

College of Southern Nevada
Associate Degree of Nursing Academic Program Review
Spring 2019
Dr. Laura S. Martin, ADN Program Director

History of the Nursing Program

The College of Southern Nevada (CSN) Associate Degree Nursing (ADN) Program admitted its first class in Fall 1987 and received initial National League for Nursing (NLN) accreditation in 1990. The Accreditation Commission for Education in Nursing (ACEN) has accredited the program since that time with the last accreditation visit successfully occurring in February, 2018. The Nevada State Board of Nursing (NSBN) surveyed the ADN Program in April, 2014 with the result of continued full approval status.

The original Associate Degree program was a “one-plus-one” pathway requiring students, upon completion of the first year, to test for and successfully achieve licensure as an LPN in order to qualify for the second year of coursework. The curriculum changed as a result of community input and became a two-year program with an Advanced Placement option for Licensed Practical Nurses (LPNs) in Fall, 1996.

Mission Statements

College Mission Statement

The CSN creates opportunities and enriches lives with inclusive learning and working environments that support diversity and student success. The College fosters economic development, civic engagement, along with cultural and scientific literacy while helping students achieve their educational, professional, and personal goals.

Nursing Mission Statement

The CSN Nursing Department’s mission is to graduate competent, compassionate, caring professional nurses and nursing assistants who strive for excellence in their delivery of care to a

diverse community. The department supports academic success through student engagement, cultural and scientific literacy, and assisting students with meeting their educational and professional goals.

(Adopted Fall 2002; Revised Fall, 2007; Fall 2009; Fall 2014, Spring 2017)

Mission Relationships

The nursing program's mission, philosophy, outcomes, and terminal objectives are congruent with those of CSN. The CSN creates opportunities, and enriches lives by using inclusive learning and working environments that support diversity and promotes success for all students. The College fosters economic development, civic engagement, cultural and scientific literacy while helping students achieve their educational, professional, and personal goals (<https://www.csn.edu/strategic-plan-2017-15-2024>). The Associate of Applied Science Degree Nursing program fulfills this mission with the provision of a highly-sought career path, student-centered learning crafted by diverse, talented, and experienced faculty within state of the art facilities. The Nursing philosophy focuses on the core values of caring, communication, competence, creativity, and professionalism. The nursing program provides student-centered instruction that emphasizes the application of knowledge/nursing process, critical thinking, and management of care, collaboration, caring, communication, teaching/learning, and professionalism. Included within the program's organizing framework are the metaparadigm concepts of nursing. The Nursing Faculty have also outlined the nursing education process for the application of knowledge, communication, the nursing process/critical thinking, managing care, collaboration, caring, teaching/ learning, and professionalism when providing and managing care; also, as a member of the nursing profession. The NLN's Educational

Competencies Guide established Student Learning Outcomes, which serve as the foundation for content and structure of the program.

Listed below is the correlation of the current College mission, vision, and values to the current CSN ADN Nursing Philosophy for the 2017-2024 academic years.

Component	College Mission	Nursing Philosophy
Learning	To provide quality education and training. Provide quality and relevant teaching and learning in academic, technical, and health science programs.	Provide curricula to develop the knowledge, skills, and abilities necessary for entry-level employment in practical and professional nursing. Provide an environment conducive to learning.
Community	Identify the needs of the citizens of Southern Nevada, and provide educational and support services to meet those needs. Provide learning opportunities through local health organizations, outreach programs, and support for multicultural groups and underserved communities.	Society is a complex system that influences culture, values, and beliefs; it provides direction and meaning to an individual's experiences throughout the lifespan.
Students	Accessible to the diverse needs of our students. Student success is achieved through a focused environment, which supports excellence in teaching/learning.	Students are encouraged to be responsible and accountable for self-directed, personal/professional development.
Shared Governance	Nursing faculty members are on the CSN committees that developed the mission and nursing philosophy; also on the college committee that reviewed and revised the CSN mission and goals. Student representatives are invited to address course concerns at the nursing faculty meetings.	Student-teacher relationships promote growth and the spirit of inquiry. Develop and implement support academic initiatives that foster learning and promotes leadership development.

Institutional Research and Program Data

The program has three approved tracks:

- Full-time (69 credits over four semesters of nursing core courses);
- Part-time (69 credits over seven semesters of nursing core courses);
- LPN to RN Bridge (69 credits [up to 8 credits transferred from the Practical Nursing (PN) program of study] over three semesters of nursing core courses).

The fiscal-year student enrollment data for Fall 2016- Fall 2018 is listed below with partial data for fiscal-year Fall 2019.

F/Y Fall 2016 Student Enrollment:

Total Student Enrollment: 887 (444/443) duplicated count

Admit Regular track: 213

Admit Extended track: 30

Total Admit: 243

Admit LPN to RN Bridge: 15

Total Graduates: 179 (83/96)

Graduate Regular track: 140

Graduate Extended track: 34

Graduate LPN to RN Bridge: 5

F/Y Fall 2017 Student Enrollment:

Total Student Enrollment: 922 (453/469) duplicated count

Admit Regular track: 216

Admit Extended track: 37

Total Admit: 253

Admit LPN to RN Bridge: 24

Total Graduates: 195 (89/106)

Graduate Regular track: 146

Graduate Extended track: 42

Graduate LPN to RN Bridge: 7

F/Y Fall 2018 Student Enrollment:

Total Student Enrollment: 924 (485/439) duplicated count

Admit Regular track: 204

Admit Extended track: 16

Total Admit: 232 + 12 Reinstates

Admit LPN to RN Bridge: 12 +2 Reinstates

Total Graduates: 195 (107/88)

Graduate Regular track: 143

Graduate Extended track: 34

Graduate LPN to RN Bridge: 18

F/Y Fall 2019 Student Enrollment:

Total Student Enrollment: 873 (424/449) duplicated count

Admit Regular track: 164

Admit Extended track: 32

Total Admit: 208 + 12 Reinstates

Admit LPN to RN Bridge: 23

Total Graduates: (116/)

Graduate Regular track: (100/)

Graduate Extended track: (14/)

Graduate LPN to RN Bridge: (2/)

Enrollment Trends

Student enrollment into the ADN Program has been relatively stable. Qualified student applicants have increased since Fall 2016 in the range of 152-204 each semester. A cap on the amount of students entering the program was reduced in various semesters due to the availability of clinical sites and teaching faculty. To address the issue of available clinical sites, the Clinical Coordinator position was increased to a full-time status in Fall 2018 to aid in building and maintaining relationships with community health care facilities and securing clinical placements for students. Simulation as a component of clinical hours has been integrated into almost all nursing courses. The Human Resources Department is focusing on varied recruitment efforts to attend the constant need for qualified nursing faculty and faculty themselves assist with engaging potential instructors.

Faculty Information

Faculty Qualifications

The NSBN indicates at least 75 percent of the faculty members must hold at least a master's degree with a major in nursing and have completed training that is related to the faculty member's area of teaching:

- A master's or doctoral degree with a major in nursing;
- A bachelor's degree with a major in nursing and a master's or doctoral degree in a field related to nursing;
- A graduate degree from an accredited school of nursing as defined in the Nevada State Board of Nursing guidelines NRS 632.011.

The Executive Director of the Board may waive the above requirements if there is good cause.

In the Fall 2018 semester, of the twenty-eight full-time nursing faculty, twelve held a doctoral degree with a major in nursing as their highest degree earned and fifteen held a master's degree with a major in nursing as their highest degree earned. One full-time nursing faculty held a Juris Doctorate (JD) as a terminal degree.

The NSBN NAC, Chapter 632.675 sections 2a, b 1, 2, 3 (<https://www.leg.state.nv.us/NAC/NAC-632.html#NAC632Sec675>) also indicates that the majority of the members of the faculty must be full-time employees and that part-time faculty must meet the same education requirements as the full-time faculty members. In the Fall 2018 semester, of the thirteen part-time nursing faculty, eight held a master's degree with a major in nursing as their highest degree earned and five held a bachelor's degree in nursing as their highest degree earned. The ratio of full-time to part-time faculty was 28:13 (68%) for the Fall 2018 semester with over 80% of full and part-time faculty awarded a master's degree with a major in nursing.

Quality Indicators of Teaching

The ADN faculty demonstrate life-long learning through completion of thirty hours of nursing-related continuing education units within the 24-month license renewal period as mandated by the NSBN. The CSN Center for Academic & Professional Excellence (CAPE) offers educational courses helpful to faculty. For example, many faculty completed Quality Matters training during the 2016-2017 academic year. The Director of Nursing from 6/2016 through 8/2018 provided opportunities for Continuing Education Units (CEUs) from guest speakers presenting on best practices for online teaching to an online Nurse Tim Certified

Nursing Education (CNE) Prep Course. Faculty also have the ability to attend professional conferences with reimbursement for travel expenses as available.

From 2016-2018 CSN awarded tenure to seven ADN faculty. During this time many faculty have furthered their education or are currently in nursing programs. Two full-time faculty were awarded PhDs, four full-time faculty earned their Doctor of Nursing Practice (DNP), two full-time faculty completed their MSN degrees, and one full-time faculty passed the CNE exam. Currently one full-time faculty is a PhD candidate, one full-time faculty is in a PhD program, and one full-time faculty is in a DNP program.

