



## Existing Program Review Report

NEVADA STATE  
COLLEGE

**DEGREE PROGRAM:**

**B.S. IN NURSING (BSN)**

**PROGRAM REVIEW CHAIR:**

**JUNE EASTRIDGE**

### **I. MISSION STATEMENT**

**NOTE:** The Office of the Provost will utilize this program review document as a foundation for discussions about program improvement across the 2022-2023 academic year.

#### *A. Institutional Mission Statement*

At Nevada State College, excellence fosters opportunity. Excellence in teaching leads to innovative, technology-rich learning opportunities that promote the acquisition of interdisciplinary knowledge and skills. Quality, affordable four-year degree programs open the door to career success and enhanced quality of life for a diverse population of students. Our graduates, in turn, foster the greatest opportunity – the promise of a stronger community and a better future for all of Nevada.

#### *B. Degree Program Mission Statement*

The Nevada State College School of Nursing fosters excellence in healthcare by providing innovative and evidence-based education. Our focus on caring and competence leads to improved health, safety and cultural awareness for all participants within the communities served.

#### *C. Mission Statement Alignment*

##### *Quality four-year degree programs*

The School of Nursing (SON) Bachelor of Science in Nursing (BSN) program is intentionally developed and sufficiently rigorous to ensure graduate success, with a focus on excellence that is achieved through use of innovative educational approaches.

##### *Career success*

The BSN program is designed specifically to prepare graduates to take the National Council Licensure Exam for Registered Nurses (NCLEX-RN) and begin nursing practice as a nursing generalist. Nurses are in high demand and there are more qualified applicants than existing nursing programs can accommodate. Nurses enter the workforce earning an above average wage, with a strong job market continuing for the foreseeable future.

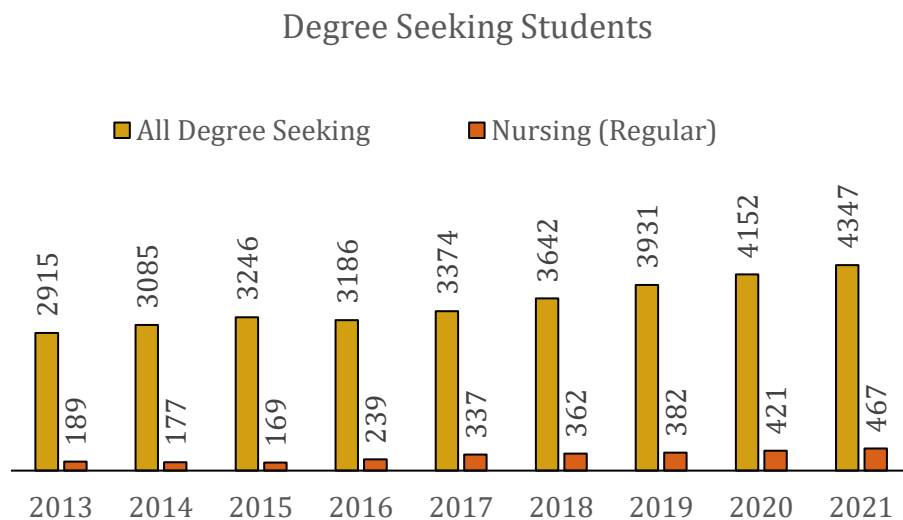
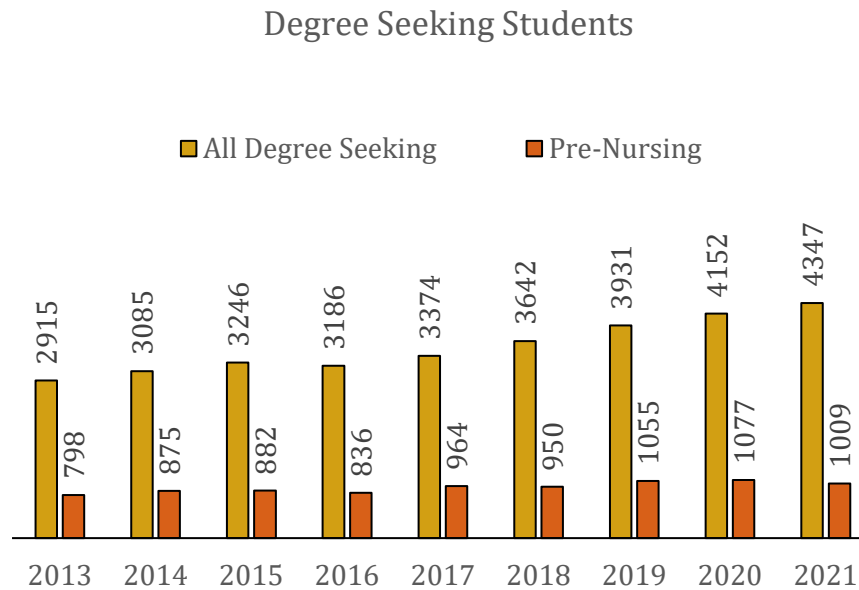
##### *Stronger community*

The SON carries out Nevada State College (NSC) mission's focus on excellence, innovation, best use of technology, and career success that benefits a diverse population of nursing students. Nursing graduates are prepared to serve the diverse communities of Nevada. During the COVID-19 pandemic, students administered nearly 1,000 COVID tests and nearly 4,000 vaccines in partnership with the Southern Nevada Health District. Over 400 students helped administer vaccines to nearly 60,000 people at the University of Nevada – Las Vegas and College of Southern Nevada clinics.

