each member of faculty of a program of nursing hold a minimum of a master's degree with a major in nursing is waived for the following: Sarah Lino. The waiver is valid for one calendar year; therefore, will expire on August 19, 2015.

Please feel free to contact our office at 1-888-590-6726 if you have any questions or concerns.

Sincerely,  
NEVADA STATE BOARD OF NURSING



Roseann Colosimo, PhD, MSN, RN  
Education Consultant

RC/jc

# Nevada State Board of NURSING

August 19, 2014

THE GREAT BASIN COLLEGE  
DR AMBER DONNELLI  
1500 COLLEGE PARKWAY  
ELKO, NV 89801

Dear Dr. Donnelli:

Pursuant to NAC 632.670, and the Nevada State Board of Nursing policy, Request for Waiver of Faculty Education Requirements, the requirement that each member of faculty of a program of nursing hold a minimum of a master's degree with a major in nursing is waived for the following: Jennifer Mahlberg-Grant. The waiver has been renewed and it is valid for an additional calendar year; therefore, will expire on September 13, 2015.

Please feel free to contact our office at 1-888-590-6726 if you have any questions or concerns.

Sincerely,  
NEVADA STATE BOARD OF NURSING



Roseann Colosimo, PhD, MSN, RN  
Education Consultant

RC/jc

GREAT BASIN COLLEGE  
AAS Faculty/Student Ratios in  
Classroom, Clinical and Skills Lab Settings

Fall 2015 – Spring 2017  
(Anticipated)

Course	Anticipated Enrollment	Number of Faculty (FT/PT)	Faculty/Student Ratio
NURS 135	30	Five FT Faculty Two PT Faculty	Theory – 1:30 Clinical – 1:8 Skills Lab – 1:5
NURS 154	30	One FT Faculty	Theory – 1:30
NURS 155	30	One FT Faculty	Theory – 1:30
NURS 158	30	Four FT Faculty One PT Faculty	Theory – 1:30 Clinical – 1:8 Skills Lab – 1:6
NURS 159	30	Three FT Faculty One PT Faculty	Theory – 1:30 Clinical – 1:8
NURS 252	30	Three FT Faculty One PT Faculty	Theory – 1:30 Clinical – 1:8 Skills Lab – 1:6
NURS 253	30	Five FT Faculty	Theory – 1:30 Clinical – 1:8
NURS 257	30	Five FT Faculty One PT Faculty	Theory – 1:30 Clinical – 1:8 Skills Lab – 1:6
NURS 258	30	Four FT Faculty One PT Faculty	Theory – 1:30 Clinical – 1:8 Skills Lab – 1:6
NURS 273	30	One FT Faculty	Theory – 1:30
NURS 280	30	Three FT Faculty	Theory – 1:30 Clinical – 1:10

Faculty Member	Continuing Education Event	Date
Peggy Drussel	<ul style="list-style-type: none"> <li>• FERPA Training</li> <li>• Behavioral Concerns In and Outside the Classroom</li> <li>• What's New, Cool, Improved, and New and Annoying in WebCampus</li> <li>• Use in Dementia Patients, Percussion Therapy and Postural Drainage, and PICC Lines</li> <li>• Community Forum on Suicide Prevention</li> <li>• PEARS Certification</li> <li>• PALS Instructor Training and certification</li> <li>• Ready to Move Beyond Power Points: Prezi Presentations</li> <li>• Campus Security Authorities &amp; Joan Cleary Act</li> <li>• Library Resources</li> <li>• Using Open Education Resources</li> <li>• Sexual Harassment</li> <li>• Interactive Video Faculty Training</li> <li>• Best practices for teaching distance education and Big Blue Button Training</li> </ul>	<p>Fall 2014</p> <p>Spring 2015</p>
Staci Warnert	<ul style="list-style-type: none"> <li>• Humanities Grant Presentation</li> <li>• Lecture Capture Training/ In-service</li> <li>• Safety Behaviors/ Behavior intervention team</li> <li>• In-service, suicide awareness/ prevention</li> <li>• Webcampus and Google Calendar/ Google Docs</li> <li>• Wow Your Students Webinar</li> <li>• Thinking Like a Nurse: Engaging in Clinical Reasoning</li> <li>• Simulation-enhanced Interprofessional Education</li> <li>• Campus Security &amp; Joan Clery Act</li> <li>• Webcampus/ Canvas tips and updates and Active learning strategies for formative learning in both the classroom and online.</li> <li>• Using Open Education Resources</li> <li>• Beyond PowerPoint: Prezi Presentations</li> <li>• Interactive Audio Visual Training</li> <li>• Best practices for teaching distance education and Big Blue Button Training</li> </ul>	<p>Fall 2014</p> <p>Spring 2015</p>
Heidi Johnston	<ul style="list-style-type: none"> <li>• IAV/ Lecture Capture Training/ In-service</li> <li>• Safety Behaviors/ Behavior intervention team</li> <li>• In-service, suicide awareness/ prevention</li> <li>• Webcampus and Google Calendar/ Google Docs In-service</li> <li>• Wow Your Students</li> </ul>	Fall 2014

	<ul style="list-style-type: none"> <li>• PALS Instructor Training and certification</li> <li>• Elsevier 2015 Faculty Development Conference</li> <li>• Campus Security In-service -&amp; Joan Clery Act</li> <li>• Webcampus/ Canvas tips and updates and Active learning strategies for formative learning in both the classroom and online.</li> <li>• GBC Virtual Humanities Roundtable</li> <li>• Beyond PP: Prezi</li> <li>• Interactive Audio Visual Training</li> <li>• NCLEX Review</li> <li>• Best practices for teaching distance education and Big Blue Button Training</li> </ul>	Spring 2015
Tami Mette	<ul style="list-style-type: none"> <li>• What's New, Cool, Improved, and New and Annoying in WebCampus</li> <li>• Engaging Presentations</li> <li>• WebCampus Changes / Module Building Training</li> <li>• Campus Security Authorities</li> <li>• Beyond PowerPoint: Prezi Presentations</li> <li>• Title 9 Regs/Updates &amp; Sexual Harassment Awareness</li> <li>• IAV Faculty Training</li> <li>• ATI Annual Summit</li> <li>• Video Policy Considerations: Education, Assessment and Research in Simulation</li> <li>• Best practices for teaching distance education and Big Blue Button Training</li> </ul>	Fall 2014  Spring 2015
Sharon Sutherland	<ul style="list-style-type: none"> <li>• Lecture Capture and IAV tips</li> <li>• Safety Behavioral Assist Training-suicide prevention</li> <li>• Web Campus changes- Google docs and calendar</li> <li>• Zaption</li> <li>• Wow Your Student's- Teaching Secrets</li> <li>• Thinking Like a Nurse: Engaging in Clinical Reasoning</li> <li>• 7 Reasons for Flipping the classroom</li> <li>• Video Simulation-CAE</li> <li>• Campus Security Authority</li> <li>• Web Campus Changes</li> <li>• Using Open Educational Resources</li> <li>• Prezi Presentation</li> <li>• Program Assessment</li> <li>• IAV Training</li> </ul>	Fall 2014  Spring 2015

	<ul style="list-style-type: none"> <li>• Library Resources</li> <li>• Best practices for teaching distance education and Big Blue Button Training</li> </ul>	
Delene Volkert	<ul style="list-style-type: none"> <li>• Evaluation Process in-service</li> <li>• WebCampus Training in-service</li> <li>• Engaging Presentations in-service</li> <li>• NLN Education Summit</li> <li>• Plagiarism in the Classroom Webinar</li> <li>• Using Open Education Resources GBC in-service</li> <li>• PowerPoint: Prezi</li> <li>• Interactive Audio Visual Faculty Training</li> <li>• Royal College of Surgeons of Ireland Annual International Nursing &amp; Midwifery Research and Education conference - Podium Presenter at this Conference</li> <li>• Western Institute of Nursing: Nursing Research, Practice, &amp; Education Conference - Poster Presenter at this conference</li> <li>• Best practices for teaching distance education and Big Blue Button Training</li> </ul>	<p>Fall 2014</p> <p>Spring 2015</p>
Sarah Lino	<ul style="list-style-type: none"> <li>• Adjunct Faculty Workshop</li> <li>• ACLS &amp; PALS</li> <li>• Teaching the millennial learner</li> <li>• Web Campus Training</li> <li>• Quality Matters</li> <li>• Beyond PP: Prezi</li> <li>• IAV in-service</li> <li>• Best practices for teaching distance education and Big Blue Button Training</li> </ul>	<p>Fall 2014</p> <p>Spring 2015</p>
Stacy Rust	<ul style="list-style-type: none"> <li>• Best practices for teaching distance education and Big Blue Button Training</li> </ul>	Spring 2015

**Great Basin College Department of Health Sciences and Human Services**

**Nursing Adjunct Faculty Development Plan for Stacy Rust (Winnemucca)**

**Primary Mentor/Preceptor(s): Heidi Johnston, Sharon Sutherland, Delene Volkert**

**Semester(s):**

Learning/Development Outcome	Learning/Development Activity	Mentor(s)/Preceptor(s)	Timing	Evaluation
Adheres to college, department and program academic and personnel policies and procedures.	<ul style="list-style-type: none"> <li>Completion of online GBC Adjunct Orientation</li> <li>Introduction to nursing program faculty/staff, review of HR and departmental procedures, Student Handbook, GBC faculty resources</li> <li>Orientation and assistance in using GBC e-mail and WebCampus to monitor student work and communicate with faculty and students.</li> </ul>	Human Resources  Delene Volkert	Within first month of hire	Self-evaluation
	<ul style="list-style-type: none"> <li>Orientation to Practice Lab</li> <li>Review of assigned course syllabus, clinical assignments, evaluation tools</li> </ul>	Lead Instructor of course	First 2 weeks of each semester	Mentoring committee
	<ul style="list-style-type: none"> <li>Mentoring committee</li> </ul>	Heidi Johnston Doug Hogan Teresa Howell	By second month of hire	
Recognizes student clinical behaviors that represent expected outcome related competencies.	<ul style="list-style-type: none"> <li>Selected reading (Caputi, 2010) on evidence-based clinical teaching, clinical outcomes and competencies.</li> <li>Review of standards, guidelines, evidence, and best practices related to course outcomes</li> </ul>		First 4 weeks hire	Self-evaluation
	<ul style="list-style-type: none"> <li>Meeting with one or more course faculty to discuss range of behaviors that may be associated with each course outcome.</li> </ul>	Lead instructor of course	Each semester	Verbal and written feedback from mentors