The Nursing faculty have demonstrated professional educational accomplishments and interactions. One faculty member was awarded a fellowship from the Organization for Associate Degree Nursing (2018). One faculty member recently developed a new nurse faculty orientation utilizing multiple internet venues. Two faculty members were nominated for the 2018 March of Dimes Nurse of the Year award. Faculty have been published in nursing journals, participated in poster presentations at conferences in Washington, DC, Chicago, Illinois, and at CAPE sessions during convocation. Nursing faculty also assist with crisis intervention training for the Las Vegas Metropolitan Police Department.

Student evaluations are performed each semester and are privy to the Director of Nursing/Department Chair. These evaluations are utilized for yearly faculty evaluations. The ADN Program Director assesses part-time faculty. If the student and Program Director evaluations indicate an unsatisfactory evaluation, the part-time instructor is not asked to return. Unsatisfactory evaluations are an exception for both full-time and part-time faculty in the Nursing Program.

Faculty Profile Tables

Please see the following Fall 2018 Faculty Profile Table for individual qualifications of full-time and part-time faculty. This table is required for the Nursing Program's accrediting organization, ACEN.

Fall 2018 Faculty Profile Table

Qualifications of **Full-Time Faculty Exclusive** to College of Southern Nevada Associate Degree Nursing Program

Directions: Complete requested information below for each full-time exclusive faculty member teaching **at the time of the site visit**. Insert additional rows as needed. Each person listed here should also be included in the Qualification and Professional Development Addendum.

1	2	3	4	5
LAST NAME, FIRST NAME	DATE OF INITIAL APPOINTMENT	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
<ul style="list-style-type: none"> • Alphabetical Order by Last Name 	<ul style="list-style-type: none"> • Month/Year 	<ul style="list-style-type: none"> • Undergraduate Degree(s): name of degree/date of completion • Graduate Degree(s): name of degree/specialty/date of completion • Waiver/exception (if applicable) for credential/experience requirements: (explain) • Currently enrolled: name of degree/projected date of completion 	<ul style="list-style-type: none"> • Current licensure: state/license number/expiration date • Current certifications: type/date acquired/expiration date 	<ul style="list-style-type: none"> • Course: Prefix, Number, Role/Responsibilities • Committees; Course, Clinical, Laboratory Coordination, etc.
Azevedo, Jerrold	August 2018	BS Animal Science BSN MSN-Ed	NV RN97522 exp. 8/23/2019 BLS exp. 2/2019 ACLS exp. 3/2019	Fall 2018: Lab/Simulation Manager
Azevedo, Nanette	August 2018	BS Sociology 1995 BSN 1996 MSN-Ed 2013	NV RN97347 exp. 5/17/2019 BLS exp. 2/15/2019	Fall 2018: NURS 101 Lab Instructor NURS 101 Clinical Instructor
Braga, Joanne	September 2017	BSN March 1998 MSN-Ed April 2017	NV RN66584 exp. 06/10/2020 BLS 06/2020	Fall 2018: NURS 101 Lab Instructor NURS 115 Clinical Instructor Student Advising

				Committees: Nursing Department Committee membership: ACEN (Assessment and Evaluation), APG, Pinning
Carlson, Jessica	January 2013	Associates of Science in Nursing 2004 MSN-Ed 2012 Currently enrolled in PhD in Nursing Education ABD 1/2018	RN49444 exp 11/2018 BLS 7/2019 ACLS 7/2019 PALS 7/2019 CPI #NC38711D exp 11/2018	Fall 2018: NURS 211 Lecture Instructor NURS 211 Lab Instructor NURS 211 Clinical Instructor NURS 296 Instructor Student advising Committees: Nursing Department Committee membership: Learning Resources (Chair); Pinning; ACEN Standard 6
Chaffin, Amy	January 2016	BSN 1971 MSN 1972 PhD 2005	NV RN29552 exp. 9/17/2020 CNS-BC: Adult Psychiatric-Mental Health Clinical Nurse Specialist Certification Number 0124396. exp. 2/28/2019 BLS 07/2019	Fall 2018: NURS 243 Online Lecture Instructor NURS 243 Clinical Instructor NURS 296 Instructor Committees: Nursing Department Committee membership: ACEN Standard 5
Coons, Irene	August 2002	BSN 1993 MSN 2001 PhD 2014	NV RN37311 exp. 8/17/2020 BLS exp. 6/2019 ACLS exp. 7/2019	Fall 2018: NURS 101 Clinical Instructor NURS 208 Lecture Instructor NURS 296 Instructor

			CNA Instructor exp. 9/1/2019 CNE TBD	Committees: Nevada State Board of Nursing Education Advisory Committee Nursing Department Committee membership: ACEN Standard 5 (Chair) College-Wide Committee Membership: Evaluation and Assessment
DeYoe, Jama				Fall 2018:
Fontanilla, Katherina	January 2017	BSN March 1993 MSN-Ed January 2013 DNP (Leadership) March 2016	NV RN 39227 exp. 11/10/2019 BLS 01/2020	Fall 2018: NURS 125 Lead Instructor NURS 125 Lecture Instructor NUSR 115 Clinical Instructor NURS 205 Lab Instructor Student Advising Assists in developing the RN to BSN program Committees: Nursing Department Committee membership: Curriculum, Assessment, Pinning, APG
Franklin, Debbie				Fall 2018:
Gonzalez, Ron	January 2008	ADN May 1992 BSN May 1995 MHA January 2006 MSN May 2008	NV RN3069232 exp. 2/17/2019 PA RN 323375L exp. 10/31/2019 BLS exp. 06/2020	Fall 2018: NURS 101 Course Coordinator NURS 208 Lead Instructor NURS 101 Lecture Instructor NURS 101 Clinical Instructor

				<p>NURS 208 Lecture Instructor Student Advising Nursing Faculty Mentor</p> <p>Committees: Nevada Board of Education Practical Nursing Standards Committee Nursing Department Committee membership: ACEN Standard 2; Admission, Progression & Graduation; Curriculum; Policies & Procedures School of Health Sciences Committee membership: Engelstad Scholarship, Health Sciences Summer Camp College-Wide Committee Membership: Diversity, Hiring Committees</p>
Jones, Emelda	January 2013	BSN 1997 MSN-Ed 2013 Currently enrolled in PhD, Nursing PhD candidate (5/2018)	NV RN32943 exp. 02/07/2019 BLS 03/2019	Fall 2018: NURS247 Clinical Instructor NURS296 Instructor
Lachowicz, Claudette	August 2017	BSN 1993 MSN 2015 Certificate, NA Instructor Development Course 2013	NV RN73429 exp. 12/23/2019 NSBN RN CNA Instructor License/#1000704/Exp. Date: 9/1/2019 BLS 4/2019	Fall 2018: NURS 243 Instructor Student Advising Committees: Nursing Department Committee membership: Pinning; Professional Development; Curriculum; ACEN Standard 2

Laviolette, Jenny	August 2007	BSN UNLV 1998 MSN/ED UNLV 2011	NV RN 32532 exp. 11/02/2020 CNA Instructor 1000574 exp. 09/1/2020 CPR 08/2019	Fall 2018: NURS 101 Lab Instructor NURS 101 Clinical Instructor NURS 130 Lab Instructor NURS 130 Clinical Instructor Student Advising New Faculty Orientation (Coordinator) Committees: Nursing Department Committee membership: ACEN Standard 3; Professional Development
Lawrence-Fischer, Eva	August 2014	ADN, 7/1987 BSN, 3/1996 MSN-Ed, 9/2010 DNP, 2/2018	NV RN 76479 exp. 11/9/2020 ANCC Nursing Professional Development, #2012014348 exp. 10/19/2022 CPR Instructor exp. 3/2019 ACLS exp. 8/2020	Fall 2018: NURS 243 Course Coordinator NURS 243 Clinical instruction for 5 sections Student Advising Committees: Nursing Department Committee membership: Curriculum; ACEN Section 2 (Chair); Faculty Professional Development (Chair) School of Health Sciences Committee membership: Inter-professional Education
Lindsey, Sherri	September 2005	DNP, 5/2018 Masters in Administration MSN-Ed , 2012	NV RN41686 exp. 06/09/2019 BLS 06/2019	Fall 2018: Clinical Coordinator Department Chair (October 2018)

Lupica, Gail	August 2002	Bachelor of Science in Nursing May 1986 Master of Arts in Nursing Education May 1992 Doctor of Philosophy May 2011	NV RN39993 exp. 07/09/2020 CNE-2011-2016 2016- 2021 BLS 07/2020 ACLS 01/2019 AACN member	Fall 2018: NURS 211 Lecture Instructor NURS 211 Clinical Instructor NURS 211 Course Coordinator Committees: Nursing Department Committee membership: Curriculum committee (Chair); PPPC committee School of Health Sciences Committee membership: Health Science Curriculum Committee (Chair) College-Wide Committee Membership: Faculty Senate Representative; Faculty Senate Curriculum Committee
Magbutay, Jeanette	August 2017	ADN December 1997 BSN-Ed December 2015 DNP November 2017	NV RN62826 exp. 06/2019 BLS 2/2020 NRP 06/2019	Fall 2018: NURS 248 Course Coordinator Committees: Nursing Department Committee membership: Student Nurses Association Advisor
Mahoney Bauer, Eileen	August 2008	AAS/ May, 1982 BSN/ May,1994 MSN/ December,1997 DNP/ August, 2016	NV RN 41592 exp. 5/22/2020 BLS 12/2018	Fall 2018: Practical Nursing Program Director Weekly Scheduled Office Hours Committees: Nursing Department Committee membership: ACEN Standard 3; Assessment and Evaluation; Curriculum;