## II. INSTITUTIONAL RESEARCH DATA

### A. Student Profile and Success Metrics

#### 1) Enrollment by academic year (program & NSC overall)

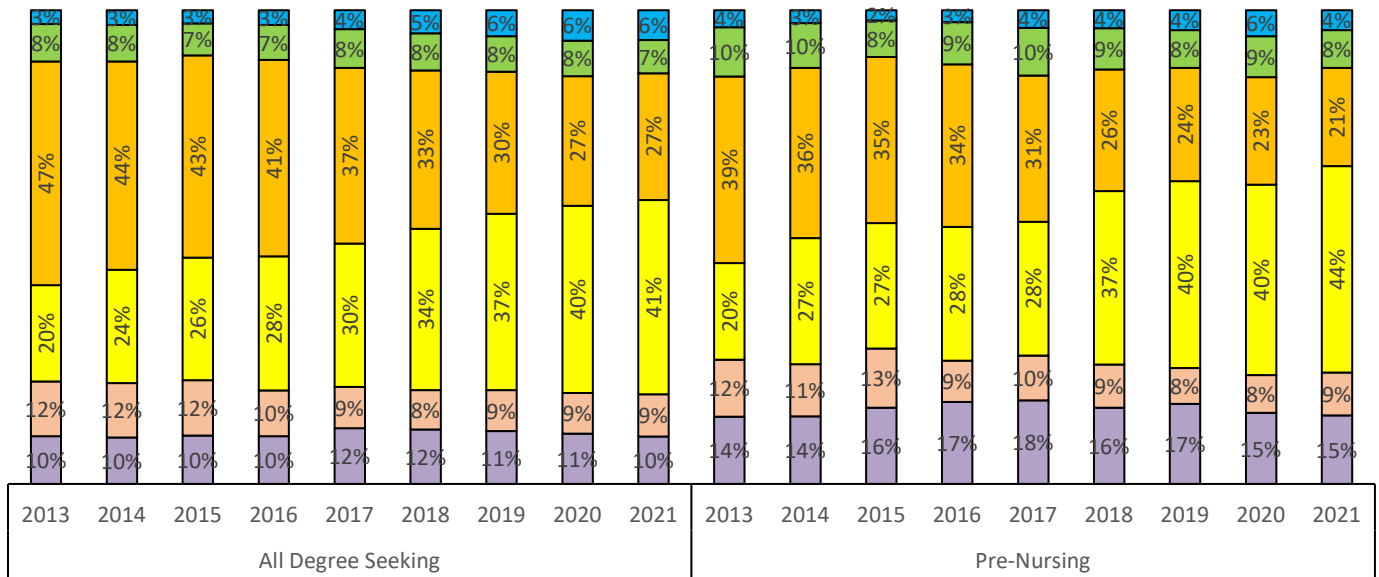


As the figures above illustrate, the number of students who enroll at Nevada State in pursuit of a nursing degree is greater than the number of students than the program can accommodate (as observed in the large difference between the pre-nursing headcount and the nursing headcount). We have made strides to address this by expanding the size of the nursing program and by trying to ensure that students who do not enter the program have viable pathways to other valuable degrees, which is most notably reflected in the development and improvement of our Human Health Sciences program.

#### 2) Race/ethnicity, gender, Pell-eligible, & first-generation status (separate, or integrate into #1)

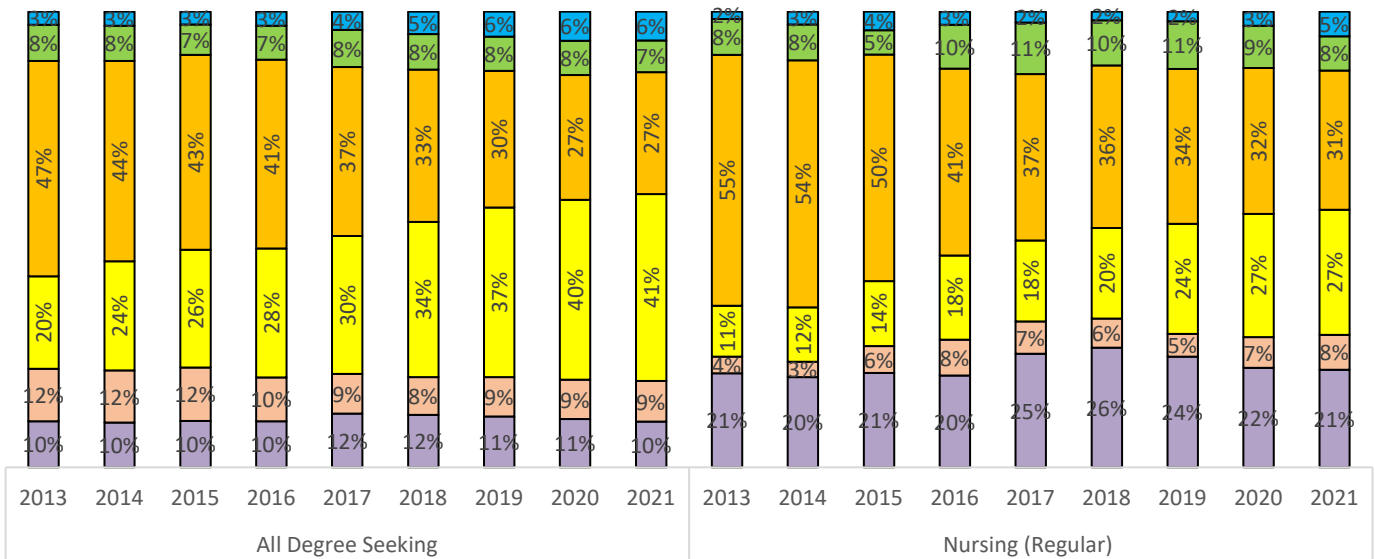
## Race/Ethnicity

■ % Asian   
 ■ % Black or African American   
 ■ % Hispanics of Any Race   
 ■ % White   
 ■ % Other   
 ■ % Unknown