	<ul style="list-style-type: none"> <li>• Observation on site and discussion of clinical supervision and teaching by experienced faculty member</li> </ul>	Delene Volkert Peggy Drussel	Spring semester	
Describes a “normal” range of student responses to clinical expectations and learning requirements in relation to student level in the nursing curriculum.	<ul style="list-style-type: none"> <li>• Discussion of common student stress producers and reactions, coping strategies, and resources in each semester of the ADN program with mentor</li> <li>• Readings on student/faculty civility, and working with problem students followed by discussion</li> </ul>	Heidi Johnston	By end of spring semester	Self-evaluation
Discusses teaching role through behavior and effective communication.	<ul style="list-style-type: none"> <li>• Readings and discussion with course faculty regarding setting boundaries with students and facility staff; discussion about responsibilities of faculty as role models and representatives of the college and NSHE</li> </ul>	Heidi Johnston	Ongoing	Self-evaluation Verbal and written feedback from primary mentor
Uses at least three different clinical teaching strategies to assist students in achieving course outcomes.	<ul style="list-style-type: none"> <li>• Selected reading (Caputi, 2010)</li> <li>• On site observation of other faculty teaching clinical</li> </ul>	Delene Volkert Peggy Drussel Sharon Sutherland Heidi Johnston	Spring semester	Discussion with faculty
Successfully promotes individual contributions and group interaction in clinical conferences.	<ul style="list-style-type: none"> <li>• Observation of other faculty leading clinical conference</li> <li>• Observation (with feedback) by primary mentor as lead post-clinical facilitator</li> </ul>	Delene Volkert Peggy Drussel	By end of spring semester	Self-evaluation Verbal and written feedback from primary mentor Student evaluation
Uses course clinical evaluation tool effectively to monitor and document student achievement of outcomes.	<ul style="list-style-type: none"> <li>• Selected reading (Caputi, 2010)</li> <li>• Maintenance of anecdotal notes on student performance for each day of clinical supervision</li> <li>• Review of anecdotal notes by primary mentor</li> <li>• Joint completion of midterm and/or final evaluation form with primary mentor or other course faculty</li> </ul>	Delene Volkert Peggy Drussel	Fall and Spring semesters	Self-evaluation Verbal and written feedback from primary mentor

Identifies learning needs and resources to achieve short and long-term faculty development goals.	<ul style="list-style-type: none"> <li>• Written summary to primary mentor</li> <li>• Identifies any nursing education workshop that would be of benefit to faculty development</li> </ul>		End of spring semester	Self-evaluation
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**Great Basin College Department of Health Sciences and Human Services**

**Nursing Adjunct Faculty Development Plan for Barbara Conton (Pahrump)**

**Primary Mentor/Preceptor(s): Heidi Johnston, Sharon Sutherland**

**Semester(s):**

Learning/Development Outcome	Learning/Development Activity	Mentor(s)/ Preceptor(s)	Timing	Evaluation
Adheres to college, department and program academic and personnel policies and procedures.	<ul style="list-style-type: none"> <li>Completion of online GBC Adjunct Orientation</li> <li>Introduction to nursing program faculty/staff, review of HR and departmental procedures, Student Handbook, GBC faculty resources</li> <li>Orientation and assistance in using GBC e-mail and WebCampus to monitor student work and communicate with faculty and students.</li> </ul>	Human Resources Heidi Johnston	Within first month of hire	Self-evaluation
	<ul style="list-style-type: none"> <li>Orientation to Practice Lab</li> <li>Review of assigned course syllabus, clinical assignments, evaluation tools</li> <li>Mentoring committee</li> </ul>	Sharon Sutherland  Lead Instructor of course  Heidi Johnston TBD	First 2 weeks of each semester  By second month of hire	Mentoring committee
Recognizes student clinical behaviors that represent expected outcome related competencies.	<ul style="list-style-type: none"> <li>Selected reading (Caputi, 2010) on evidence-based clinical teaching, clinical outcomes and competencies.</li> <li>Review of standards, guidelines, evidence, and best practices related to course outcomes</li> <li>Meeting with one or more course faculty to</li> </ul>	Lead instructor of course	First 4 weeks hire  Each semester	Self-evaluation  Verbal and written feedback from mentors

	<p>discuss range of behaviors that may be associated with each course outcome.</p> <ul style="list-style-type: none"> <li>• Observation on site and discussion of clinical supervision and teaching by experienced faculty member</li> </ul>	Peggy Drussel	Spring semester	
Describes a “normal” range of student responses to clinical expectations and learning requirements in relation to student level in the nursing curriculum.	<ul style="list-style-type: none"> <li>• Discussion of common student stress producers and reactions, coping strategies, and resources in each semester of the ADN program with mentor</li> <li>• Readings on student/faculty civility, and working with problem students followed by discussion</li> </ul>	Heidi Johnston	By end of spring semester	Self-evaluation
Discusses teaching role through behavior and effective communication.	<ul style="list-style-type: none"> <li>• Readings and discussion with course faculty regarding setting boundaries with students and facility staff; discussion about responsibilities of faculty as role models and representatives of the college and NSHE</li> </ul>	Heidi Johnston	Ongoing	Self-evaluation Verbal and written feedback from primary mentor
Uses at least three different clinical teaching strategies to assist students in achieving course outcomes.	<ul style="list-style-type: none"> <li>• Selected reading (Caputi, 2010)</li> <li>• On site observation of other faculty teaching clinical</li> </ul>	Peggy Drussel  Sharon Sutherland Heidi Johnston	Spring semester	Discussion with faculty
Successfully promotes individual contributions and group interaction in clinical conferences.	<ul style="list-style-type: none"> <li>• Observation of other faculty leading clinical conference</li> <li>• Observation (with feedback) by primary mentor as lead post-clinical facilitator</li> </ul>	Peggy Drussel	By end of spring semester	Self-evaluation Verbal and written feedback from primary mentor Student evaluation
Uses course clinical evaluation tool effectively to monitor and document student achievement of outcomes.	<ul style="list-style-type: none"> <li>• Selected reading (Caputi, 2010)</li> <li>• Maintenance of anecdotal notes on student performance for each day of clinical supervision</li> </ul>	Peggy Drussel	Fall and Spring semesters	Self-evaluation Verbal and written feedback from primary mentor

	<ul style="list-style-type: none"> <li>• Review of anecdotal notes by primary mentor</li> <li>• Joint completion of midterm and/or final evaluation form with primary mentor or other course faculty</li> </ul>			
Identifies learning needs and resources to achieve short and long-term faculty development goals.	<ul style="list-style-type: none"> <li>• Written summary to primary mentor</li> <li>• Identifies any nursing education workshop that would be of benefit to faculty development</li> </ul>		End of spring semester	Self-evaluation



# Interactive Video Faculty Handbook

**2014-2015**

# Welcome to Interactive Video at Great Basin College!

## Background

Since it first opened its doors in 1967, the primary mission of Great Basin College has been to provide quality education to the residents and citizens of rural Nevada. The College service area includes ten large counties - Elko, Esmeralda, Eureka, Humboldt, Lander, Lincoln, Mineral, Pershing, White Pine, and Nye. These counties cover more than 87,000 square miles, yet have only about 169,000 residents. In an effort to better serve the post secondary educational needs of rural Nevada, Great Basin College utilizes the latest distance education technology to offer college courses to each of these communities. Each semester, GBC offers almost 100 classes via Interactive Video (IAV), ensuring that students living in the remote areas of Nevada have access to the same quality education as students in major metropolitan communities of the state.

Great Basin College thanks you for participating in the distance education program. This handbook has been designed to orient you, the instructor, to the interactive video system.

## Why are You Important?

As a Great Basin College faculty member teaching over our Interactive Video System, you play an essential role in helping GBC carry out its mission to “provide superior, student-centered, post-secondary education in rural Nevada.” By taking on the challenge of teaching an IAV class, you have proven your dedication to serving *all* of the students in our service area. Many of our students are place bound, yet they seek to expand their education and improve their lives and the lives of their family. Here at GBC we strive to provide a quality education to these students. With an open-mind and a willingness to tackle the technology, you have the ability to help our students achieve their goals.

We hope that the information in this manual will answer your questions about GBC’s distance education system. If not, please contact us:



Bob Hannu at 753-2306 ([robert.hannu@gbcnv.edu](mailto:robert.hannu@gbcnv.edu)) or



Brenda J. Wilkie at 753-2159 ([brenda.wilkie@gbcnv.edu](mailto:brenda.wilkie@gbcnv.edu))

## **Who's Who in IAV**

### **IAV Coordinator – Robert Hannu**

#### *Responsible For:*

- Scheduling IAV rooms/classes
- Training and technical support for IAV classes
- Maintaining IAV equipment
- Managing Course submissions/Changes
- Maintaining an efficient IAV system

### **IAV Support Staff – Brenda Wilkie**

#### *Responsible For:*

- Preparing/Distributing IAV class materials for receiving sites
- Distributing, Collecting, and Routing Evaluations for IAV classes
- Assisting IAV Coordinator with scheduling IAV rooms
- Hiring, training and supervising Elko IAV Facilitators
- Providing general information in association to IAV
- Monitoring Facilitator time and work performance
- Maintaining IAV class files
- Notifying campuses of class schedule changes or cancellations
- Scheduling the Elko “Lecture Capture” studio

### **Site Administrators/Coordinators-**

#### *Responsible For:*

- Scheduling classes at branch campuses
- Hiring, training, and supervising Facilitators for their respective site
- Providing student access to the facilities and necessary equipment
- Distributing, collecting, and routing class materials for the site

### **SCS (System Computing Services)**

#### *Responsible For:*

- Initiating and maintaining the IAV network
- Helping the Facilitator troubleshoot in the classroom

### **GBC Faculty-**

#### *Responsible For:*

- Educating the Students
- Maintaining the Classroom
- Determining when Evaluations will be carried out
- Bringing class handouts to class and/or seeing that they are distributed to other sites
- Setting policy in regards to student attendance, makeup work/exams, late work
- Communicating with Facilitators regarding the flow of the course and the Facilitator's role in supporting their class sessions
- In the case that a Facilitator is not assigned for a site, the instructor should notify the site staff of any upcoming test or quiz

**Facilitator-***Responsible For:*

- Arriving to class 10 minutes before class is scheduled to begin
- Confirming audio/video links between all sites
- Monitoring the audio/video connection for the duration of the class
- Switching and adjusting cameras and other equipment during the class
- Handling any technical difficulties that arise
- Being aware of instructor's general class policy
- Taking class attendance
- Proctoring Quizzes and Exams per instructor directions
- Copying or faxing materials for the instructor if necessary
- Collecting any class work and returning it to the IAV office (with envelope labeled with class name and time, instructor name, and facilitator name)
- Administering class evaluations when called for by instructor
- Shutting down and securing all equipment at the end of the last class of the day

**Student-***Responsible For:*

- Attending their class prepared and ready to learn
- Being considerate of other students at their site as well as distant sites
- Recognizing the Instructor and the Facilitators have jobs to do
- In the case that the Facilitator is not present, the student must notify the site staff of any upcoming test or quiz, so that a proctor can be assigned



## **General Class Policy**

### **The Instructor sets their IAV class policy**

- The instructor will set the policy for the entire class, for both the origination and receive sites, about attendance, makeup exams, late homework, etc. The Facilitators will then carry out this stated policy and are not authorized to make exceptions. If a student should need an exception to this policy, it is to be worked out between him/herself and the instructor. Then, if any exception is granted that affects the facilitator, the instructor will then notify the Facilitator. The Facilitator is not allowed to accept notification from the student.