				Pinning; Policies, Processes, and Procedures (Chair)
Manoharan, Mary	August 2005	B.Sc., Nursing 1988 M.Sc., Nursing 2002 APRN 2010 DNP 2014	NV RN47944 exp. 03/2019 APRN 001221 exp. 03/2019 BLS 04/2019 ACLS 06/2019	Fall 2018: NURS 296 Course Coordinator NURS 296 Instructor NURS 211 Clinical Instructor Committees: Nursing Department Committee membership: Admission, Progression and Graduation; ACEN Standard 2; Curriculum; Policy, Procedure, and Processes
Martin, Laura	January 2004	BSN 1981 MSN 1998 Post-Master's Certificate 2011 DNP 2015	NV RN40975 exp. 12/07/2018 Michigan 4704136518 – exp. 03/2018 Certified Nurse Educator (CNE) – The National League for Nursing; 440940 exp. 12/31/2021 The National League for Nursing/Certified Nurse Educator (CNE)/NLN 440940 exp. 12/31/2021 BLS 09/2020	Fall 2018: ADN Program Director: See attached job description. Committees: Nursing Department Committee membership: Curriculum; Policy, Procedure, & Processes; Learning Resources; ACEN Standard 6; Assessment & Evaluation; Program Director to Committees Ad hoc – Resources, SNA faculty rep School of Health Sciences Committee membership: Program Director/Huddle College-Wide Committee Membership: Hiring Committees; Bookstore Advisory Committee

Navarro, Junji				Fall 2018:
Ortega, Denise	August 2017	ADN 2004 BSN 2005 MSN 2009 Enrolled in DNP program, expected completion 11/2018	NV RN47743 exp. 10/14/2018 BLS exp. 3/27/2019	Fall 2018: NURS 115 Lecture Instructor NURS 115 Lab Instructor NURS 115 Clinical Instructor NURS 211 Lab Instructor Committees: ACEN Standard 1
Panter, Ramona	August 2016	BSN 1994 MS N-Ed 2001 PhD 2017	NV RN26048 exp. 10/2019 ACLS 03/2019 BLS 03/2019 NRP 12/2019	Fall 2018: NURS 247 Lecture Instructor NURS 247 Clinical Instructor NURS 247 Lab Instructor NURS 208 Lecture Instructor NURS 211 Sim Lab Instructor Committees: Nursing Department Committee membership: Learning Resources; Testing; ACEN Standards; Pinning
Pawliuk, Warren	August 2012	BSN 2001 MPH 2007 MSN-Ed 2010 EJD 2014	NV RN37386 exp. 11/19/2018	Fall 2018: NURS 115 Course Coordinator NURS 115 Lecture Instructor NURS 115 Clinical Instructor Mentor new faculty
Pelaez-Fisher, JoAnn	January 2007	BSN Dec 1994 MSHA Aug 2005 PhD Dec 2017	NV RN26533 BLS 10/2018 ACLS 11/20/2018	Fall 2018: NURS 115 Clinical Instructor NURS 125 Lecture Instructor

			PALS 11/20/2018 NA Instructor: 1000633 exp. 9/1/2017	NURS 296 Instructor Committees: College-Wide Committee Membership: Professional Advancement Committee; Special Hearing Committee
Pike Michelle	August 2015	BSN 2005 MSN 2009 MHA/ED - present	NV RN73332 exp. 11/30/2018 BLS 06/2020	Fall 2018: NURS 240B/242 B Course Coordinator NURS 115 Clinical Instructor NURS 285 Instructor Committees: Nursing Department Committee membership: ACEN Standard 2; Professional Development College-Wide Committee Membership: Hiring
Rhodes, Diane	August 2004	ADN 1996 BSN 1998 MSN 2001 Certificate, Nursing Assistant Instructor Development course - Nov 2013	NV RN32116 exp. 06/21/2020 BLS 10/2018	Fall 2018: NURS 115 Lab Instructor NURS 101 Lab Instructor Committees: Nursing Department Committee membership: APG (Chair)
Richards, Lisa	August 2018	ADN 2009 BSN 2014 MSN Ed 2018	NV RN62585 exp. 03/2020 BLS exp. 08/2020 ACLS exp. 08/2020 PALS exp. 09/2021	Fall 2018: NURS 248 Lecture Instructor NURS 248 Clinical Instructor NURS 101 Clinical Instructor Committees:

			NCC certified in "inpatient obstetrics" (RNC-OB) exp. 07/2021	Nursing Department Committee membership: Professional Development; Pinning
Ryne, Benita	August 2013	BSN 1976 MSN-Ed 2011	NV RN08092 exp. 4/4/2020 Utah RN 264595-3102 exp. 1/31/2021 BLS exp. 6/2020 ACLS exp. 2/2019 STABLE exp. 8/2019 NCC Inpatient OB ID#104304453 exp. 12/15/2018	Fall 2018: NURS 247 Course Coordinator NURS 247 Lecture Instructor NURS 247 Clinical Instructor Committees: Nursing Department Committee membership: Student Nurses Association Faculty Advisor; Policies and Procedures School of Health Sciences Committee membership: Engelstad Scholarship Committee College-Wide Committee Membership: Academic Standards Committee
Sayson, Flora	August 2014	BSN – March 1991 MS, Nursing & Healthcare Management – May 2008 Pursuing DNP, completion in Spring 2020	NV RN62678 exp. 06/05/2019 NA Instructor license: 1000641 exp. 09/01/2019 BLS 12/2019 ACLS 02/2019	Fall 2018: NURS 205 Course Coordinator (Bridge Program) NURS 296 Instructor Committees: Nursing Department Committee membership: APG, Curriculum, Pinning
Schweitzer, Jennifer	December 2012 Full time August 2016	BSN 2008 MSN 2016 Pursuing DNP, completion in 11/2019	NV RN66795 exp. 05/08/2020 BLS 05/2020 PALS 06/2019	Fall 2018: NURS 101 Clinical Instructor NURS 248 Lecture Instructor NURS 248 Clinical Instructor Student Advising

				Committees: Nursing Department Committee membership: Learning Resources; SNA Advisor
Solomon, Elizabeth	August 2016	ADN 1989 BSN 2007 MSN 2010 MHA 2011	NV RN18657 exp. 5/16/2018 Rehabilitation Nursing Certification Board/ Certified Rehabilitation Registered Nurse/00272565 BLS exp. 8/2019 ACLS exp. 11/2019	Fall 2018: NURS 115 Lecture Instructor NURS 115 Clinical Instructor NURS 208 Lecture Instructor Committees: Nursing Department Committee membership: Curriculum Development; Policy & Procedure; APG; Pinning School of Health Sciences Committee membership: Leadership Huddle
Turner, Gerald	August 2017	ADN 2008 BSN 2011 MSN 2015 DNP 2016	NV RN77478 exp. 3/10/2019 Tennessee RN 221687 exp. 3/31/2019 Washington RN 60750467 exp. 3/10/2019 BLS/AMA CA01384 12/08/2018 ICNA I000800 exp. 9/1/2019	Fall 2018: NURS 101 Course Coordinator NURS 101 Clinical Instructor NURS 101 Lecture Instructor NURS 115 Lab Instructor NURS 296 Instructor Tutoring Committees: Nursing Department Committee membership: ACEN Standards; Pinning; APG; Curriculum
Wright-Genous, Misty	August 2017	ADN 2008 BSN 2011 MSN 2013 DNP 2016	NV RN76951 exp. 1/19/2019 Arizona RN157074 exp. 4/01/2021	Fall 2018: Tutoring NURS 211 Clinical Instructor NURS 296 Instructor

			Illinois RN 041447752 exp. 5/31/2020 CNA Instructor License 1000798 exp. 9/01/2020 BLS exp. 8/2020 CNE exp. 12/21/2023	Committees: Nursing Department Committee membership: Pinning; ACEN Standards; APG
Yimmee, Suchawadee	August 2018	BSN 1986 MSN 1994 PhD 2008	NV RN95029 exp. 2/2019 OR 201042480RN exp. 2/2019 BLS exp. 8/2020 ACLS exp. 7/2020	Fall 2018: NURS 211 Clinical Instructor NURS 296 Instructor Student Advising Nursing Department Committee membership: Pinning; ACEN Standard 6; Policy & Procedures

Faculty Profile Table

Qualifications of **Part-Time Faculty Exclusive** to College of Southern Nevada Associate Degree Nursing Program

Directions: Complete requested information below for each part-time exclusive faculty member teaching ***at the time of the site visit.*** Insert additional rows as needed. Each person listed here should also be included in the Qualification and Professional Development Addendum.