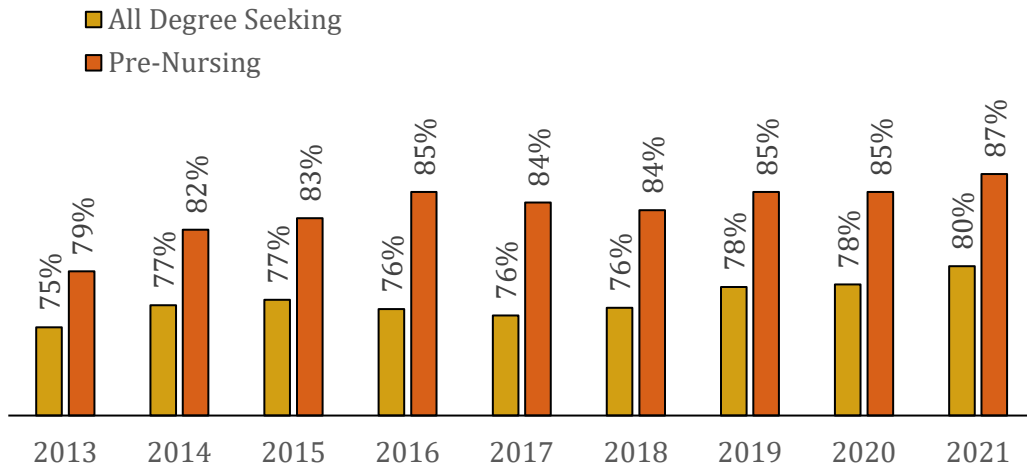
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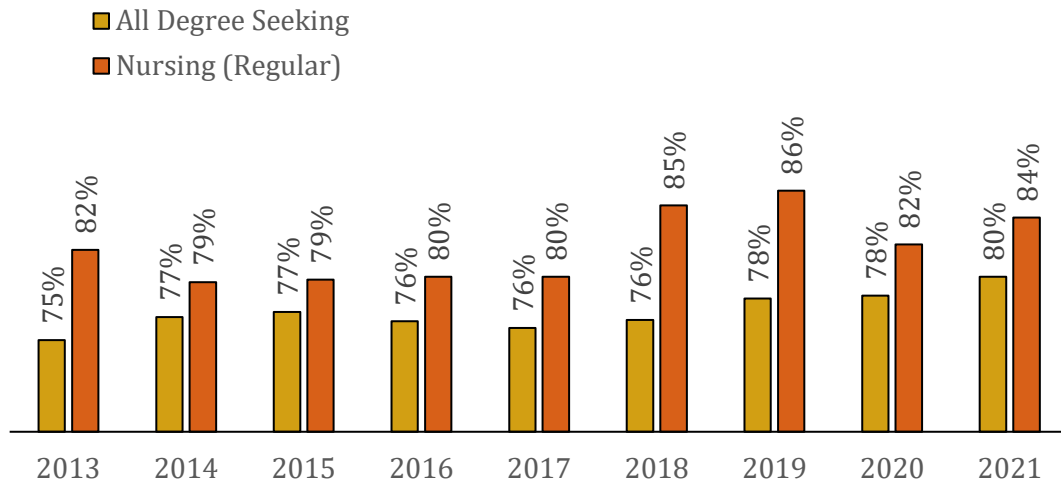


Students in the SON have become more diverse over time and reflect the campus effort to promote diversity, equity, and inclusion. As a Hispanic Serving Institution, there has been particular growth in the number of Hispanic students in the program, from 11% in 2013 to 27% in 2021. Overall, the population of nursing majors remains less diverse than the Nevada State population as a whole, but we believe we can build on our existing progress and will continue to welcome an increasingly diverse group of admits to the program.