### **The Instructor sets the parameters for conducting the IAV class**

- The instructor should explain to students how to interact and ask questions over the system, when microphones should be muted, and the role of the Facilitators.

### **The Instructor should become familiar with the role of their facilitator**

- The Facilitator at the origination site will run the equipment and assist you with the operation of the IAV classroom. They will also assist you with faxing, attendance, and classroom materials. Please remember that the duties of the Facilitator only extend to tasks involved with supporting the operation of your class, and not to being your personal assistant.
- The Facilitators at the remote sites are there to represent you, the instructor. However, you must communicate your expectations regarding how you wish the class to function and how class materials should be handled.
- Faculty may want to review the Facilitator Handbook. Please contact the IAV office if you'd like a copy.

### **The Instructor should become familiar with the distribution procedures for class materials and exams and for the ordering of textbooks**

- Instructors teaching over IAV are encouraged to use WebCampus or e-mail for the distribution of class materials rather than depend on faxing to each site.
- For Elko instructors, material distribution is handled through the IAV Office. Due to the volume of material and the time required, materials to be faxed or e-mailed **MUST** be received by the IAV office 24 hours before class time.
- In Elko, materials and exams that need to be faxed, scanned, or e-mailed can be delivered to Brenda Wilkie in the IAV Office (Room HTC 106). Faculty can e-mail materials to **IAV-Elko@gbcnv.edu** for distribution.
- The process for ordering textbooks is different for full-time and adjunct instructors. Please check the GBC website for more information and to find out what has been ordered. ([http://www.gbcnv.edu/textbooks\\_2015\\_Spring/](http://www.gbcnv.edu/textbooks_2015_Spring/))



## Equipment



### **Behind the Scenes:**

IAV classes and meetings are connected through a special high speed digital data network called “NevadaNet”. The circuits run from Reno or Las Vegas to the GBC sites, providing the capabilities for two way audio and video connections between our classrooms.

If a class has three or more sites, this is called a “**multi-point conference**”. The system is “voice activated”, so you will see the students who are in the room with you on one TV and on the other TV you will see the students who are at the remote site which spoke last. A **point-to-point conference** will only consist of you and one other site.

The classes or conferences are automatically connected and disconnected by the “Renovo” scheduling and control software. The multipoint control units which perform the connections for all of our classes and meetings are managed by the support staff at **System Computing Services (SCS)** in Reno.

Classes scheduled on the network automatically dial in 10 minutes before the scheduled time. The conference will end at exactly the scheduled time. So if a conference is scheduled from 1:00 p.m. until 2:15 p.m., the conference will connect at 12:50 p.m. and at 2:15 pm it will automatically be cut off. (NOTE: Classes feature an automated “end of session” announcement at five minutes before the disconnect time.)

### **In the Room:**

There are several different designs of IAV rooms at GBC, but all of them have many functions and components in common.

#### **Monitors:**

Two TV monitors or flat panel displays are positioned at the front of the classroom and two at the rear of the classroom. One of the monitors will display a view of the remote site(s) and the other will show the instructor or the visuals (i.e. document camera, computer) being used. The default for classes and meetings is to show the site that spoke last. Your facilitator is also able to change the system settings to show all of the sites simultaneously.

The Facilitator is responsible for switching the view between the instructor, graphics, video tape, and to the students in the class.

**\*Important Note:** In some classrooms, the sound from the remote sites and the VCR will come from the front TV speakers. Regardless, volume should be adjusted only by using the main Polycom remote.

#### **Polycom Codec:**

The Polycom equipment makes the connection into the IAV conference. In most rooms, this unit is often positioned on top of one of the TV monitors in the front of the room and is also the “main” or “student” camera. All other IAV equipment is connected to this unit. The main Polycom remote is used to adjust this camera.

## Classroom Controller:

In most of our classrooms, the Polycom remote control is used to switch cameras, adjust speaker volume, and mute the microphones. Several of our new classrooms use a computer touch screen in place of the remote controls to operate the camera and microphones.

## Polycom Remote Control:



In case of facilitator absence or if you are participating in an unfacilitated meeting, you can use this control to move the camera, adjust speaker volume, and mute the microphones.

## Rear (Instructor) Camera:

The rear camera is also referred to as the “instructor” camera. In older rooms, there is a second (Sony) remote control that is used to adjust the rear camera.

## Microphones:

There are generally 2 microphones in most IAV classrooms. When teaching, one mic should be positioned directly in front of you. The other mic should be placed in a location central to where the students are seated.

**\*Note:** The placement of the mics is **EXTREMELY** important. They are **HIGHLY** sensitive to sound. The slightest movement of paper or side conversations are greatly amplified at the other sites. Even though the noise that you hear seems barely audible, it is **VERY** distracting to the other sites.

**Document Camera (Elmo):**

The document camera allows the instructor to show visual aids such as documents, objects, or hand written materials. The appropriate button must be selected to view the Elmo, the instructor camera, or the presentation computer.

Most units have selector buttons to move between the computer image and the document camera. It is important to know how the document camera in your room is set up. The focus and zoom controls also differ among different models and both help make the image clearer for the students.

**\*Important Note:** If the students are having trouble seeing the visuals due to glare, it may help to adjust the lights or use blue paper. Using dark markers, ink, or type also makes the image clearer for the students.

**VCR/DVD:**

A primary purpose of the VCR/DVD player is to play videos in class. The Facilitator will switch to the VCR and then your tape or disc can then be inserted and played. (NOTE: You will often see a higher quality DVD image if it is played in the presentation computer.)

Another use of the VCR/DVD deck is to record IAV classes for backup in case a technical difficulty occurs. In most IAV rooms, classes can be recorded on either disc or tape. Please contact the IAV office if you have a special recording request.

**Presentation Computer:**

Every IAV room is equipped with a computer that can be used by the instructor and the students to present a lesson, show a PowerPoint presentation, connect to an Internet site, or play a DVD.

In most locations, the sound from the computer plays through desktop speakers, located near the Elmo unit.

Many of our IAV room now have “SMARTBoard” interactive annotation devices.



**SMART Board**

The SMART Boards provide a good alternative to using the existing whiteboards in the classrooms for handwritten notes, or as a means to control and highlight PowerPoint or Web

based materials.

**\*Important Note: Full-time and adjunct faculty must use their own Novell login and password to use the presentation computers.**

### **Fax Machine:**

Fax machines are located either in the IAV rooms or in the IAV (or site) offices. Faxes should ***always*** accompanied by a fax cover sheet. The fax cover sheet should include all pertinent information including: name of the class, name of the student, date, and the number of pages.

***Important Note:** Instructors teaching over IAV are encouraged to use WebCampus or e-mail for the distribution of class materials rather than depend on faxing to each site. Due to the volume of material and the time required, materials to be faxed **MUST** be brought to the IAV office 24 hours before class time.*

## **Tips & Tricks for IAV Faculty:** **What an IAV Student Needs To Succeed**

When you are moving a class from traditional to distance education, it is not necessary to start anew. The resources you have for the traditional course, if not directly transferable, will prove valuable as you move to interactive video delivery.

### **Here are some questions for you to consider as you revise your course(s) for IAV Delivery:**

- Review your goals, objectives, and outcomes for the course. Do they continue to apply? If not, make the necessary revisions
- Examine your assessments. Review the ways you will assess the goals, objectives, and outcomes. Will the assessment methods work for the distance education environment? If not, modify your assessment methods.
- Examine each of your modules or units. Keeping in mind, that it takes longer to cover the material in distance education environments, decide how you will make information available to the students. What will you need to include in your 10-15 minutes mini-lectures? What information can be obtained through inquiry-based projects or other student assignments? What can be covered in handouts, and documents that students read outside of class? If you are using a Web page for the course, what information can students obtain there? If you are using a learning management system, what information can be delivered by that means or by another means of on-line communication?
- Review your course presentation graphics. Are the materials in a format acceptable for the distance learning environment? Assess what needs to be done, if anything, to make the materials viewable by a distant audience.

- Examine your student activities. Which will easily adapt to the distance education environment? Which will work with some modifications? Which need to be replaced?
- Examine your course policies and procedures. Modify, if necessary, to accommodate the distance learning situation. For example, will you tape classes for students who are absent or only for those times when technical problems interfere with delivery? Will you offer on-line office hours? Will you provide your home phone number to the students at the distance sites?

### **Hints & Tips for Using Graphics with Interactive Video:**

As in any instructional setting, effective use of audio-visual aids can greatly enhance learning. Below are some general guidelines for visual presentations. These guidelines apply whether you are using hand written graphics or computer generated graphics.

### **SCREEN ASPECT RATIO**

Pay attention to the screen's aspect ratio. The image delivered through the IAV system has a different shape than 8.5 x 11 paper, so make sure printed visuals fit within a 3 x 4 ratio. This is a horizontal format three units high and four units wide. It is recommended that you test your presentation on the monitor to ensure all information is viewable. (Note: The newer high-definition classroom system will cause your visuals to be "cropped" when received at sites with older equipment.)