1	2	3	4	5
LAST NAME, FIRST NAME	DATE OF INITIAL APPOINTMENT	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESONSIBILITY
<ul style="list-style-type: none"> • <i>Alphabetical Order by Last Name</i> 	<ul style="list-style-type: none"> • <i>Month/Year</i> 	<ul style="list-style-type: none"> • <i>Undergraduate Degree(s): name of degree/date of completion</i> • <i>Graduate Degree(s): name of degree/specialty/date of completion</i> • <i>Waiver/exception (if applicable) for credential/experience requirements: (explain)</i> • <i>Currently enrolled: name of degree/projected date of completion</i> 	<ul style="list-style-type: none"> • <i>Current licensure: state/license number/expiration date</i> • <i>Current certifications: type/date acquired/expiration date</i> 	<ul style="list-style-type: none"> • <i>Course: Prefix, Number, Role/Responsibilities</i> • <i>Committees; Course, Clinical, Laboratory Coordination, etc.</i>
Allen, Susan	August 2018	BSN 2012 Currently enrolled in MSN expected completion 12/2018	NV RN44519 exp. 12/13/2019 BLS exp. 1/22/2020 ACLS exp. 1/22/2020 NRP exp. 3/2020 Fetal monitoring	Fall 2018: NURS 101 Lab Instructor
Amirhosseini, Navid	May 2012	BS 1981 BSN 2005 MA 2009 MSN 2012	NV RN50816 exp. 03/25/2019 BLS/AED instructor exp. 11/2019 ACLS exp. 11/2018 PALS exp. 11/2018	Fall 2018: NURS 101 Clinical Instructor

Cuneo, Candie	August 2018	BSN April 2011 MSN Aril 2013 DNP in progress-anticipate May 2019 Primary Mental Health Nurse Practitioner-anticipate August 2020	NV RN72620 exp. 11/2019 BLS exp. 8/2020 ACLS exp. 8/2020 PALS exp. 3/2020 PALS Instructor exp. 3/2020	Fall 2018: NURS 296 Instructor Committees: Nurse Manager Council at VA; Nursing Quality Improvement Council at VA; Shared Governance Council at VA
D'Errico, Maria	June 2018	BSN 2013 MSN (Family Nurse Practitioner Specialty) 2016 Currently enrolled in DNP program (expected December 2019)	NV RN75540 Exp 1/10/2019 NV APRN002490 Exp 1/10/2019 BLS exp 6/2019 ANCC Family Nurse Practitioner – Board Certified (FNP-BC); #2016034698 exp 2/5/2022	Fall 2018: NURS 101 Lab Instructor
Gillespie, Travis	August 2018	BSN 2007 MSN-Ed 2018	AZ RN155566 exp 04/2020 NV RN72260 exp 10/2019 BLS Provider exp 03/2019 ACLS Provider exp 03/2019 CCRN 1001124318 exp 05/31/2019 PCCN 1001141286 exp 10/31/2019	Fall 2018: NURS 211 Clinical Instructor

Johnstone, Kaitlyn	August 2018	BSN 2013 Waiver for MSN as of August 2018	NV RN75533 exp. 05/12/2019 BLS exp. 12/2019 Advanced Burn Life Support exp. 03/2020 PALS exp. 08/2019 ACLS exp. 12/2019 ENPC exp. 11/2020 TNCC exp. 05/2021	Fall 2018: NURS 211 Clinical Instructor
Melton, Charlene	August 2012	BSN 1993 MSN-Ed 2002 MSN 2015	NV RN29990 exp. 01/09/2019 BLS Instructor 12/2018 ACLS exp. 7/2020	Fall 2018: NURS 101 Lab Instructor
Morse, Megan	August 2018	BA 2006 BSN 2011	NV RN94483 exp 3/13/19 BLS- exp 02/20 ACLS-exp 05/19 NRP-exp 05/19 RNC-Inpatient Obstetrics 104389968 exp 03/15/21	Fall 2018: NURS 247 Clinical Instructor
Murphy, Braden	August 2017	ADN 2011 BSN 2016 Currently enrolled in Masters of Nursing with an emphasis in nursing education expected 10/13/2018	NV RN70207 exp. 06/11/2019 Certified Pediatric Nurse Cert # 20152155, exp. 02/29/2019 BLS 05/2019 PALS 04/2019 CNA Instructor exp. 06/2018 CCRN: Pediatric 11/2020	Fall 2018: NURS 101 Lab Instructor Committees: Nevada State Board of Nursing Education Advisory Committee

			Advanced Burn Life Support 12/2019 Trauma Nurse Core Course 12/2019	
Okano, Crystal	August 2017	BSN 2005 MSN 2016	NV RN49579 exp. 12/19/2018 BLS exp. 2/2020 ACLS exp. 2/2020 TNCC exp. 4/2022 ABLS exp. 2022	Fall 2018: NURS 247 Clinical Instructor NURS248 Clinical Instructor NURS 211 Clinical Instructor NURS 101 Clinical Instructor
Operario, Arvin	August 2018	BSN 1994 MBA 2009	NV RN53536 exp. 12/2019 BLS exp. 8/2020	Fall 2018: NURS 243 Clinical Instructor Committees: Nevada Nurses Association; Men in Nursing in Southern Nevada; Nevada Nurses Foundation
Politte, Kelly	January 2018	BSN 2000 MSN 2005	NV RN95927 exp. 12/19/2018 BLS exp. 4/2020 CNE NLN414826 exp. 12/31/2021 CHSE 161102 exp. 4/29/2019	Fall 2018: NURS 125 Lecture Instructor
Ritumalta, Klienberg	February 2018	BSN 2008 MSN-FNP 2017	NV RN61085 exp. 1/28/2019 BLS exp. 1/28/2019	Fall 2018: NURS 115 Clinical Instructor NURS 211 Clinical Instructor

Student Information and Assessment

Student Characteristics

The characteristics of the enrolled students in the ADN Program are listed below in the categories of race-ethnicity, age, and sex for 2018. There are many non-traditional adult learners in the program with 63% of the students over age 25. Students may be married, have children, and work full or part-time.

Race-Ethnicity	Percentage
American Indian or Alaska Native	0.50%
Asian	15.22%
Black or African American	4.01%
Hispanics of Any Race	22.41%
Native Hawaiian or Other Pacific Islander	2.68%
Race and Ethnicity Unknown	8.03%
Two or More Races	6.02%
White	41.14%

Age	Percentage
25 & Younger	36.96%
26-30	27.09%
31-40	26.42%
41-50	7.53%
51-60	1.84%
61 & Older	0.17%

Sex	Percentage
Female	77.76
Male	22.24%

Program Requirements

The ADN Program is a Limited Entry Program that has a formal application process and limited seating. Prospective students must submit an application to the Limited Entry Office and be selected for the program in order to register for nursing classes. Program prerequisite courses must be completed before a student is considered eligible for entry into the program. The ADN Program Regular and Extended Tracks require 17 prerequisite credits and 18 additional general education requirements. The LPN to RN Bridge Track requires 21 prerequisite credits and 14 additional general education requirements. Following admission into the ADN Program, nursing students must complete 34 program course credits for 69 credits to be eligible for graduation. The required courses, selection criteria, and career guide are listed on advising sheets available to students from Limited Entry Health Advisors and the public CSN website.

ADN Program Outcomes

The ADN Program Outcomes are approved and reviewed by the Nursing Faculty and assessed on a yearly basis. The chosen percentages are based on alignment with the ACEN 2017 Standards, the NSBN pass rate requirements, and the averages of yearly program completion, program satisfaction, and job placement rates. The most current Program Outcomes include:

Performance on licensure exams.

The program's most recent annual licensure examination pass rate will be at least 80% for all first-time test takers during the same 12-month period.

This outcome was changed on 11/17/17 during the Faculty Meeting from a 3-year mean to a 12-month period to align with the ACEN 2017 Accreditation Standards

Program completion.

70% of the students who enter the Associate Degree Nursing Program will graduate within three years.

The 70% completion rate is based on an average of the completion rates for 2015-2016 (66.6%), 2016-2017 (72%), and 2017-2018 (72.4%).

Program satisfaction.

95% of ADN program graduates will rate the quality of classroom, lab, and clinical curriculum for attaining program outcomes as 3.0 or higher on a 5-point Likert scale on the End-of-Program Survey during the last week of school.

To obtain greater response rates, this outcome was changed in April 2018 from surveying ADN Program graduates 6-12 months post-graduation to surveying graduates only during the last week of school. A general question is asked regarding “overall satisfaction with the nursing program” and from those that respond, the answers are rated at satisfactory or better, equating to 93% and greater. The question will be altered to separately rate satisfaction of classroom, lab, and clinical curriculum for May 2019 data collection.

Job placement.

80% of ADN Program graduates who complete the 6-12 month post-graduation survey will indicate employment as a RN.

The outcome has been changed from 85% of graduates who desire employment will indicate employment on the Graduate survey to 80% who complete the survey will indicate employment. The question will assist with the low return numbers. The change to 80% is based

on the average employment rate report from Fall 2014 – May 2017 graduates.

The table below compares the ADN Program Outcomes over the past three years.

ADN Program Outcomes			
	2015-2016	2016-2017	2017-2018
NCLEX Pass Rate	88.6%	92.35%	88%
Program Completion Rate	66.6%	72%	72.4%
Program Satisfaction	96.84%	93.1%	Awaiting calculation
Employment Rates (based only on responders)	91.6%	94%	95%

ADN Student Learning Outcomes

The ADN Student Learning Outcomes (SLOs) are also the outcomes listed for the last course in the nursing program, NURS 296, Nursing Management and Preceptorship. Nursing students are designated a clinical site and nurse preceptor and must complete 120 hours of clinical time. A faculty liaison is assigned to each student and preceptor to monitor the student's progress and completion of required SLOs. Measurement of the following listed outcomes is performed with the use of the course clinical evaluation tool. The expected level of achievement (ELO) is that 100% of students will achieve a score of 3.0 or higher on the end-of program SLOs prior to graduation. Over the last three years, 100% of students have achieved at least a score of 3.0 for each SLO. Faculty are held accountable and responsible for the clinical expectations of assigned students and the relationship built between the students and facility nurse preceptors. The course coordinator provides an additional review of each student evaluation tool and course requirements provided by the faculty to ensure completion of SLOs for graduation.