### Women

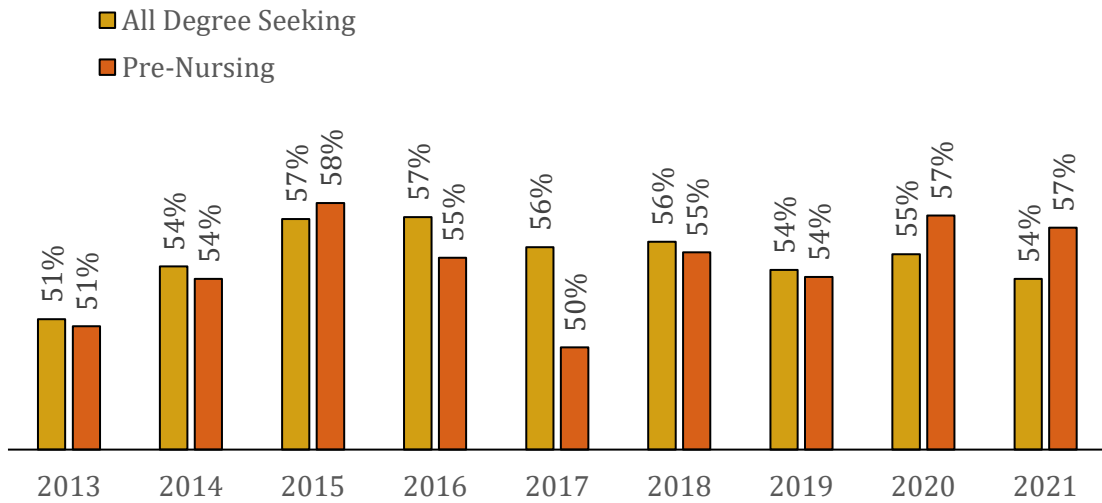


### Women

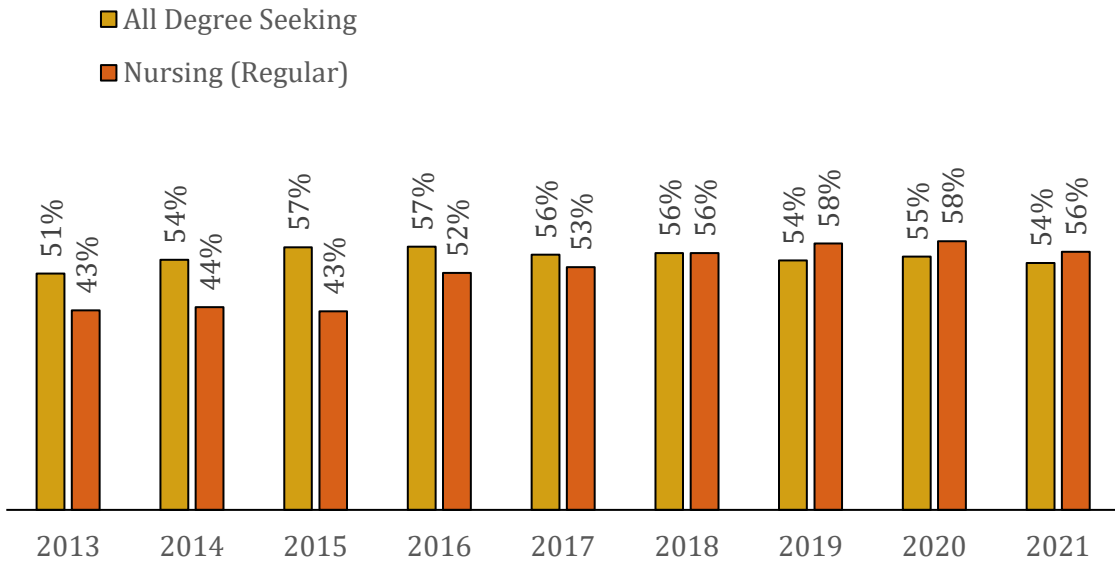


In 2020, only 12% of nurses nationwide were male. NSC typically has had 14-20% male nursing students in the past five years.