### **TEXT AND FONTS**

- Use large, bold text for instructional overheads. Large bold letters are easier to read than small, thin letters whether hand written or computer generated. Above all, text must be legible on the TV monitor.
- Viewers will also appreciate simple fonts and concise, bulleted information. Use key words and phrases only.
- Use a minimum of a 26-point font; however a 32-36 point font is usually easier to read. Fonts should be chosen for readability. Limit the number of different fonts to two per visual.
- Avoid using all capital letters. Typically you should use capital and lower case letters. Words are often recognized by their shape as much by their letters. By presenting data in all capitals the recognition factor is degraded.
- Keep the text and fonts consistent in a presentation. Use the same background and colors through the lesson. Text should typically be left aligned.
- Remember the rule of seven. No more than seven lines per page and no more than seven words per line. You should generally not have more than 20 – 25 words per graphic.
- Consider using word pictures to depict ideas instead of words. A word picture is a graphical representation of a concept or information. Use clip art to reinforce ideas. However, ensure the pictures are viewable on the screen.

- Highlight important data using bold, italics or color. Be consistent in your method of highlighting data. Use boxes or lines to separate ideas. Avoid underlining as it makes text difficult to read.
- Consider providing a student handout of your presentation with blank spaces for the students to complete. You may need to remove background colors if you are printing the handout from a computer presentation.
- When presenting spreadsheet data remember that all the data will not display on the TV monitor. It is recommended that instructors provide a handout of the data presented to make it easier for students to view.
- Allow time for viewing graphics. Display text materials (i.e., chart or list) long enough for a slower reader to read. Non-text material often requires less time (3-4 seconds).

## **COLOR**

- Use colors in the middle of the color spectrum. Use colors that provide a contrast. A dark background and light letters works well for IAV.
- Try to limit the colors to 2-3 compatible colors per visual. Avoid too much color to avoid confusion.
- Check your color choice on the TV. Remember some colors will look different on TV and no two monitors show exactly the same color. The image will also look different at the remote sites than it does on your computer screen.
- Avoid red and green together because many people with color deficiency cannot read these colors. They do not provide enough contrast.
- Light colored text with a dark background is preferable. Yellow on blue is common because it presents a clear, readable image. Test your color choice on the TV for readability.

## **GRAPHICS**

- When using graphics remember the principle KISS (Keep it Short & Simple) Use only one idea per display.
- Leave lots of white space around a graphic. Do not put text too close.
- Use clip art or word pictures to reinforce an idea, but make sure it is legible.

## **Tips for Distance Education Classroom Interactivity:**

Interactivity is as important, if not more important, in the distance education environment as it is in the traditional classroom. Often distance education classes are more than the traditional 50-minute periods. Varying the activities to include student activities as well as mini-lectures from the instructor prevents students from becoming passive receivers of information via a TV monitor. A general rule of thumb says to vary your activities every fifteen minutes. Here are some tips for building interactivity into the IAV classroom.

## **Vary your media for content delivery**

Often it is necessary to impart information to students via mini-lectures, video tapes, presentation graphics, etc. Here are some tips for adding variety and interactivity to those sessions.

- \* Mini-lectures
  - Keep lectures brief and to the point
  - Chunk your lectures and provide periods of student/teacher, student/student, or student/content interaction in between the chunks
  - Add variety: use humor, tell a story, assume a role, demonstrate
- \* Use a Presentation Graphics Application (PowerPoint, etc.)
  - Vary your slides (don't use all bullet slides; don't use all "builds")
  - Vary your backgrounds from presentation to presentation
  - Build some student activities into the presentation (i.e. display a slide with a question and have discussion; display a slide with a short quiz, display a slide where students have to fill in the blanks)
  - Provide students with copies of the presentation so they can follow along and add their own comments
- \* DVDs/Video Tapes/Streaming Video
  - Keep video clips short
  - Introduce the video clip and let the students know why it is important
  - Have students watch the video and follow-up with a brief activity
  - Have students watch the video from different points of view
- \* Audio clips (video tape hints apply here)
- \* Objects/materials on Elmo document camera
  - Zoom in to show details
- \* Video/audio conferencing with guests/experts
  - Introduce guest/expert
  - If the guest/expert can't be seen, use his/her picture
  - Prepare with guest/expert prior to class to avoid "a talking head"

## **Vary your teaching strategies**

Here are a few suggestions for varying your teaching strategies.

- Promote collaborative and cooperative learning
  - Small groups
  - Project groups
  - Panels
  - Debates
  - Reports
  - Skits
  - Role plays
  - Interviews
  - Peer teaching
  - Simulations
- Use analogies
- Ask a question
- Make a provocative statement
- Use an eye-opening statistic

- Create curiosity
- Give a demonstration
- Tell a story
- Read
- Write
- Journal
- Games (ex. Jeopardy for biology students)
- Use case studies
- Provide self-assessment quizzes
- During discussion, rotate between sites with questions

**\*Important Note:** The originating site's class often speaks before another site has the opportunity. If half or more of your class is in Elko, call on Elko every other time, alternating with the other sites. You may have to remind your students to give the other sites a chance to speak.

**When possible, make a trip early in the semester to each site to teach the class and/or for student appointments**

- This lets the student feel like they actually "know" who you are.

**If your class runs in a 3 hour time block, please give your students at least 1 or 2 breaks!**



## **IAV Policies**



### **Tape/Disc Distribution:**

- Classes are recorded only as a backup in case of a technical difficulty.
- If you wish to keep an archival copy of your class session, recordings can be made on DVD. Please complete a release and contact the IAV office if you would like discs made of your class.
- If a student requests a tape or disc:
  - \*The request must be eligible under the "reasonable accommodation" rules and approved by Julie Byrnes, Director of Services for Students with Disabilities.

### **RECORDINGS WILL BE RELEASED TO OTHER CAMPUSES ONLY IN THE EVENT OF A TECHNICAL PROBLEM!**

**\*Please be aware that the tapes in the classroom are reused. Unless otherwise requested, tapes will be reused within three days.**

### **Evaluations:**

- Evaluations of all classes will be carried out over a specific two week period at the end of each semester.
- Short Courses and "special date" classes will carry out evaluations the last day of the class.
- The evaluation process:
  - IAV staff will distribute evaluation packets to each of the Elko rooms and to all of

the regional campuses and remote receiving sites.

- The Facilitator at the origination site will conduct the evaluation. (The instructor is required to leave the room and complete the Faculty Information Form.) If a facilitator is not present at a remote site, support staff or a student can coordinate the evaluation at that location.
- After the evaluations are complete, they must be returned to the envelope. **THE ENVELOPE WILL BE SEALED AND INITIALED BY THE FACILITATOR BEFORE LEAVING THE ROOM.**
- The evaluations must be delivered by the facilitator or mailed by the campus support staff to the IAV Office at the Elko Campus.
- The IAV office will collect all evaluations for each class and forward to the respective department support staff.

**\*It is mandatory that the students be given an opportunity to complete evaluations, but is not required to be completed by students.**



## IAV Phone Numbers



### Technical Support

#### **IAV Office**

Daytime (775) 753-2306 or 753-2159

Emergency Number: (775) 340-9479

Elko HTC-106

FAX (775) 753-2160

#### **System Computing Services/Reno**

(800) 815-9462 at voice prompt, press 1

### IAV Site Contact Information

**GREAT BASIN COLLEGE**  
**Satellite Centers and Branch Campus Information List**  
**2013-2014 Academic Year**

<b>REGIONAL COORDINATORS &amp; DIRECTORS</b>	
<b>AMARAGOSA VALLEY Coord.: Diane Wrightman</b> 775-727-2017 551 East Calvada Blvd Pahrump, NV 89048 <a href="mailto:diane.wrightman@gbcnv.edu">diane.wrightman@gbcnv.edu</a>	<b>EUREKA Coordinator: (contact Ely for scheduling)</b> Fax 775-237-6050 Box 85 Eureka, NV 89316
<b>AUSTIN Coordinator: Ami Rogers</b> 775-635-2318 775-635-0340 (FAX) 835 N. 2 <sup>nd</sup> Battle Mountain, NV 89820 <a href="mailto:ami.rogers@gbcnv.edu">ami.rogers@gbcnv.edu</a>	<b>GABBS Coordinator: Diane Wrightman</b> 775-727-2017 551 East Calvada Blvd Pahrump, NV 89048 <a href="mailto:diane.wrightman@gbcnv.edu">diane.wrightman@gbcnv.edu</a>
<b>BATTLE MOUNTAIN Coordinator: Ami Rogers</b> 775-635-2318 775-635-0340 (FAX) 835 N. 2 <sup>nd</sup> Battle Mountain, NV 89820 <a href="mailto:ami.rogers@gbcnv.edu">ami.rogers@gbcnv.edu</a> <a href="mailto:iav-battlemt@gbcnv.edu">iav-battlemt@gbcnv.edu</a>	<b>JACKPOT Contact: Robert Hannu</b> 775-753-2306 775-753-2160 (FAX) 1500 College Parkway Elko, NV 89801 <a href="mailto:robert.hannu@gbcnv.edu">robert.hannu@gbcnv.edu</a>
<b>BEATTY Coordinator: Diane Wrightman</b> 775-727-2017 551 East Calvada Blvd Pahrump, NV 89048 <a href="mailto:diane.wrightman@gbcnv.edu">diane.wrightman@gbcnv.edu</a>	<b>LOVELOCK Contact: Matt Schottel</b> 775-273-7362 775-273-2625 (Pershing County High School) 775-273-3213 (FAX) 1215 Franklin Ave. Lovelock, NV 89419 <a href="mailto:mschottel@pershing.k12.nv.us">mschottel@pershing.k12.nv.us</a>