The ADN Student Learning Outcomes are include those listed:

Upon graduation from the CSN Associate Degree Nursing Program, the graduate will be able to:

1. Incorporate physiological, psychological, social-cultural, and spiritual concepts to provide safe and competent nursing care for patients at various stages in their life.
2. Combine the nursing process with clinical reasoning to assist patients with adaptive behaviors that enhance, maintain, and promote optimal health, quality of life, and/or death with dignity.
3. Demonstrate caring behaviors with patients to attain optimal health, quality life, or death with dignity.
4. Apply principles of verbal and written communication with professionals and patients.
5. Employ the Quality and Safety Education for Nurses (QSEN) Initiatives while incorporating standards of professional practice while working within nursing's legal, ethical, and regulatory framework while providing care to patients.
6. Integrate teaching/learning principles to promote healthy behaviors for patients.
7. Optimize collaboration with interdisciplinary teams and community resources when managing the care of patients.

Curriculum Information

Curriculum Development

The College of Southern Nevada (CSN) uses multiple sources of professional standards, guidelines, and competencies to develop the curriculum. The National League for Nursing Educational Competencies, Quality and Safety in the Education of Nurses (QSEN) and Institute of Medicine Core Competencies helped guide the development of the ADN Program SLOs. The scope of practice for the RN practicing in Nevada is articulated in the National Council of State Boards of Nursing (NCSBN) and the Nevada Nurse Practice Act. The American Nurses Association Code of Ethics for Nurses and the National Student Nurses' Association Code of Academic and Clinical Conduct provide a framework to promote student and nurse ethics. The SLOs as previously listed are stated in the Nursing Program Guidelines.

The curriculum recognizes that teaching and collaboration are integral to providing health care to clients of varied social, economic, cultural, ethnic, and spiritual backgrounds. The concepts drive the curriculum as well as the assignments for each nursing course. Clinical evaluation tools also reflect the concepts and the roles of a student nurse.

The organization of the curriculum reflects courses that build upon or enhance one another in order to facilitate student attainment of the SLOs. The organizing framework for the program, nursing philosophy, and end-of-program outcomes serve as the foundation for the students' coursework and clinical educational experiences. Graduates of the program are prepared to provide culturally competent nursing care for individuals, families, and groups across the lifespan as well as the continuum of care. The graduates are educated as generalist providers of nursing care and are well positioned to function in a variety of clinical settings.

The curriculum is presented from simple to complex concepts. The client population begins with geriatric residents in a long-term care facility. The movement to transitional or sub-acute care fosters the development of organizational abilities in the neophyte student. The second semester is centered on care of the medical-surgical population as well as the mental health client. Therapeutic communication techniques are developed and sharpened during this semester. The student is also expected to be able to handle a client load of two medical-surgical patients by semester's end. The third semester addresses the childbearing and childrearing populations, with simulation as part of their clinical experience. The fourth semester is geared to address the multisystem needs of the advanced medical-surgical populations. Students are assigned to clients with numerous needs inclusive of critical care, trauma, oncology, burns, emergency rooms, etc. The Capstone course is a five (5) week, one hundred twenty hour preceptorship whereby the student is assigned to a qualified staff member (per NSBN guidelines)

and works the preceptor's schedule. At the completion of the capstone course, the student is expected to carry a full six patient load.

Pharmacology and Professional Nursing topics are included in the curriculum as non-clinical components. The pharmacology course is a first-semester, two credit hour course. The Professional Topics course is located in the final semester of the program and focuses on the students' transition from the school arena to reality in the workplace.

Nursing courses are continually reviewed by faculty and the Director of Nursing and evaluated for instructional effectiveness in terms of content and methods of evaluation. Current trends in healthcare, research findings regarding evidence-based and best practices, innovations in instructional methods, changes outlined in the NCLEX-RN Test Plan, annual NCLEX-RN Program Reports, advisory board input, employer and graduate surveys, and students' evaluations of instructional effectiveness guide departmental efforts to improve the curriculum.

Curriculum Assessment and Evaluation

The Curriculum Committee, in conjunction with Nursing Program faculty, is responsible for the planning and implementation of the curriculum and the evaluative process. The Curriculum Committee includes a faculty member or course coordinator from each nursing course, chairperson, and Program Director. In Fall 2017, the Academic Three-Year Assessment Plan for the ADN Program was brought to the Curriculum Committee for discussion and approval. In Fall 2017-May 2018, review and curriculum mapping of the following nursing courses occurred: NURS 101 (Introduction to Professional Nursing Practice), NURS 125 (Pharmacology for Nursing Practice), and NURS 205 (Introduction to Associate Degree Nursing). In Fall 2018-May 2019, review and curriculum mapping of the following courses will be completed: NURS 115 (Medical-Surgical Nursing I), NURS 211 (Medical-Surgical Nursing

II), and NURS 208 (Professional Topics: Management Concepts and Transition into Professional Practice). Lastly, review and curriculum mapping of NURS 243 (Mental Health Nursing), NURS 247 (Maternal-Newborn Nursing), NURS 248 (Pediatric Nursing), and NURS 298 (Nursing Management and Preceptorship) will occur in Fall 2019-May 2020.

Assessment artifacts for the Program SLOs remain consistent for each academic year of the Assessment Plan. These artifacts include the ATI Comprehensive Predictor Exam evaluated near the completion of NURS 208 and the Preceptorship Clinical Evaluation evaluated during and at the completion of NURS 296. Both the Predictor Exam and Clinical Evaluation have measurable student achievement levels.

Curriculum Strengths and Weaknesses

During the Fall 2016 and Spring 2017 semesters, prior to implementing the Three-Year Assessment Plan, the Curriculum Committee reviewed the content and concepts for each nursing course, books, clinical sites, use of simulation teaching methods and evaluation methods. The curriculum committee also reviewed which medications were covered in each nursing course. During this evaluation, some areas of weakness, requiring improvements were noted. These areas included the redundancy of some medications taught in Med-Surgical courses and the lack of test blue prints in each nursing course. Members of the Curriculum Committee, including course coordinators aided in revising the course content and creating blue prints for each course exam.

Due to curriculum mapping that began in Fall 2017-May 2018, inconsistencies across the curriculum regarding course assignments were assessed including the lack of rubrics, assignment purpose statements, assignment descriptions, and assignment objectives that align with course objectives. Requirements for a rubric were defined and examples provided so that course

coordinators could develop assignment rubrics with consistent criteria across the curriculum. Curriculum Committee members assigned to a specific course mapping or review assisted Course Coordinators with development or critique of rubrics by December 2018.

Faculty from each course meet at least once a year to review their course in terms of content, assignments, and evaluation methods to help ensure best practice from current, rigid, and valid research, websites, and journals that drive the curriculum. Course coordinators review and revise their individual course with their faculty at least once a year. At the time of the course evaluation, the faculty have information related to student performance, course evaluations, ADN graduate surveys, end of program evaluations, and faculty evaluations.

Comprehensive Predictor Exam and Preceptorship Clinical Evaluation

The Annual Assessment Reporting Form completed in April 2018 documented a decrease in the percentage of students achieving passing thresholds for the Spring 2017 ATI Comprehensive Predictor Exam (NCLEX-RN standardized passing predictor exam), given in NURS 208, that were lower than the previous percentages of Fall 2015 and Spring 2016. The percentage decrease was thought to be attributed to course points no longer being assigned to the final grade based on the score of the exam. Extra credits points were only provided when students achieved a final passing grade of 75%. Some students have stated not taking the exam seriously due to the lack of awarded course points or not needing the extra points to pass the course. Students do not dedicate time for in-depth study and plan for concentrated remediation and study hours in between completion of the program and taking the NLCEX-RN exam. The same experience of decreased passing threshold scores for the ATI RN Adult Medical Surgical Exam was also occurring in NURS 211, the final Medical-Surgical course.

To address the decreased scores and student preparation, a new policy was piloted in Fall 2018 for NURS 211 students. Points were awarded for the ATI Practice Test results and remediation, and the ATI Proctored Test results and remediation; total percent of course points equaled 10%. Results are being analyzed at this time and will be presented to the Course Coordinators and faculty via meetings. NURS 208 will provide a similar testing policy for the ATI Comprehensive Predictor Exam starting in Spring 2019.

The Preceptorship Evaluation Tool provides a qualitative score to measure student performance of skills, clinical knowledge, and reasoning in the clinical setting during the final clinical course. The preceptor, student, and faculty liaison collaborate to determine strengths and areas of growth at midterm and the end of the course. The findings for the last three years indicate that 100% of the students achieved a score of 3 or higher on the seven SLOs at the end of the course.

NCLEX-RN Pass Rates

The minimum standard set by the Nevada State Board of Nursing for first-time NCLEX-RN pass rates is 80%. CSN has consistently met or exceeded the 80% pass rate standard every year. Most recently, a drop in pass rates from 93.3% in 2017 to 88.14% in 2018. The change in pass rates has been presented to the Course Coordinating Committee and Nursing Faculty by the Program Director. Strategies to address the change in pass rates include: 1) exploring the use of standardized testing and remediation in every course across the curriculum; 2) giving the ATI Comprehensive Predictor Exam in between NURS 211 and NURS 296 instead of at the end of NURS 208, thereby allowing increased time for remediation; and 3) assigning a task force committee outside the Curriculum Committee to review course syllabi and completed course mapping.