### Pell Recipient

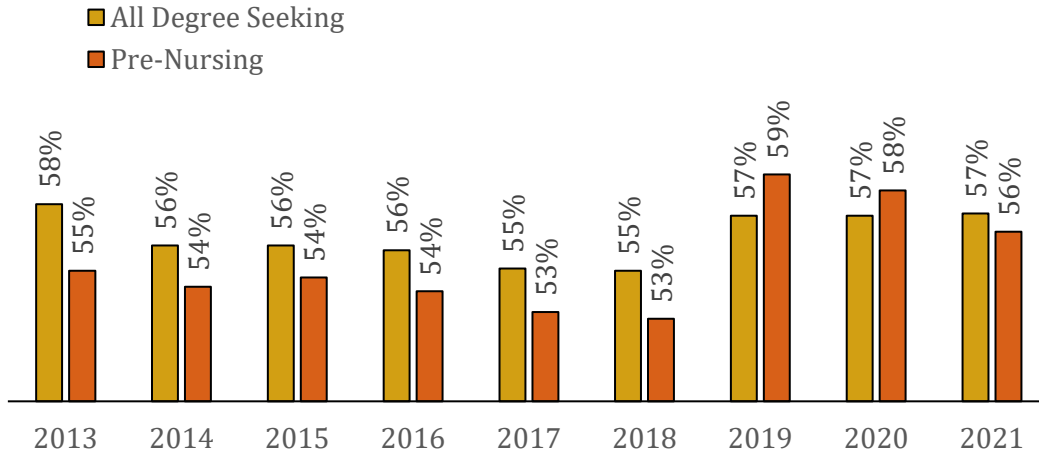


### Pell Recipient

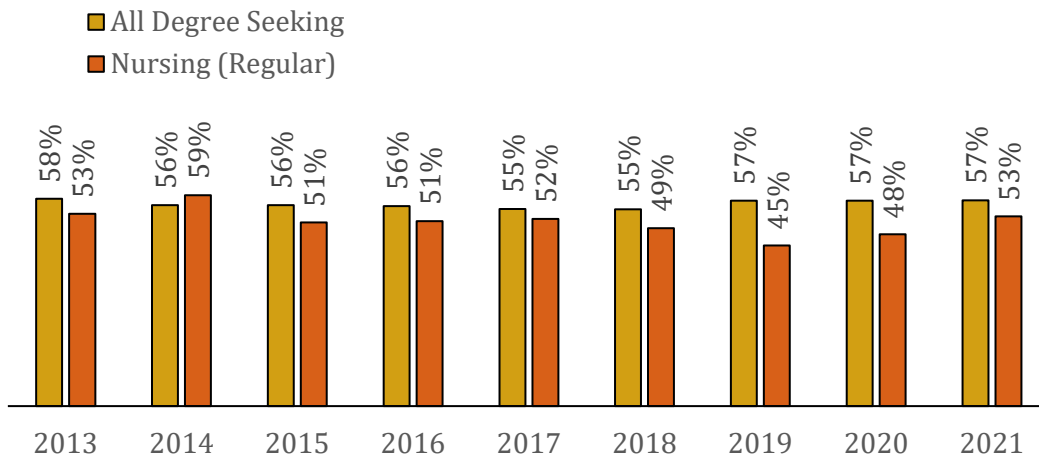


The NSC campus and the SON serve a large percentage of low-income students, with roughly equivalent proportions of Pell recipients in each population. Graduating from the SON is life-changing for students who can then enter a profession and immediately earn upwards of \$75,000 annually.

### First Generation



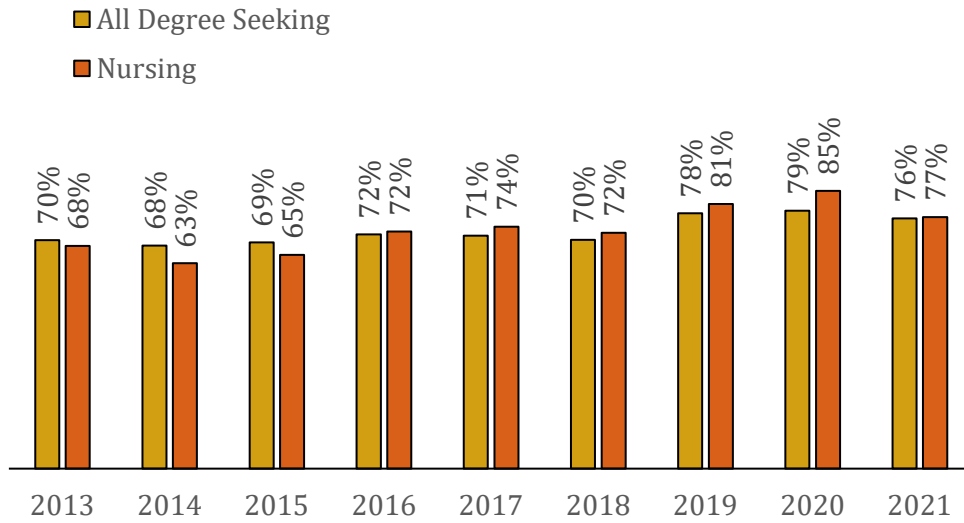
### First Generation



NSC and the SON serve a large number of first-generation college students, though the percentage is slightly lower for nursing majors. This population requires additional support services and active mentoring to facilitate progress to graduation.

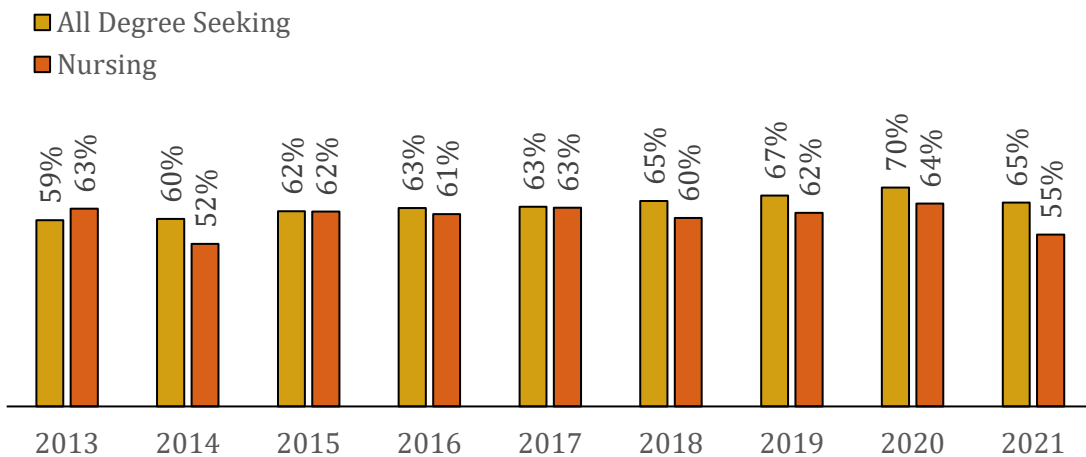
### 3) Retention (IPEDS & transfer student data)