<b>CARLIN Contact: Robert Hannu</b> 775-753-2306 7750753-2160 (FAX) 1500 College Parkway Elko, NV 89801 <a href="mailto:robert.hannu@gbcnv.edu">robert.hannu@gbcnv.edu</a>	<b>MCDERMITT Coordinator: Mary Lynn Hill</b> 775-532-8761 775-532-8017 (FAX) P.O. Box 98 McDermitt, NV 89421 <a href="mailto:mhill@humboldt.k12.nv.us">mhill@humboldt.k12.nv.us</a>
<b>CRESCENT VALLEY Coordinator: Ami Rogers</b> 775-635-2318 775-635-0340 (FAX) 835 N. 2 <sup>nd</sup> Battle Mountain, NV 89820 <a href="mailto:ami.rogers@gbcnv.edu">ami.rogers@gbcnv.edu</a>	<b>OWYHEE Coordinator: Lynne Kaiko</b> 775-757-3025 (Office) 775-757-2290 (FAX) 775-385-9388 (cell) P.O. Box 336 (home) 300 College Avenue Owyhee, NV 89832 lbkw01@yahoo.com <a href="mailto:iav-owyhee@gbcnv.edu">iav-owyhee@gbcnv.edu</a>
<b>ELY Director: Mary Swetich</b> 775-289-3589 775-289-3599 (FAX) 2115 Bobcat Drive Ely, NV 89301 <a href="mailto:mary.swetich@gbcnv.edu">mary.swetich@gbcnv.edu</a> <a href="mailto:iav-ely@gbcnv.edu">iav-ely@gbcnv.edu</a>	<b>PAHRUMP Director: Diane Wrightman</b> 775-727-2017 775-727-2014 (FAX) 551 East Calvada Blvd Pahrump, NV 89048 <a href="mailto:diane.wrightman@gbcnv.edu">diane.wrightman@gbcnv.edu</a> <a href="mailto:iav-pahrump@gbcnv.edu">iav-pahrump@gbcnv.edu</a>
<b>ROUND MTN Coordinator: Diane Wrightman</b> 775-727-2017 551 East Calvada Blvd Pahrump, NV 89048	<b>WENDOVER Coordinator: Yasmin Sandoval</b> 321-945-9612 (Cell) 775-664-2287 (Classroom Phone/FAX) 2000 Elko Ave West Wendover, NV 89833 PO Box 4076 West Wendover, NV 89883 <a href="mailto:yasmin.sandoval@yahoo.com">yasmin.sandoval@yahoo.com</a> <a href="mailto:iav-wendover@gbcnv.edu">iav-wendover@gbcnv.edu</a>
<b>TONOPAH Coordinator: Krista Wharff</b> 775-482-2013 (FAX) 775-482-2010 (Office) Tonopah Station SUITE D-1 1137 S. Main Street PO Box 98 Tonopah, NV 89049 <a href="mailto:krista.wharff@gbcnv.edu">krista.wharff@gbcnv.edu</a> <a href="mailto:gbctonopah@gmail.com">gbctonopah@gmail.com</a>	<b>WINNEMUCCA Director: Lisa Campbell</b> 775-623-4824 775-623-1812 (FAX) 5490 Kluncy Canyon Road Winnemucca, NV 89445 <a href="mailto:lisa.campbell@gbcnv.edu">lisa.campbell@gbcnv.edu</a> <a href="mailto:iav-winnemucca@gbcnv.edu">iav-winnemucca@gbcnv.edu</a>
<b>WELLS Coordinator: Brandy Gibbs</b> 775-752-3603 (Campus) 775-340-2128 (Cell) 775-752-3590 (FAX) P.O. Box 338 (ECSD) Wells, NV 89835 <a href="mailto:brandvgibbs76@yahoo.com">brandvgibbs76@yahoo.com</a> <a href="mailto:iav-wells@gbcnv.edu">iav-wells@gbcnv.edu</a>	

# **Appendix**

- Example of FERPA Confidentiality Form



## **FAMILY EDUCATIONAL RIGHT AND PRIVACY ACT ACKNOWLEDGMENT**

I understand that by the virtue of my employment with Great Basin College I may have access to records which contain individually identifiable information, the disclosure of which is prohibited by the Family Educational Right and Privacy Act of 1974 (FERP A).

I acknowledge that I fully understand that the intentional disclosure by me of this information to any unauthorized person could subject me to criminal and civil penalties imposed by law. I therefore agree not to disclose personally identifiable information of any student except as provided by the Family Educational Rights and Privacy Act.

**NAME (print):** \_\_\_\_\_

I further acknowledge that such willful or unauthorized disclosure also violates Great Basin College's policy and could constitute just cause for disciplinary action including termination of my employment regardless of whether criminal or civil penalties are imposed.

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **EXAMPLES OF BREACHES OF CONFIDENTIALITY:**

### **Accessing confidential information that is not within the scope of your duties**

- Unauthorized reading of student information
- Unauthorized reading of student grades
- Accessing or reading information you do not "need-to-know" for the proper execution of your duties

### **Disclosing to person confidential information or giving them access to confidential information.**

- Telling another person where confidential materials can be accessed or giving them your key to a room or cabinet where confidential information is stored.

### **Intentional or negligent mishandling or destruction of confidential information.**

- Leaving confidential information (i.e., student lists, student work, etc) in areas outside of your work area.
- Disposing of confidential information in a non-approved container such as a trash can (confidential information must be shredded).

### **Misusing, disclosing without proper authorization or altering confidential information.**

- Making or changing marks on a student's test or other class work.
- Sharing or reproducing student information or information about their class work with unauthorized personnel.
- Discussing confidential information in a public area such as a hall or lunch room.

### **The Following Information is Considered Confidential.**

- Social Security number
- Grades
- Grade point average (GPA)
- Citizenship
- Gender
- Religious preferences

**Note: Should a student sign a FERP A Disclosure Opt-out Form, then ALL their information is considered confidential.**

**GREAT BASIN COLLEGE  
ASSOCIATE OF APPLIED SCIENCE  
DEGREE IN NURSING**

**ORIENTATION – GTA 130  
June 24, 2015  
9-noon**

1. WELCOME AND INTRODUCTIONS
2. NURSING PROGRAM REQUIREMENTS/COST
  - a. Immunizations, CPR, Insurance, CNA, Background/Drug Reports
  - b. Textbooks and online services (ATI)
  - c. Uniforms and extra uniforms (gift cards)
3. NEVADA STATE BOARD OF NURSING REQUIREMENTS
4. CURRICULUM PATTERN
  - a. Course sequence
5. BEING A NURSING STUDENT
  - a. ATI presentation
  - b. First semester expectations
  - c. Clinical schedule
6. STUDENT NURSE ORGANIZATION
7. SCHOLARSHIP INFORMATION
8. QUESTION AND ANSWER OPPORTUNITIES

*The Best in the West*



# INTERACTIVE VIDEO STUDENT HANDBOOK

**2014-2015**

# Introduction

Since it first opened its doors in 1967, the primary mission of Great Basin College is to provide quality education to the residents and citizens of rural Nevada. The College service area includes six large counties - Elko, Eureka, Humboldt, Lander, White Pine, and Nye. These counties cover more than 62,000 square miles, yet have only about 125,000 residents. In an effort to better serve the post secondary educational needs of rural Nevada, Great Basin College has always used the latest technology to offer college courses to all of the communities in our service area. In this way, students living in the remote areas of Nevada have access to the same quality education as students in larger metropolitan communities of the state.

Great Basin College thanks you for being a part of the distance education program. This handbook has been designed to orient you, the student, to the distance education classes transmitted through interactive video. We hope we have answered your questions, if not, please direct them to Bob Hannu ([robert.hannu@gbcnv.edu](mailto:robert.hannu@gbcnv.edu)) at 753-2306 or to Brenda Wilkie at 753-2159 ([brenda.wilkie@gbcnv.edu](mailto:brenda.wilkie@gbcnv.edu)).

## Information about IAV courses

### 1. What is an Interactive Video (IAV) Class?

IAV classes and meetings (videoconferences) are connected through a special high speed digital data network called "NevadaNet". The circuits run from Reno or Las Vegas to the GBC sites, providing the capabilities for two way audio and video connections between our classrooms. (i.e.: Elko, the origination site, can see and hear Winnemucca, the receive site; and Winnemucca, the receive site can see and hear Elko, the origination site.)

There are students enrolled at the **origination site** where the instruction occurs, and other groups of students enrolled at the **receive sites**, where the class is being electronically transmitted. These receiving sites can be at other GBC campuses, at an area School District room, at a Hospital, a County Extension Office, or at another College in the state.

### 2. Is there any difference in academic credit between the local site and the remote site?

No, there is no difference in the academic credit between sites. Students also pay the same tuition and fees, purchase the same textbooks, and take the same exams. Nothing is different except the physical separation of the instructor and student.

### 3. What if I miss a class?

The instructor for each class will determine the attendance policy and the attendance will be kept track of by the site facilitator. If you are absent for any reason, you will need to contact your instructor and obtain notes from another student, just as you would for any other class.

IAV classes are recorded at the origination site in case of system problems that prevent you from receiving the class.

**4. Can I attend class at a different site than the one where I am enrolled?**

You may attend class at any of the other IAV sites, however, keep in mind that it could create one or more of the following complications:

- Papers that are to be returned that day may not be available to you;
- There may not be enough handouts or exam materials for you;
- You may be marked absent for the day at your regular site.

To avoid any complications you should make arrangements with your instructor at least one week in advance if you plan to attend class at a different IAV site.

**5. Can I attend class at a site that is not already connected to our class?**

In the event you are traveling for business or personal reasons within the state of Nevada, it is very possible that you could still attend class if you desire. To make arrangements, please contact your instructor or Department Office. These arrangements must be made at least 2 days prior to when the class meets.

**6. Can we form study groups?**

For most courses, students study groups are useful. Unless the instructor recommends against study groups, they can be a good way for students to get to know each other, ensure each understands the material, and add more personal dimension to the course.

**7. Can I bring food or drinks to class?**

Each educational center has its own policies concerning food and drink, rearranging furniture, and entry into the facilities. These policies will be explained by the site facilitator or instructor at the first class meeting.

**8. Can I bring someone with me to class?**

College guidelines state that only registered students can attend classes. In fairness to your fellow students, if you need to bring your children or anyone else with you to class, please make sure you have the approval of

your instructor. Provisions of the Family Educational Right and Privacy Act (FERPA) are in effect for Interactive Video classes.

## Information about the instruction

### 1. What do I do when I want to ask a question or make a comment?

The IAV system allows the instructor to see one receive site at a time and he/she will continue to see that site until someone speaks from another site. When this voice activation occurs, there will be a few seconds delay before the video switches. You will need to speak up and speak clearly to be heard. Address your comment or question by stating your name and location first and don't be afraid to interrupt the instructor when you don't understand something during his/her lecture.