Addressing Weaknesses/Areas of Improvements

As previously stated, curriculum weaknesses or inconsistencies are assessed during Course Coordinating and Curriculum Committee meetings. Strategies to address issues are presented in these same committees and in monthly Faculty meetings. In Fall 2018, a leadership committee was developed that includes the membership of all Nursing Program Directors, the Clinical Coordinator, and Department Chair. This Committee has come to identify issues and propose strategies including policies/procedures and degree progression within the Nursing Program.

Information, Technology, Space, and Equipment Resources

Library Resources

The CSN Library Services provides resources that include course reserves selected by faculty, textbooks (library or department owned), journals, DVDs, videos, copies of sample tests, quizzes, and research papers that are available for student use. A reserve request form must be completed to obtain the course material.

Libraries are present on all three campuses; however, the West Charleston campus houses the majority of nursing resources, in part due to cost containment. The I building library offers a large collection of resources including books, journals, and online web streaming. The I building library is conveniently located next to the building that houses the Nursing Program. The library offers study, meeting, and reading areas sufficient to meet learner needs.

An instructional Librarian-Liaison is assigned to the School Health Sciences and is available on campus and online to assist faculty and students in accessing research information and developing collegiate writing skills. The Librarian provided easy access to students by establishing a bi-monthly writing/research assistance table located in the K Building Fall 2016 semester. The library system and staff support the mission of the nursing program to provide an

inclusive learning environment that fosters scientific literacy and supports diversity and student success.

Course Learning Resources

Course learning resources are kept comprehensive and current by the course coordinators. The ease of accessing online course materials is provided through CSN's learning management system (LMS), CANVAS. Two CANVAS sites have been initiated by the Program Director to enhance communication between Nursing Leadership and Nursing Faculty and Nursing Leadership and Nursing Students. Items such as time-sensitive announcements and new or updated policies and program guidelines are posted. The Center for Academic and Professional Excellence (CAPE) in conjunction with the Office of E-Learning provides faculty with CANVAS training and course building.

Technology and Space

The Office of Technology Services and Tech Support provide assistance with the upkeep of the campus computers that connect to CANVAS. It provides students not only with readily available access to courses with online chat capabilities, but to online CSN Library resources, Smarthinking Tutoring, and Turnitin for plagiarism and grammar review. At times, faculty underutilizes these services. Nursing Leadership and course coordinators have provided faculty with instructional steps from CAPE sessions to increase use of these beneficial student resources.

A small computer lab is located in the K building and a large computer lab is available for student use in the C building. Computers are also present in the campus library, located in the I building, and the community library located on the West Charleston campus. Additional computer labs are located at the Cheyenne and Henderson campuses, and the High Tech Centers.

Four priority classrooms located in the campus building that houses the Nursing Program have a student seating capacity from 30-38 students. All these classrooms are equipped with SMART classroom technology that aids in alternate methods of class instruction to meet course learning outcomes.

Four skills labs are located in the K building for the ADN program, plus one shared by the ADN and PN programs. The three simulation rooms in the K building are connected to lab rooms with viewing screens that assist with the debriefing process. An additional conference room also has simulation viewing equipment for debriefing purposes. At the CSN Cheyenne campus, there are two Maternal-Newborn labs, one Pediatric lab, and a Certified Nursing Assistant lab that is also used by the ADN program for NURS 101 ACE (Alternative Clinical Experience).

Equipment

Lab and simulation equipment can be requested through the Simulation Lab Manager, usually in writing. Perkins grant money and Academic Technology Advising Committee (ATAC) fees are mainly used for purchasing equipment, technology, and equipment repairs. Funds from the Perkins Grant have been used to purchase a Sim Junior and high-tech birthing manikin, update manikins, Simpads, repair of overhead patient lifts, and a curriculum conference for the nursing department faculty. The Simulation Lab Manager works in collaboration with course coordinators and faculty to determine the most appropriate resources for student learning in the lab and simulation environments. Examples of various lab and simulation equipment include low-to-high fidelity human patient simulators, intravenous equipment and supplies, medication and code carts, suction machines, and wound care kits for students to practice nursing procedures.

The demand for simulation in each clinical course is supported by evidence-based practice. The Simulation Lab Manager is committed to providing current simulation scenarios based on best practices for delivery and debriefing. A simulation center for CSN Nursing students with up-to-date technology has been proposed for construction on the North Las Vegas Campus. This center will allow for increased space, improved scheduling, an efficient means for delivering simulation in all clinical courses, and growing the program.

Fees

Since the cost to educate nurses at CSN is higher than many other college courses/programs, a differential course fee proposal for ADN courses was presented to and supported by the Board of Regents for the Nevada System of Higher Education during the scheduled November 30-December 1, 2017 meeting. The student pays a \$60.00 per credit fee for all specified ADN courses to maintain the program quality and to sustain clinical and simulated learning experiences. The differential fee on required NURS 100-200 level courses started the Fall semester of 2018 and eliminates the previous student lab fee.

The differential fee allows for acquisition of high-fidelity equipment, software, and simulation scenarios at all campus locations; the ability to hire a full-time simulation concierge; and provide consumable supplies and resources to enhance theory, lab and clinical education. The additional funding will also assist with faculty development and offset the majority of the part-time faculty expense. This differential program fee falls in line with other state colleges, including Truckee Meadows Community College and Western Nevada College.

Overall, the informational, technical, and physical resources are adequate to meet the needs of the students, faculty, and staff. However, as stated earlier, an additional simulation center would be helpful to assist with space and scheduling difficulties as well as the ability to

participate in interprofessional education initiatives with other departments such as Emergency Services or Cardio-Respiratory Sciences.

External Factors

Enrollment Trends

Following Fall 2016, the number of qualified nursing applicants has remained over 152 students with 204 students applying for Fall 2018 semester. The number of students admitted to the ADN Program has been reduced from 128 students in Fall 2016 to 104 students in Fall 2018 and Spring 2019. The rationale behind the reduction of admissions was in part due to a reinstatement policy change to reinstate students, and a reduction of full-time Nursing instructors.

The student/faculty ratio remains consistent in the didactic classroom setting with a course cap set at 32 and a course cap for online instruction set at 20. Online caps are due to pedagogy/andragogy best practices and classroom caps are due to both room size and pedagogy/andragogy best practices. Per requirements from the NSBN, the lab student/faculty ration is 10/1 and the clinical student/faculty ration is 8/1.

Demand for Graduates

Nurses constitute the largest group of healthcare workers, and they spend the greatest amount of time providing direct care to patients. Maintaining a rigorous nursing program helps to sustain the healthcare work force in the Nevada/Las Vegas areas. CSN Nursing students are highly recruited by employers in their last semester Preceptorship clinical rotation. Employment rates of those students that complete the 6-month graduate survey remain high as previously reported.

The CSN Nursing Program is creating entry and exit pathways for students beginning with the Certified Nursing Assistant Program, LPN Program, LPN to RN Bridge Program, ADN-RN Program, and a new RN to BSN Program accepting applicants in Summer 2019 for Fall 2019 admission. Current and former Nursing students have expressed great anticipation in being able to continue their education at CSN. The Nursing faculty remain involved with creating curriculum that prepares students to successfully pass Nursing State Board exams and encourages opportunities for the continued education of students and nurses within the community.

Program Changes

Significant changes have been made in the Nursing Program within the past three years. These changes are based on assessment and analysis (i.e., feedback) of current department policies, procedures, practices, and curriculum. Sources of feedback included students, faculty, administration, and community stakeholders. The list includes the following:

- Change in the clinical attendance policy to address absences to no more than one clinical day per semester with a process for exceptions;
- Inclusion of high-fidelity simulation into almost all nursing courses with a clinical component;
- Changes in the School of Health Science's reinstatement policy to address student academic and non-academic withdraws with a distinction between reapplications and reinstatements;
- Change in BIOL 224 from gen-ed to prerequisite course subject to the three attempt rule effective March 2, 2020;

- Change in the math testing progression plan to include three attempts in the first semester for ADN and LPN to RN Bridge students;
- Updates to the Nursing Program New Faculty Handbook and creation of an orientation program for new hires;
- Reinstatement of ATI Content Mastery and Comprehensive Predictor Exams in two courses with consideration of ADN curriculum-wide application to foster greater NCLEX pass prediction with appropriate counseling of students at risk;
- Affiliation agreements with RN to BSN programs that students can be concurrently enrolled;
- Adoption/revision of Nursing Department Faculty Policies;
- Adoption of a rubric for on-line course evaluation (e.g., Quality Matters);
- Continuation of ACEN committees to address each standard with assignment of assessment areas;
- Offering classroom versus online courses for the first semester LPN to RN Bridge course to provide support during transition back to school;
- Offering classroom versus online courses for part-time students to increase communication and faculty support;
- Maintenance of a testing policy including best practices;
- Development and maintenance of Canvas sites to enhance communication with students and faculty;
- Approval of a differential course fee by the Nevada System of Higher Education Board of Regents;
- Support of faculty obtaining their terminal degrees.