### One-year Retention of First-time, Full-time Students



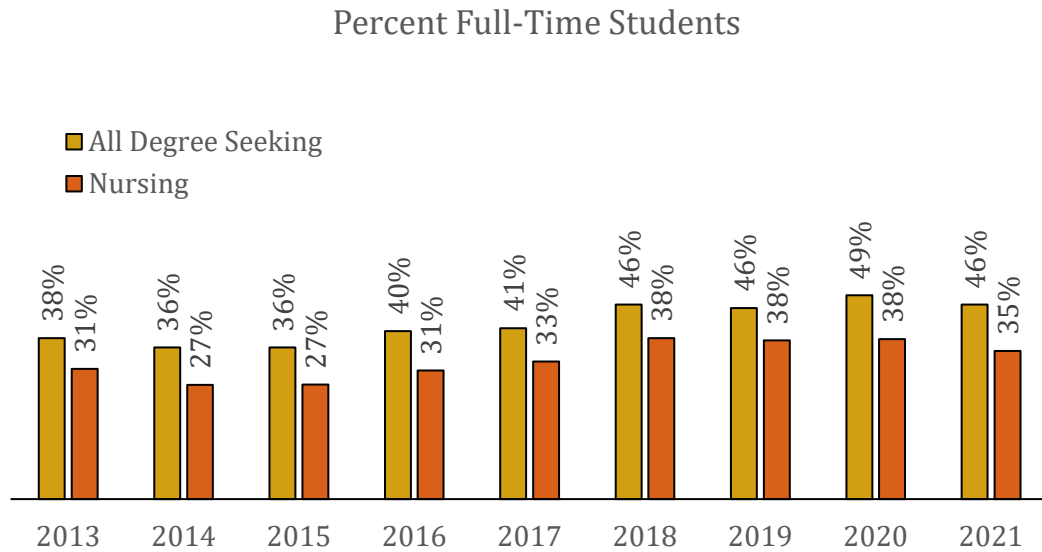
The SON retention rates are comparable to those of the entire NS student population, but in recent years nursing students have exhibited a slightly higher rate (with a notable decline for both groups in the second year of the pandemic). The college will continue to implement initiatives designed to improve the retention rate of these students, but the foremost goal is to help more of them reach graduation.

### One-year Retention of New Transfer Students



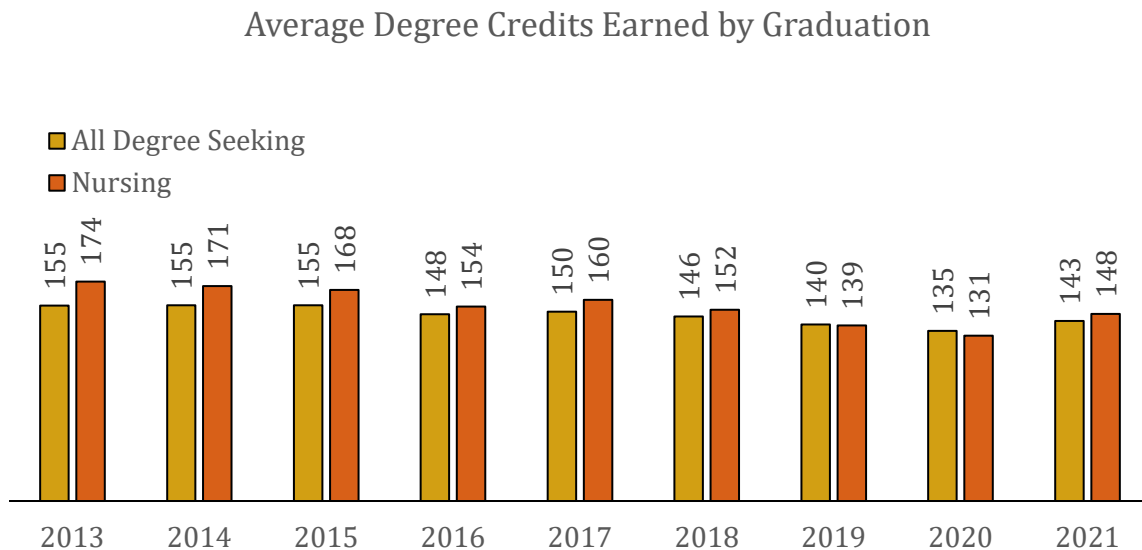
Some students transfer to NSC with the intention of entering the nursing program. Students who do not subsequently obtain admission to the SON through competitive admissions are more likely to leave.

#### 4) Part-time vs. full-time



After completing nursing pre-requisite courses, full-time students complete the nursing program in four (old curriculum) or five (new curriculum, discussed later) semesters. Part-time students complete in double the time; eight semesters (old curriculum) or 10 semesters (new curriculum).

#### 5) Average number of credits earned by graduation

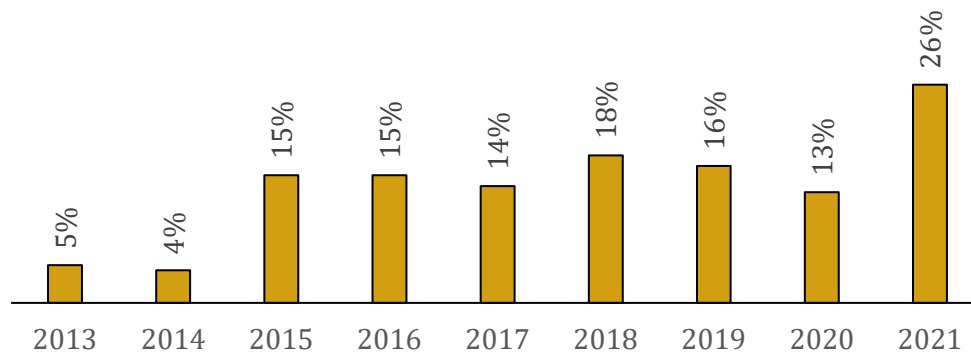


The number of credits earned by graduation by nursing graduates has decreased over time with active advising and degree completion planning.