When you are located at the origination site, the procedures are the same as those in a regular classroom.

#### **The most important thing to understand in IAV is that the mics are highly sensitive to sound!**

The slightest movement of paper is greatly amplified at the other sites. Even though the noise that you hear or make seems barely audible, it is **VERY** distracting to the other sites. The sound often overpowers the voice of the instructor. The students become very frustrated and feel that they are missing important information. If your site is experiencing this interruption, *politely* notify the "noisy" site **IMMEDIATELY**.

#### What you can do to help:

- do not talk unless you are speaking to the instructor or the class
- try to turn pages or flip through notes quietly
- don't set your books and papers too close to the microphone
- don't touch the microphone when you are talking
- wait until class is disconnected or has **COMPLETELY** ended before packing up your materials to leave
- If the site is asked to be on "mute", it does not mean that the students can talk among themselves, unless instructed to do so by the instructor. This too can be distracting to the other students.

If you need to do a class presentation from your site, please notify your facilitator or site support staff prior to the session. They will assist you with the use of the presentation computer and Elmo document camera.

### 2. Where do I get my textbooks?

You can purchase books for your classes online at [www.gbc.bkstr.com](http://www.gbc.bkstr.com) and pay via credit card (Visa, Master Card, Discover, or American Express). Books will be delivered only to a physical address within seven working days from the GBC Bookstore in Elko. Or you can visit the GBC Bookstore in Elko in the College Community Center.

If you have questions about books, call 775.753.2270

For the regional and satellite campus sites, please contact your local center staff.

### **3. Do I have access to library resources?**

For library resources, you may use the educational center's library, the community library, and the college library located in Elko. In addition, if you have access to internet services, you may arrange for computer access to major journal indexes full text articles through GBC's library.

The GBC library has lending and borrowing privileges with other academic and public libraries in Nevada for interlibrary loans.

Additionally, the Reference Librarian will do free online computer searches provided the student could show proof of student status.

For more information about library resources and services you may contact the GBC Library personnel at (775) 753-2221.

### **4. How do I get tests and assignments to the instructor?**

Most IAV courses are "hybrid" classes that use both Interactive Video and WebCampus. For these courses, most of your tests, assignments, and other materials will be delivered "on-line".

Paper tests and assignments will be turned into the site facilitator who will see that the instructor receives them by mail or fax. Arrangements will need to be made with the instructor for any work that is turned in late. You should always keep a copy of your work in case a problem should arise with delivery (mail sometimes gets lost).

### **5. How and when can I contact the instructor?**

A schedule of your instructor's office hours and telephone numbers where he/she may be reached will be provided with the course syllabus. Many of the faculty also has e-mail addresses, which will also be provided to you.

## **Information about the facilitation of the course**

### **1. What is the role of the site facilitator?**

The facilitator will coordinate most of the non-teaching work related to the distance education class at your site. He/she will handle the equipment, starting it up before the beginning of class and shutting it down at the end. The facilitator will assist you if you need to use the IAV presentation equipment at your site.

The site facilitator will enforce college and/or faculty standards for conduct during class and take roll. He/she distributes instructional materials as the course progresses, monitors and collects exams, and other processes assignments for delivery to the instructor.

However, there a number of roles your site facilitator does not play in the interactive classes. He/she is not a teaching assistant. This means the facilitator can not answer questions about the content of the course you are taking or handle academic questions about such things as grading or class assignments. He/she is also not a message delivery service between you and the instructor; you must contact the instructor yourself about class related issues.

## **2. Facilitator's Role for Academic Dishonesty**

By UCCSN Code (Board of Regents Handbook 6.2.2.q), "acts of academic dishonesty including but not limited to cheating, plagiarism, falsifying research data or results or assisting others to do the same" are subject to disciplinary sanctions (e.g., oral or written warning / reprimands, probation, suspension, expulsion),

Facilitators in interactive classrooms have the authority to remove student's work for:

- any unauthorized assistance in taking quizzes, tests, or examinations;
- dependence on study aids such as textbooks, calculators, or notes that have not been authorized by the instructor;
- failure to adhere to test-taking instructions, e.g., talking, taking seat assignments, starting/stopping times.

The instructor will determine if a failing grade is assigned, a make-up test is warranted, and/or if disciplinary sanctions should be recommended.

## **3. What if we are having problems and there is no facilitator?**

The origination site will have a facilitator assisting the instructor. He/she will be the contact person for all receive sites when they are having difficulties. Your campus should also have staff on duty during hours of operation to assist you. You can also contact the IAV office in Elko in case of trouble.

## **Information about the student's role in IAV classes:**

### **1. What is the Student's role in ensuring a successful IAV experience?**

The student is Responsible For:

- Being considerate of other students at their site as well as distant sites
- Recognizing the Instructor and the Facilitators have jobs to do
- Being patient when technical difficulties arise
- Showing up to their class prepared and ready to learn
- In the case that the Facilitator is not present, the student must notify the site staff of any upcoming test or quiz, so that a proctor can be assigned.

# **IAV Phone Numbers**

## **Technical Support**

<b>IAV Office</b>	Daytime	(775) 753-2306
or		(775) 753-2159
	Cell Number:	(775) 340-9479
Elko HTC-106	FAX	(775) 753-2160

**System Computing Services/Reno** (800) 815-9462 at voice prompt, press 1

## **IAV Site Information**

<b>Austin High School</b>	Voice	(775) 635-2318
	Fax	(775) 964-1206

<b>Battle Mountain (GBC)</b>	Voice	(775) 635-2318
	Fax	(775) 635-0340
Room 3 Voice/Fax		(775) 635-2347

<b>Beatty High School</b>	Voice	(775) 377-2595
	Fax	(775) 553-2646

<b>Crescent Valley School</b>	Voice	(775) 635-2318
	Fax	(775) 468-2005

<b>Elko (GBC)</b>	Berg Hall	(775) 753-2254
	Chilton Mod.	(775) 753-5428
	EIT 203 fax	(775) 753-7649
	GTA-118 fax	(775) 753-2099
	GTA-128 fax	(775) 753-2309
	GTA-124 fax	(775) 738-6895
	GTA-130	(775) 753-2309
	HSC 107	(775) 753-2188
	HTC-121 fax	(775) 753-2368
	HTC-123 fax	(775) 753-2238
	HTC-137 fax	(775) 753-2367
	MH-102 fax	(775) 753-2276
	MH-114 fax	(775) 753-2183

<b>Ely (GBC)</b>	Voice	(775) 289-3589
	Main Fax	(775) 289-3599
	Rm-112	(775) 289-5019
	Rm-114	(775) 289-5031
	Rm-118	(775) 289-5033

<b>Eureka High School</b>	Voice	(775) 237-5361
	IAV Fax	(775) 237-6050
	H.S. Office Fax	(775) 237-5113

<b>Gabbs Combined School</b>	Voice	(775) 285-2692
	Fax	(775) 285-2381

<b>Jackpot</b>	Voice	(775) 755-2374 (High School)
		(775) 755-2356 (Library)
	Fax	(775) 755-2291 (High School)

(775) 755-2120 (Library)

<b>Lovelock (GBC)</b>	Voice	(775) 273-7362
	Fax	(775) 273-3213
<b>Lund High School</b>	Voice	(775) 238-5200
	Fax	(775) 238-0208
	<i>(Fax needs to be sent by 2:00 p.m.)</i>	
<b>McDermitt Combined School</b>	Voice	(775) 532-8761
	Fax	(775) 532-8017
<b>Owyhee (GBC)</b>	Voice	(775) 757-3025
	Fax	(775) 757-2290
<b>Pahrump (GBC)</b>	Voice	(775) 727-2000
	Fax	(775) 727-2014 (Office)
	Fax	(775) 727-2012 (IAV)
<b>Round Mountain Library</b>	Voice	(775) 377-2215
	Fax	(775) 377-2699
<b>Tonopah (GBC)</b>	Voice	(775) 482-2010
	Fax	(775) 482-2013
<b>Tonopah High School</b>	Voice	(775) 482-3698
	Fax	(775) 482-3935
<b>Wells (GBC)</b>	Fax	(775) 752-3590
<b>Wells High School</b>	Voice	(775) 752-3477
	Fax	(775) 752-3411
<b>Winnemucca (GBC)</b>	Voice	(775) 623-4824
	Main Fax	(775) 623-1812
	Rm-108	(775) 623-1827
	Rm-109	(775) 623-1806
	Rm-115	(775) 623-1813
<b>West Wendover (GBC)</b>	Voice/Fax	(775) 664-2287
<b>West Wendover High School</b>	Voice	(775) 664-3940
	Fax	(775) 664-3944

# Equipment Description for Interactive Classrooms

The Polycom HD videoconference systems being installed in Winnemucca and Pahrump will operate using the "people and content" feature, which allows full-screen VGA quality computer graphics or document camera images to be shared among the interactive sites in addition to a separate simultaneous widescreen view of the instructor.

The new classrooms will use 4-HDMI connected HD video monitors, allowing for full resolution display of both the originating and receiving classrooms.

The classroom systems will also include SMART LightRaise projectors which will allow for local display of high resolution graphics and annotation (or "electronic whiteboard") functions for the instructor.

# GBC Budget and Facilities Committee

The Budget and Facilities Committee communicates the current budget status and process to the Faculty; designs, implements, and participates in a process ensuring full Faculty participation in budget preparation and disbursement; provides recommendations for the priority of capital expenditures; provides budgetary input into the College Master Plan; and distributes the funds accumulated through the Technology Fee. In addition, this committee receives input from staff, faculty, students and interested persons concerning the plans for or problems with proposed and/or existing campus buildings, parking, and landscaping.