Program Challenges and Opportunities

Challenges/opportunities related to the ADN Program that need to be addressed within the next 12-24 months include:

- ADN Program degree change from AAS to AS;
- Nursing faculty shortage; faculty working one or two other jobs;
- Unequal pay for teaching clinical and skills labs sections;
- Continued curriculum mapping of courses to identify any redundancies or gaps;
- Creation of an instructor written test item bank per course;
- Increase effective communication with the Nursing Advisory Board;
- Competition for clinical sites due to many the public and private nursing programs within Clark County;
- Increased Simulation space and equipment replacement/maintenance;
- Clinical sites reducing number of students being accepted for clinicals;
- Continued updating/integrating of best practices (i.e., clinical and/or nursing education) within courses;
- Student and program data collection and statistics reporting utilizing a centralized database.



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August 8, 2018

Irene Coons, PhD, RN, CNE
Director of Nursing Education
College of Southern Nevada
6375 West Charleston Boulevard-W3K
Las Vegas, NV 89146-1164

Dear Dr. Coons:

This letter is formal notification of the action taken by the Accreditation Commission for Education in Nursing (ACEN) at its meeting on July 10-11, 2018. Please be advised that the Board of Commissioners' decisions are based on the ACEN 2017 Standards and Criteria. The Board of Commissioners granted continuing accreditation to the associate nursing program and scheduled the next evaluation visit for Spring 2026.

Deliberations centered on the Self-Study Report, the Catalog, the Site Visit Report, and the recommendation for accreditation proposed by the peer evaluators and the Evaluation Review Panel. (See Summary of Deliberations and Recommendation of the Evaluation Review Panel.)

The Board of Commissioners identified the following:

Areas Needing Development

Standard 3 Students, Criteria 3.2 and 3.6

- Review and revise program documentation (paper and electronic) to ensure that information intended to inform the public is accurate.
- Continue to implement institutional strategies to address the default rate.

Standard 5 Resources, Criterion 5.3

- Ensure all resources are current, including those in the library.

Standard 6 Outcomes, Criteria 6.2, 6.3, and 6.4

- Review and revise the expected level of achievement for the licensure examination pass rate to be congruent with the ACEN Criterion.
- Review and revise the expected level of achievement for program completion to be congruent with the ACEN definition of program completion.
- Review and revise the expected level of achievement for job placement to be congruent with the ACEN definition of job placement.
- Ensure the program demonstrates evidence that there is ongoing assessment of job placement and that job placement data are sufficient to inform program decision-making.
- Ensure the program demonstrates evidence that the evaluation plan contains data that are consistently assessed, and used in program decision-making for the maintenance and improvement of graduates' job placement.

Congratulations on this outstanding achievement! We look forward to continued successes for your nursing program. On behalf of the Board of Commissioners, we thank you and your colleagues for your commitment to quality nursing education. If you have questions about this action or about ACEN policies and procedures, please contact me.

Sincerely,



Marsal P. Stoll, EdD, MSN
Chief Executive Officer

cc: Nancy Diede, Peer Evaluator
Suzanne Villiers, Peer Evaluator
Joy Cole, Peer Evaluator
Cathy Cormier, Peer Evaluator

Enc. Summary of Deliberations of the Evaluation Panel

**SUMMARY OF DELIBERATIONS AND RECOMMENDATION OF THE
EVALUATION REVIEW PANEL
SPRING 2018 ACCREDITATION CYCLE**

**COLLEGE OF SOUTHERN NEVADA
LAS VEGAS, NV**

Program Accreditation History

Program Type:

Associate

Established: 1987

Initial Accreditation: 1989

Last Evaluation Visit: Spring 2010

Action: Continuing Accreditation

Overview

Length of Program: Traditional Option (Regular Track): 7 semesters; 69 credits
Extended Option (Extended Track): 10 semesters; 69 credits
LPN-to-RN Bridge Option: 6 semesters; 69 credits

Percentage of Curriculum Offered via Distance Education: Traditional Option (Regular Track): 25-49%
Extended Option (Extended Track): 25-49%
LPN-to-RN Bridge Option: 25-49%

Number of Students: 445

Number of Faculty: 39 Full-time: 27 Part-time: 10

Number of Faculty: Full-time: 2 Part-time: 0
(Shared)

Evaluation Review Panel Summary

Recommendation:

Continuing accreditation with conditions as the program is in non-compliance with one (1) Accreditation Standard.

Commentary:

Areas of Strength

Standard 5 Resources, Criterion 5.2

- Physical resources are sufficient to ensure the achievement of end-of-program student learning outcomes and program outcomes and meet the needs of the faculty and students.

Evidence of Non-Compliance

Standard 2 Faculty and Staff, Criteria 2.1 and 2.2

- There is a lack of evidence that full-time nursing faculty hold educational qualifications required by the governing organization, the state, and the governing organization's accrediting agency.
- There is a lack of evidence that part-time nursing faculty hold educational qualifications and clinical agency requirements as required by the governing organization and the state.

Areas Needing Development

Standard 1 Mission and Administrative Capacity, Criterion 1.3

- Ensure that the assessment of end-of-program student learning outcomes and program outcomes is shared with the communities of interest.

Standard 2 Faculty and Staff, Criterion 2.5 and 2.8

- Ensure the number of full-time faculty is sufficient for the achievement of the end-of-program student learning outcomes and program outcomes.
- Ensure the part-time faculty are mentored in their areas of responsibility.

Standard 3 Students, Criteria 3.2 and 3.6

- Review and revise program documentation (paper and electronic) to ensure that information intended to inform the public is accurate.
- Ensure that the program completion rate is publicly accessible in accordance with ACEN Policy #29.
- Continue to implement institutional strategies to address the default rate.

Standard 5 Resources, Criterion 5.3

- Ensure all resources are current, including those in the library.

Standard 6 Outcomes, Criteria 6.2, 6.3, and 6.4

- Review and revise the expected level of achievement for the licensure examination pass rate to be congruent with the ACEN Criterion.
- Review and revise the expected level of achievement for program completion to be congruent with the ACEN definition of program completion.
- Review and revise the expected level of achievement for program completion to be congruent with the ACEN definition of job placement.
- Ensure the program demonstrates evidence that there is ongoing assessment of job placement and that job placement data are sufficient to inform program decision-making.
- Ensure the program demonstrates evidence that the evaluation plan contains data that are consistently assessed, and used in program decision-making for the maintenance and improvement of graduates' job placement.

Nevada State Board of
NURSING

May 22, 2018

THE COLLEGE OF SOUTHERN NEVADA
IRENE COONS PHD RN
6375 W CHARLESTON BL WCK 106E
LAS VEGAS, NV 89146

Dear Dr. Coons:

Thank you for attending the Nevada State Board of Nursing meeting on Wednesday May 16, 2018. During the meeting, the Board approved the action plan presented by the College of Southern Nevada Administrators as a result of the site survey results of the ADN program in 2018. Thank you for your continued commitment to Nevada Nursing students.

Sincerely,
Nevada State Board of Nursing



Catherine Prato PhD, MSN, RN, CNE
Director of Nursing Education

Department Chair Summary

Program Accreditation

The College of Southern Nevada (CSN) Associate Degree Nursing (ADN) Program admitted its first class in Fall 1987 and received initial National League for Nursing (NLN) accreditation in 1990. The Accreditation Commission for Education in Nursing (ACEN) has accredited the program since that time with the last accreditation visit successfully occurring in February 2018. The Nevada State Board of Nursing (NSBN) surveyed the ADN Program in April, 2014 with the result of continued full approval status.

Assessment

The Curriculum Committee, in conjunction with Nursing Program faculty, is responsible for the planning and implementation of the curriculum and the evaluative process. The Curriculum Committee includes a faculty member or course coordinator from each nursing course, chairperson, and Program Director. In Fall 2017, the Academic Three-Year Assessment Plan for the ADN Program was brought to the Curriculum Committee for discussion and approval. In Fall 2017-May 2018, review and curriculum mapping of the following nursing courses occurred: NURS 101 (Introduction to Professional Nursing Practice), NURS 125 (Pharmacology for Nursing Practice), and NURS 205 (Introduction to Associate Degree Nursing). In Fall 2018-May 2019, review and curriculum mapping of the following courses will be completed: NURS 115 (Medical-Surgical Nursing I), NURS 211 (Medical-Surgical Nursing and NURS 208 (Professional Topics: Management Concepts and Transition into Professional Practice). Lastly, review and curriculum mapping of NURS 243 (Mental Health Nursing), NURS 247 (Maternal-

Newborn Nursing), NURS 248 (Pediatric Nursing), and NURS 298 (Nursing Management and Preceptorship) will occur in Fall 2019-May 2020.

Assessment artifacts for the Program SLOs remain consistent for each academic year of the Assessment Plan. These artifacts include the ATI Comprehensive Predictor Exam evaluated near the completion of NURS 208 and the Preceptorship Clinical Evaluation evaluated during and at the completion of NURS 296. Both the Predictor Exam and Clinical Evaluation have measurable student achievement levels.

Reallocation of Resources

CSN has long been involved in simulation and participated in the NCSBN simulation study. Moving forward the simulation program has grown with over 400 students participating in simulation during the four semesters of the Associates Degree program. The Associates Degree program has less than adequate space for simulation and currently the nursing program has a need for a simulation center of excellence to be housed at the North Las Vegas campus. In addition to our participation in simulation, we are anticipating hiring a simulation technician to complement our simulation manager.

Currently, the nursing department is searching for six full-time faculty to fill positions in the Associates Degree program as well as 2-3 full-time faculty to fill positions in the Practical Nursing program and 2-3 full-time faculty to fill positions in the Certified Nursing program.