- 6) If program has a pre-program before admission (like Education and Nursing), % of pre-majors moving into program each year (or over a certain amount of time)

Percent Moving from Pre-Major to Major



The SON has intentionally worked to accommodate more students through a growth plan initiated in 2015. This has led to more students who complete pre-program requirements being accepted into the nursing program. There is one more phase for the current growth plan to be implemented when program resources become available.

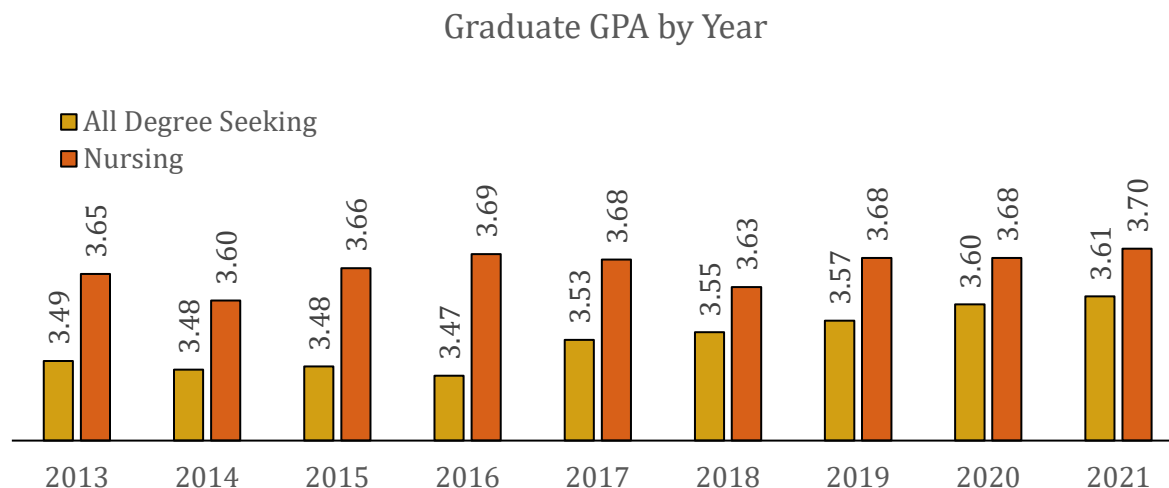
- 7) Graduation rate for program for each of the most recent 10 academic years (table should include race/ethnicity & gender) and overall average for 10-year period

**Nursing IPEDS 6-Year Graduation Rate by Gender, Race/Ethnicity**

Year	Women	Men	Asian	Black or African American	Hispanics of Any Race	Race/Ethnicity Not Represented Elsewhere	
						White	Other
2007	79%	21%	11%	29%	0%	17%	25%
2008	84%	16%	0%	14%	0%	0%	0%
2009	100%	0%	0%	0%	0%	0%	0%
2010	95%	5%	0%	0%	0%	8%	0%
2011	93%	7%	33%	0%	14%	15%	20%
2012	93%	7%	8%	22%	0%	7%	0%
2013	79%	21%	33%	25%	25%	19%	29%
2014	86%	14%	29%	13%	0%	16%	20%
2015	78%	22%	33%	50%	17%	17%	50%
2016	67%	33%	50%	47%	33%	20%	67%

NSC SON graduates diverse nurses to work in the communities of Nevada.

## 8) GPA of graduates by academic year



Students must have a cumulative GPA of 2.50, and a nursing pre-requisite GPA of 3.25 in order to apply to the nursing program. The average GPA of accepted SON candidates is about 3.80 each semester.

### B. Programmatic Comparisons

#### 1) Need for the program.

Based on the most recent data from the U.S. Department of Health and Human Services, Health Resources and Services Administration, Nevada ranks 49<sup>th</sup> in the nation for nurses per capita. The Nevada Hospital Association reports there were 7,826 vacant nursing positions in 2017, with only 1,349 nursing graduates that same year. Due to this data on workforce demand, NSC SON began increasing admissions in 2015. At that time, NSC SON was admitting 32 students twice a year, or 64 annually. Admissions for the pre-licensure tracks were gradually increased to the current rate of 96 in the Spring and Fall semesters, and 64 in the Summer semester, with an unlimited number of students admitted to the RN to BSN track. During the 2020-21 academic year, the SON graduated 347 Bachelor of Science in Nursing students for the pre-licensure and RN to BSN tracks combined.

#### 2) Distinct elements of coursework/program. Comparison/relationship to other programs in NSHE, including cost to complete full program.

NSC SON provides an affordable option for students seeking a professional nursing career. In fall 2019 the SON incorporated courses that had previously been program pre-requisites into the nursing program, admitting students one semester earlier in order to provide them with additional nursing-specific academic support services. This lengthened the program from the traditional four to five full-time semesters and decreased pre-nursing coursework from four to three full-time semesters. The estimated total cost in Fall 2021 including all five semesters of coursework tuition, fees, textbooks, electronic resources, and costs associated with clinical attendance like uniforms, vaccinations and background checks, was \$34,000. For comparison, the NSC total for the traditional four semesters of full-time nursing coursework is \$27,015. The 2021-22 estimate for a traditional four-semester BSN program at Chamberlain University was [\\$88,945](#), at Roseman University was [\\$55,350](#), and at University of Nevada, Las Vegas was \$30,923. As seen in Table 1, NSC SON produces more nursing graduates than comparable Nevada programs.