## **Budget and Facilities Committee Chair**

**Dave Douglas**, Technical Mathematics Instructor, CTE  
DCIT 126 Elko Campus  
775-753-2213  
(a)gbcnv.edu



## **Budget and Facilities Committee Members**

**Antonio Cortes**, Buildings and Grounds Manager, Buildings & Grounds  
Buildings and Grounds Elko Campus  
775.753.2369  
(a)gbcnv.edu

**Steve Garcia**, Electrical Technology Professor  
DCIT 142 Elko Campus  
775.753.2292  
(a)gbcnv.edu

**Robert Hannu**, Coordinator  
HTC 106 Elko Campus  
775.753.2306  
(a)gbcnv.edu

**Dwaine Hiles**, Coordinator  
LUND 110 Elko Campus  
775.753.2220  
(a)gbcnv.edu

**Jon Licht**, Welding Technology Professor  
WELD Elko Campus  
775.753.2170  
(a)gbcnv.edu

**Sharon Sutherland**, Nursing Professor  
HSCI 117 Elko Campus  
775.753.2017  
(a)gbcnv.edu



## AAS in Nursing Program

### End of Semester Course Report

1. Course Number and Name:
2. Year / Semester: Enter Year Fall
3. Course Faculty (include any adjunct faculty utilized)  
Enter all instructor names

## COURSE STATISTICS

4. Theory Ratio Stu:Fac Clinical Ratio Simulation Ratio Stu:Fac  
(Student to faculty ratios: Please use the number of students at the beginning of the semester for these.)
5. Final Theory Outcomes:
  - a. Percent Passed: Enter Percent Passed
  - b. Percent Failed: Enter Percent Failed
  - c. Range of Scores: Enter Percent Range of Scores
6. Final Clinical Outcomes:
  - a. Percent Satisfactory: Enter Percent Satisfactory
  - b. Percent Unsatisfactory: Enter Percent Unsatisfactory
7. Course Attrition:
  - a. Beginning number of students: Enter beginning number
  - b. Withdrawals: Enter Withdrawal number
  - c. Incompletes (with expected date of completion): Enter I's with completion date
8. Dosage Calculation Test:
  - a. First attempt pass Number
  - b. Second attempt pass Number
  - c. Third attempt pass Number
  - d. A & P committee recommendation: Click here to enter text.
9. Course Overview
  - a. ATI Tools/Materials:

ATI Test Used	When test used during semester
	Test Date
	Test Date

Test Used	Test Date
Test Used	Test Date
Test Used	Test Date
Test Used	Test Date
Test Used	Test Date
Test Used	Test Date

- b. Brief synopsis of how ATI tools and/or materials were used in the course:  
[Click here to enter text.](#)

ATI Final Proctored Exams	Average Scores			
	Current Semester	Previous Semester /Year	Previous Semester /Year	Previous Semester /Year
% & # of Group Below Proficiency Level 1	%			
% & # of Group at Proficiency Level 1	%			
% & # of Group at Proficiency Level 2	%			
% & # of Group at Proficiency Level 3	%			
Group Score:	%			
Group Mean—National:	%			
Group Mean –Program:	%			
Institutional Benchmark:	%			
% of Group Meeting Institutional Benchmark:	%			
Group Percentile Rank - National	%			
Group Percentile Rank - Program	%			
<b>Thinking Skills Group Scores</b>				
Foundational Thinking	%			
Clinical Judgment/Critical Thinking	%			
Priority Setting	%			
<b>Nursing Process Group Scores</b>				
Assessment	%			
Analysis/Diagnosis	%			
Planning	%			
Implementation/Therapeutic Nursing	%			
Evaluation	%			
<b>Major NCLEX Content Areas</b>				
Management of Care	%			
Safety and Infection Control	%			
Health Promotion and Maintenance	%			
Psychosocial Integrity	%			
Basic Care and Comfort	%			
Pharmacological and Parenteral Therapies	%			
Reduction of Risk Potential	%			

9/26/12 AD; 2/22/13 DB; 2/25/13 TAG, 3/7/13 TAG, 3/20/13 TAG, 3/22/13 DB, 9/24/14 db

Physiological Adaptation	%			
<b>QSEN</b>				
Safety	%			
Patient-Centered Care	%			
Evidence Based Practice	%			
Teamwork and Collaboration	%			
The following values are for the final "end-of-program" ATI test only				
<b>Comprehensive Predictor</b>				
% & # of students at 90-100% probability	%			
% & # of students at 80-89% probability	%			
% & # of students at 76- 79% probability	%			
% & # of students at 75% less probability	%			
<b>Other Priority Setting</b>				
Other % & # of students at proficiency level	%			

- c. Any issues identified (i.e. are group scores higher or lower than previous semesters).  
[Click here to enter text.](#)

- d. Course Exams:

Course Exam	Average Percentage
Midterm Exam	94%
Exam #/Name	Class Average %
Exam #/Name	Class Average %
Exam #/Name	Class Average %
Exam #/Name	Class Average %
Exam #/Name	Class Average %
Exam #/Name	Class Average %

- e. Any adjustments that may need to be done in course exams related to percentage distribution of NCLEX categories, cognitive level, and nursing process. (Please see test blueprints and allotted percentages of item categories)  
[Click here to enter text.](#)

- f. Address technology used in the classroom, including IAV, and brief summary of how it was used, what worked well, and any adjustments that need to be made.  
[Click here to enter text.](#)

## THEORY EVALUATION

10. Textbooks used and evaluation of each:

[Click here to enter text.](#)

11. Weekly content:

[Click here to enter text.](#)

12. Special Experiences related to student learning outcomes and competencies:

13. Teaching Methods:

[Click here to enter text.](#)

## CLINICAL EVALUATION

14. Clinical Site Evaluation - Include EBP, Patient Health & Safety and ANA Standards  
(Please list strengths and/or limitations specific to each site)

[Click here to enter text.](#)

15. Briefly describe any concern(s) regarding clinical site(s) used.

[Click here to enter text.](#)

16. Clinical changes and reason(s):

[Click here to enter text.](#)

17. Special Experiences related to student learning outcomes and competencies:

[Click here to enter text.](#)

18. Teaching Methods

[Click here to enter text.](#)

## FULL COURSE OVERVIEW

19. What worked well and reason(s):

[Click here to enter text.](#)

20. Anticipated Changes

[Click here to enter text.](#)

21. Changes to weekly content and reason(s):

[Click here to enter text.](#)

22. Changes to point allocation and reason(s):

None at this time.

23. Other changes and reason(s):

[Click here to enter text.](#)

24. Administrative:

9/26/12 AD; 2/22/13 DB; 2/25/13 TAG, 3/7/13 TAG, 3/20/13 TAG, 3/22/13 DB, 9/24/14 db

- a. Syllabus has been saved to file. ☐
- b. The course was backed up on WebCampus. ☐
- c. Grades have been entered. ☐
- d. Grade book has been saved to file. ☐
- e. Student work samples have been filed in student file. ☐
- f. Student clinical care packets have been filed in student file. ☐
- g. Curriculum map has been updated with all changes made and filed. ☐
- h. Integrated Concepts Illustration has been updated with all changes made and filed. ☐
- i. Test blueprint has been filed with course report. ☐

**Faculty Signature(s):**      Enter Instructor Name(s)

**Date:**      Enter current date

**Directions:** Complete and save in Dropbox/Nursing Shared Files/SPE/Course Reports along with syllabus, clinical schedule, grade book, curriculum map, integrated concepts illustration, and test blueprint.

Please choose the best answer for each of the following.

## Clinical Facility Evaluation

(For Med/Surg, Dietician, and Behavioral Health Unit:)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
The NNRH departments provided a supportive learning environment for me.						
Staff at the NNRH consistently adhere to Best Practices.						
Staff at the NNRH have established Health and Safety Goals.						
The HGH departments provided a supportive learning environment for me.						
Staff at the HGH consistently adhere to Best Practices.						
Staff at the HGH have established Health and Safety Goals.						

**COMMENTS (Please expand on any positive or negative experience):**

**Other Clinical Facilities Evaluation:**

**(For: Southern Bands Public Health Services, The Terraces, Golden Health Clinic, Bert Andreozzi Mental Health Clinical, Lander Co. Public Health Clinic, Golden Valley Clinic, and HGH Out-Patient Clinic.)**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Other Clinical Facilities provided a supportive learning environment for me.						
Staff at Other Clinical Facilities consistently adhere to Best Practices.						
Staff at the Other Clinical Facilities have established Health and Safety Goals.						

**COMMENTS (Please expand on any positive or negative experience):**

## GBC Services Evaluation

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
My overall experience in the Practice Lab provided a supportive learning environment for me.						
Practice Lab procedures adhere to Best Practices.						
Practice Lab has established Health and Safety Goals.						
Simulations provided a supportive learning environment.						
Simulation procedures adhere to Best Practices.						
Simulation has established Health and Safety Goals.						
Tutoring offered at Academic Success Center provided additional help when needed.						
GBC Library provides up-to-date information along with current research information.						
ASC Testing Center and Computer Labs provide adequate facilities for course testing.						

**COMMENTS:**

## ATI Evaluation

**As a second semester ATI user.....**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The ATI materials this semester were easily accessible and user friendly.					
The instructions I received from the course instructor and syllabus about how to use the ATI materials were adequate.					
I got helpful feedback from the ATI learning tools.					
The ATI materials were flexible enough to accommodate my learning style.					
The ATI materials helped me improve my critical-thinking skills.					
The ATI materials helped me learn to set priorities.					
The ATI materials helped me implement nursing skills safely and effectively in clinical settings.					
The ATI materials helped me improve test taking strategies.					
Overall, the ATI materials I used were very helpful to me in meeting course learning outcomes.					
I received helpful information from ATI when I sought help by phone or online during the semester.					

## COMMENTS:

### Student Learning Outcomes - NURS 155

**As a result of this class, I am able to:**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Apply concepts of pharmacology that contribute to safe care of patients on various drug therapy regimens, incorporating developmentally and culturally appropriate interventions.					
Apply clinical reasoning related to all aspects of medications to promote desired patient outcomes.					
Analyze the role of the nurse in working with other healthcare providers to improve patient outcomes related to medication administration.					
Apply legal guidelines when administering medications to patients with various healthcare needs.					
Plan nursing care for patients with various healthcare needs related to the administration of medications including the use of information technology and resources.					

## Student Learning Outcomes - NURS 158

**As a result of this class, I am able to:**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Apply adult health nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare environments to diverse patients with common acute health problems.					
Demonstrate clinical reasoning to make patient-centered care decisions for diverse adult patients with common acute health problems.					
Participate in quality improvement processes to improve patient care.					
Begin to engage in teamwork with members of the interprofessional team, the patient, and the patient's support persons when managing patient care.					
Begin to apply management, legal, ethical, and professional guidelines in the care of diverse adult patients with common acute health problems.					
Use information management principles, techniques, and systems, and patient care technology in the care of diverse adult patients with common acute health problems.					