Strengths and Weaknesses

The Associates Degree Nursing program is a strong program with upwards of 400 students crossing our thresholds every semester. We continue to have stable tenured faculty with

approximately sixteen out of our thirty-four faculty holding Doctorate degrees. Nursing faculty continue to assess and revise the curriculum to meet current evidenced based practices.

During the Fall 2016 and Spring 2017 semesters, prior to implementing the Three-Year Assessment Plan, the Curriculum Committee reviewed the content and concepts for each nursing course, books, clinical sites, use of simulation teaching methods and evaluation methods. The curriculum committee also reviewed which medications were covered in each nursing course.

During this evaluation, some areas of weakness, requiring improvements were noted. These areas included the redundancy of some medications taught in Med-Surgical courses and the lack of test blue prints in each nursing course. Members of the Curriculum Committee, including course coordinators aided in revising the course content and creating blue prints for each course exam.

Due to curriculum mapping that began in Fall 2017-May 2018, inconsistencies across the curriculum regarding course assignments were assessed including the lack of rubrics, assignment purpose statements, assignment descriptions, and assignment objectives that align with course objectives. Requirements for a rubric were defined and examples provided so that course coordinators could develop assignment rubrics with consistent criteria across the curriculum. Curriculum Committee members assigned to a specific course mapping or review assisted Course Coordinators with development or critique of rubrics by December 2018.

Faculty from each course meet at least once a year to review their course in terms of content, assignments, and evaluation methods to help ensure best practice from current, rigid, and valid research, websites, and journals that drive the curriculum. Course coordinators review and revise their individual course with their faculty at least once a year. At the time of the course

evaluation, the faculty have information related to student performance, course evaluations, ADN graduate surveys, end of program evaluations, and faculty evaluations.

As previously stated, curriculum weaknesses or inconsistencies are assessed during Course Coordinating and Curriculum Committee meetings. Strategies to address issues are presented in these same committees and in monthly Faculty meetings. In Fall 2018, a leadership committee was developed that includes the membership of all Nursing Program Directors, the Clinical Coordinator, and Department Chair. This Committee has come to identify issues and propose strategies including policies/procedures and degree progression within the Nursing Program.

Academic Program Review
Practical Nursing Program
2018-2019

ADDITIONAL EVALUATION NARRATIVE QUESTIONS - PROGRAM

Date Submitted: _____ Submitted by: Eileen Bauer, Practical Nursing Program Director _____

Data to be provided by Chair/Program Dir/Lead Faculty

Please respond on this form or attach additional pages. Answer only questions that are relevant to this discipline.

CORE MISSION:

1 How does this program relate to the Mission and Core Themes of the College? (See appendix)

The Practical Nursing (PN) Program relates to the mission by changing the lives of the students through offering quality teaching services. The students are culturally diverse and range in age from 19 years to over 50 years old. They are exposed to didactic, laboratory, and a wide variety of clinical experiences, including long-term care facilities, clinics, and hospitals. These experiences prepare the students for our diverse community. They have access to a well-equipped library, and computer and skills laboratories. CSN prepares students with a quality education that provides them the opportunity to achieve success through national certification as a licensed practical nurse (LPN).

2 To the best of your knowledge, how and to what extent is this program essential because of state laws, regulations, outside agency regulations, Board of Regents or Legislative priorities?

This program is essential because there is a severe shortage of nurses across the nation and locally that will continue into the future. The Bureau of Labor Statistics reports there is an expected 12% growth of LPNs until 2026. According to the Nevada Department of Employment, Training & Rehabilitation, in 2018 the employment of PNs increased 6.15% in Las Vegas and 4.93% in Nevada, growth rate for PNs is 3.03% in Las Vegas and 2.44% for the state of Nevada, and the average annual wage is \$52,978. The Practical Nursing Program does not require as many prerequisite classes as the Associate or Bachelor's Degree nursing programs, therefore after a year of coursework the students are able to be in the community. CSN also offers the only Licensed Practical Nurse refresher course in Las Vegas. The Nevada State Board of Nursing (NSBN) requires passing the licensure exam for employment. The PN program prepares students for this exam. The PN program also includes an intravenous course for practical nurses awarding a certificate upon successful completion. This is required by the health care facilities in Las Vegas to initiate and manage intravenous therapy. This course was endorsed by the Nevada State Board of Nurse Examiners. Upon acquiring their nursing license, graduates are eligible to obtain a nursing license in other states as well.

3 How and to what extent does this program relate to programs at other NSHE institutions (for example, overlapping programs, articulation or transfer relationships, etc.)?

This program prepares the student to provide basic nursing care to patients with predictable health problems. Some of the general education courses for this program are the same as those for the ADN and Bachelor degrees. Upon completion of the PN program few courses remain for transition into these programs to further one's education. PN graduates may elect to apply for advanced placement for LPN's in CSN's Associate Degree (RN) Program to become a registered nurse. They may then enter an RN to BSN program.

4 How and to what extent does this program relate to programs at non-NSHE colleges in Southern Nevada?

As of December 5, 2018 there are no other practical nursing programs in Nevada. .

5 How and to what extent does this program depend upon prerequisite courses from other disciplines at CSN?

The PN program requires one of the following in English: 100,101,102,113 or 114; Math 120 or above; and HHP 123 & 124. The PN students must obtain a Nevada certified nursing assistant (CNA) license as a requirement for entry into the program. CSN has a CNA program that a majority of the students attend.

6 How and to what extent does this program utilize other college resources for academic support (for example, library, technology, counseling, disability resource center, tutoring, writing or math centers, etc.)?

The PN students have a nursing faculty advisor who is available to provide academic, emotional support, discuss professional opportunities and remind the student of available college resources. Faculty also has the Faculty E-Alert System available to become proactive and collaborate with Student Affairs in offering struggling students assistance to pass their course. Academic Coaching Services helps students develop learning strategies, self-motivation, advocacy, and persistence - all skills linked to achieving greater academic success. E-Alert system, contacts the student and proposes working on strategies and interventions that can help in successful course completion. The College's Disability Resource Center offers accommodations to help students with documented disabilities with their academic pursuits. The library has available books, journals, textbooks and other media for loan. Research assistance is provided by staff librarians. Workshops are provided for students and faculty by library staff or online.

QUALITY:

7 Does this program have an advisory board, or does the department have an advisory board relevant to this program? Describe briefly.

The PN program participates in the Nursing Advisory Board in which members from other NSHE Schools and Las Vegas health care facilities are members.

8 If this program has a specialized accreditation, is this accreditation necessary for alumni licensure or employability?

This program is approved by the Nevada State Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN). The NSBN requires accreditation for all practical nursing schools in Nevada.

9 How and to what extent does this program contribute to CSN's regional or national reputation?

The CSN PN NCLEX exam pass rates were 71% in 2016, 84% in 2017, and 90% in 2018. The 2017-2018 graduates were above the national average for percentage of passing the NCLEX exam. Healthcare facilities in the Las Vegas valley are familiar with the quality and competence of our students from having observed them during clinical. Recent graduates have been hired by several long term facilities, a physical rehabilitation care facility, and hospice care. CSN also has the only LPN Refresher Course in the state of Nevada.

DEMAND:

10 Describe the level and nature of external demand for this program (for example, occupational data, labor statistics, employer surveys, student surveys, etc.)?

According to the Occupational Profile for the state of Nevada published by Careerinfonet.org, state and national trends predict a 17% increase in LPN jobs in Nevada by 2024; a 1% increase versus national average growth. This prediction translates to approximately 110 job openings per year, consisting of both regular turnover and new job growth. The Bureau of Labor Statistics reports that the highest level of employment for LPNs is in nursing care facilities (38%) compared to the hospital setting (16%). As the baby-boom population ages, the overall need for healthcare services is expected to increase. LPNs will be needed in skilled nursing facilities, outpatient clinics, home health, and retirement communities to care for older patients.

Applicants applying to the program in Fall, 2015 numbered 56 and for Summer, 2017 was 32. The majority of our students are employed within six months of graduation.

11 Describe the level and nature of external financial or practical support for this program (for example, grants, donations, employer or clinical partnerships, etc.)?

The college has a Financial Aid office located on each campus to assist students with the application processes for financial aid, scholarships, Veteran's benefits and work-study. The centers for Academic success has multiple resources available to benefit students for problems with a subject, study habits, or who are experiencing overall personal adjustment and academic issues. The PN program benefits from the Perkins grant with lab supplies, and new simulation and intravenous therapy equipment. The Nevada Department of Veterans Services, Department of Veterans Affairs Education Programs, and Workforce Development grants financially support the Medic to LPN program students.

12 What other options exist for students in the region to earn this degree or certificate?

The closest accredited program is in Boise, Idaho at Carrington College.

CSN PN Program Academic Review
 Eileen Mahoney Bauer
 3- 27-2019

Course completion rate:

AY	Generic	Medic
2017	4/15 = 27%	5/5 = 100%
2018	15/15 = 100%	6/6 = 100%

Course success rates: Passing NCLEX First Time:

AY	Generic	Medic
2017	July – Dec 2017: 4 tested and 4 passed = 100%	May 2017 : 1 tested and 1 passed = 100%
2018	June, 2018: 13 tested and 10 passed	May 2018 Graduates Pass Rate – No Cohort

Job Placement Rates:

AY	Generic	Medic
2017	100%	5/5- 100%
2018	7/10 actively employed as LPN: 70%	1/6- 16%