## Student Learning Outcomes - NURS 159

**As a result of this class, I am able to:**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Apply mental health nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare environments to diverse patients experiencing common acute and chronic mental health disorders.					
Demonstrate clinical reasoning to make patient-centered care decisions for diverse patients experiencing common acute and chronic mental health disorders.					
Participate in quality improvement processes to improve patient care.					
Begin to engage in teamwork with members of the interprofessional team, the patient, and the patient's support persons when managing patient care.					
Begin to apply management, legal, ethical, and professional guidelines in the care of diverse patients experiencing common acute and chronic mental health disorders.					

**Additional comments**

Please choose the best answer for each of the following.

(Please explain any Disagree/Strongly Disagree responses in Comments.)

## Clinical Facility Evaluation:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
The NNRH ICU department provided a supportive learning environment for me.						
NNRH ICU procedures adhere to Best Practices.						
NNRH ICU has established Health and Safety Goals.						
The NNRH ER department provided a supportive learning environment for me.						
NNRH ER procedures adhere to Best Practices.						
NNRH ER has established Health and Safety Goals.						
The HGH ER department provided a supportive learning environment for me.						
HGH ER procedures adhere to Best Practices.						
HGH ER has established Health and Safety Goals.						

## GBC Facilities Evaluation:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
The Practice Lab provided a supportive learning environment.						
Practice Lab procedures adhere to Best Practices.						
Practice Lab has established Health and Safety Goals.						
Simulations provided a supportive learning environment.						
Simulation procedures adhere to Best Practices.						
Simulation has established Health and Safety Goals.						
Tutoring offered additional help when needed.						
GBC Library provides up-to-date information along with current research information.						
ACS Testing Center provides adequate facilities for course testing.						

**ATI Evaluation:**  
**As a 4th Semester ATI User....**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
The ATI materials were easily accessible and user friendly.						
The instructions I received from the course instructor and syllabus about how to use the ATI materials were adequate.						
I got helpful feedback from the ATI templates.						
The ATI materials helped me improve my critical-thinking skills throughout the program.						
The ATI materials helped me learn to set priorities throughout the program.						
The ATI materials helped me implement nursing skills safely and effectively in clinical settings throughout the program.						
The ATI materials helped me improve test taking strategies.						
Overall, the ATI materials I used were very helpful to me in meeting program learning outcomes.						

**Comments:**

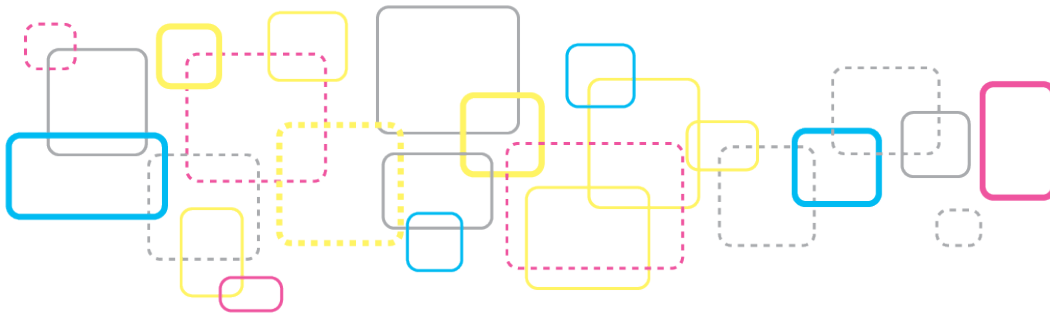
## Student Learning Outcomes - NURS 258

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare environments to diverse patients experiencing physiological crisis and end of life.					
Use clinical reasoning when engaged in the work of a professional nurse.					
Participate in quality improvement processes to improve patient care.					
Engage in teamwork with members of the interprofessional team, the patient, and the patient's support persons when managing patient care.					
Apply management, legal, ethical, and professional guidelines in practice as a professional nurse.					
Use information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.					

## Student Learning Outcomes - NURS 273

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Provide safe, effective, evidence-based nursing care to promote positive outcomes for individuals, families, and groups.					
Demonstrate achievement of mentorship essential skills necessary for transition into professional practice.					
Demonstrate professional behaviors including communication, collaboration, prioritizing, and delegating in order to facilitate effective patient care outcomes.					
Demonstrate collaboration with preceptor within the healthcare setting to coordinate care of patients.					

## Additional comments



# 1st Year ADN Distance Education Student Survey

As a first year nursing student, many adjustments are made along with the demanding curriculum. In order to make the first year nursing student experience as beneficial as possible, please complete the following survey:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
I was treated with fairness and respect.						
I had adequate access to my instructors.						
Positive interactions were fostered between locations.						
Professional behavior was stressed and important.						
I was part of a unified class.						
My concerns were heard and appropriately addressed by the instructors and/or administration.						
Overall, I am pleased with my campus location.						
Overall, my experience as a first year student was a good one.						

Please rate your satisfaction with the following GBC services:

	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A
Academic and Advisement Support.						
Financial Aid Services.						
Student Study Space.						
Student Lounge Space.						
Access to Lecture and Course Materials.						
Classroom Technologies (including IAV).						
WebCampus and Student Technology Support System.						

**Suggestions for improvement**

**Additional comments**

# November 2014 GBC Associate Degree Nursing Employer Survey

The purpose of this survey is to obtain information about our Associate Degree in Nursing (ADN) Program graduates who might have been or might currently be employed at your institution. Please answer each set of questions after reviewing the names of graduates provided for a specific year. Please consider each graduating class as a collective when you answer the questions.

Please consider the Spring 2014 graduating class as a collective. It should take less than 5 minutes to complete the survey.

The information you provide is confidential and will be used along with feedback from graduates to evaluate and make improvements to the Associate Degree in Nursing program at Great Basin College (GBC).

## 1. Please rate your level of agreement with the following statement:

### How satisfied are you that GBC's 2014 graduates:

	Very satisfied	Satisfied	Somewhat satisfied	Less than satisfied	Not at all satisfied
Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare environments to diverse patient populations across the lifespan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use clinical reasoning when engaged in the work of a professional nurse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in quality improvement processes to improve patient care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in teamwork with members of the interprofessional team, the patient, and the patient's support persons when managing patient care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply management, legal, ethical, and professional guidelines in practice as a professional nurse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## November 2014 GBC Associate Degree Nursing Employer Survey

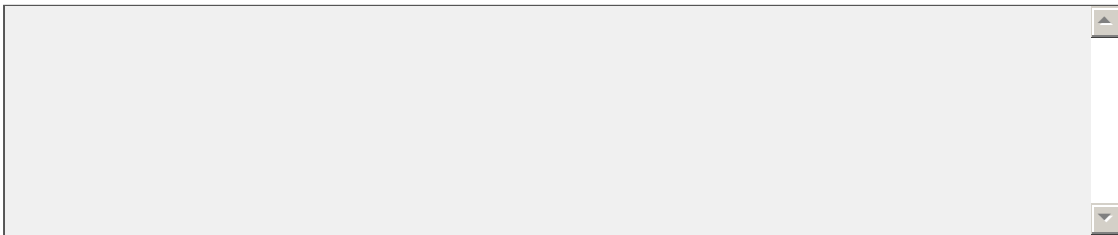
**2. Please provide an overall rating for GBC's ADN graduates in comparison to graduates of other programs.**

- ☐ Stronger
- ☐ About equal
- ☐ Weaker

**3. What are the most positive aspects of employing graduates of GBC's ADN Program?**

A large rectangular text input area with a light gray background and a vertical scrollbar on the right side.

**4. What aspects of GBC's ADN Program would you like to see strengthened?**

A large rectangular text input area with a light gray background and a vertical scrollbar on the right side.

Thank you for your feedback! We will use this information to make improvements to our program. Survey was administered during Fall 2014.

# Spring 2014 Grads AAS Nursing Graduate Satisfaction Survey

## Evaluation of the Spring 2014 Graduating Class

Dear AAS Nursing Graduate,

We value your opinion about our AAS Nursing Program. Please take a few moments to complete this survey. Your feedback is very important in deciding what actions we should take to better serve current and future AAS nursing students. Thank you for your time!

### 1. Did you pass the NCLEX\_RN examination on the first attempt?

- ☐ Yes ☐ No

### 2. How soon following graduation, were you employed as a Registered Nurse?

Months:

- |            |                       |
|------------|-----------------------|
| 1 month    | <input type="radio"/> |
| 2 months   | <input type="radio"/> |
| 3 months   | <input type="radio"/> |
| 4 months   | <input type="radio"/> |
| 5 months   | <input type="radio"/> |
| 6 months   | <input type="radio"/> |
| > 6 months | <input type="radio"/> |

Other (please specify)

### 3. The GBC AAS Nursing Program adequately prepared me for my first position as a Registered Nurse.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unable to evaluate

# Spring 2014 Grads AAS Nursing Graduate Satisfaction Survey

## 4. GBC's AAS Nursing Program resources are current, comprehensive and available.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Unable to evaluate
Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supplies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hardware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 5. Please rate your level of agreement with the following statement:

### GBC's physical facilities met my learning needs.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Unable to evaluate
Classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 6. Overall, how would you rate your satisfaction with the AAS Nursing Program at GBC?

	Very satisfied	Satisfied	Neutral	Unsatisfied	Very unsatisfied
Your satisfaction:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 7. Within the next 2 years, how likely are you to seek an advanced degree in nursing?

	Very likely	Somewhat likely	Neutral	Somewhat unlikely	Very unlikely	Don't know
Bachelor's degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Master's degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Spring 2014 Grads AAS Nursing Graduate Satisfaction Survey

### 8. Please identify how satisfied you are with the following statements about your skills upon completion of the program.

	Very satisfied	Satisfied	Neutral	Unsatisfied	Very unsatisfied
Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare environments to diverse patient populations across the lifespan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use clinical reasoning when engaged in the work of a professional nurse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in quality improvement processes to improve patient care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in teamwork with members of the interprofessional team, the patient, and the patient's support persons when managing patient care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply management, legal, ethical, and professional guidelines in practice as a professional nurse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 9. Do you have any other comments/suggestions?

Thank you for your feedback! We will use this information to make improvements to our program. Survey was administered during Fall 2014.

# GREAT BASIN COLLEGE HEALTH SCIENCE AND HUMAN SERVICES DEPARTMENT COMMUNITY ADVISORY BOARD

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