Table 1. Number of Pre-licensure BSN Graduates from Nevada Nursing Programs.

<b>Educational Institution</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>
Arizona College	35	61	83
Chamberlain University	97	81	115
<i>Nevada State College</i>	<i>176</i>	<i>176</i>	<i>201</i>
Roseman University	214	214	160
University of Nevada, Las Vegas	136	146	196
University of Nevada, Reno	123	125	159

NSC SON curriculum is designed around the Theory of Caring Science that emphasizes intentional presence with each patient, and creating a biogenic environment that enhances the comfort, healing, and well-being of all persons. This unique focus sets NSC apart, where students and faculty bring spirituality and connection into the workplace as intentionally positive contributors to the healthcare team.

### 3) Articulation agreements, 3+1 programs, etc.

Nurses who have graduated with an Associate Degree from an accredited institution are accepted into the RN to BSN track, and given 38 credits for previous General Education coursework, and 37 credits for prior Associate Degree nursing program coursework. This allows RN to BSN track students to obtain a bachelor's degree in as little as 12 months.

## III. FACULTY INFORMATION

### A. Faculty Profiles

- 1) % of program classes taught by FT vs. PT faculty
- 2) Table summarizing rank (lecturer, tenure-track, full prof, etc.)
- 3) Include current CVs in an appendix folder and link here.
- 4) Data on race/ethnicity & gender of faculty (and specifically for FT faculty).

The full-time nursing faculty group has grown over the past 10 years in congruence with program growth. Currently, there are 30 full-time faculty lines including both administrative and academic faculty. The composition of full-time faculty includes all ranks from lecturer to full professor. Of the full-time faculty, 47% (n=14) are doctorally prepared, five are tenured, and three are on the tenure track. The program has seen a growth in faculty with tenure/tenure-track status despite nursing faculty shortages. For example, in 2011-2012, faculty in tenured/tenure-track status was 21 percent. That has increased to 30% with the current faculty group. Seventy percent (n=21) of full-time academic faculty are lecturers, including two faculty who received promotion to senior lecturer and distinguished lecturer and one Master of Public Health (MPH) prepared non-nurse faculty member. The MPH faculty member currently teaches a course in biostatistics as well as co-teaches a research course with a nurse faculty member. In addition, there are four assistant professors, four associate professors, and one full professor.

The School of Nursing values clinical and teaching expertise which is demonstrated in the table below. The education and clinical training of faculty is quite diverse. Expertise can be seen through years of practice and through certifications obtained. Among the full-time faculty group, 73% (n=22) hold teaching certifications (i.e., CNE, COI) and 27% (n=8) hold clinical board certifications in their specialty area of practice. Online courses are primarily taught by faculty who are Certified Online Instructors (COI). Each year, the Dean of Nursing provides existing faculty and new faculty the opportunity to complete this certification program. Faculty without the COI

credential who teach online courses must have previous experience teaching online and have demonstrated competency when teaching in the online environment.

Table 2. School of Nursing Faculty

Faculty	Rank	Academic Preparation and Certification	Clinical Expertise and Experience
Ipuna Black PhD, RN, MSN, PNP, CNE	Lecturer	BSN: University of NV, Las Vegas MSN: Stony Brook University, New York PhD: University of NV, Las Vegas Certification: Certified Nurse Educator	Specialty: Pediatrics Practice Background: Pediatric NP, PICU, NICU, Pedi dialysis, Pedi oncology, Pedi ER Maintain Expertise: clinical with students, scholarship
Zarah Borines DNP, MSN/Ed, RN, COI Caritas Coach	Assistant Professor	BSN: Cebu Doctor's University, Philippines MSN: Grand Canyon University DNP: Touro University Certification: Certified Online Instructor	Specialty: Medical-Surgical Practice Background: staff, supervisor, post-anesthesia care unit, emergency department, research center, ambulatory care Maintain Expertise: part-time clinical work, student, clinical with students
Pamela Call APRN, FNP-BC, RN, CEN, CNE, COI	Distinguished Lecturer	BA: University of California, Santa Cruz MSN: Touro University, Education focus Post-Masters FNP: University of NV, Reno Certification: FNP-BC, Certified Nurse educator, Certified Online Instructor, Certified Emergency Nurse	Specialty: Medical-Surgical Practice Background: emergency department, legal nurse, ACLS instructor, urgent care, ambulatory care Maintain Expertise: Current practice as an APRN

<p>Sherrilyn Coffman PhD, RN, COI Pre-Licensure Director Caritas Coach</p>	<p>Full Professor, Tenured</p>	<p>BSN: Indiana University  MSN: Indiana University, Pediatric Nursing  PhD: Indiana University, Nursing Synthesis  Certificate in Family Nurse Practitioner: Florida Atlantic Univ.  Certifications: Certified Online Instructor, Caritas Coach</p>	<p>Specialty: Pediatrics  Practice Background: staff nurse, unit manager, clinical specialist, home health, case manager, researcher, camp nurse  Maintain Expertise: camp nurse and support group leader for children with diabetes, director of school-based health center, clinical with students</p>
<p>Danielle Cordova MSN-Ed, RN</p>	<p>Lecturer</p>	<p>AS: College of Southern Nevada  BSN: Nevada State College  MSN: University of NV, Las Vegas</p>	<p>Specialty: Emergency Care- Pediatrics and adult  Practice Background: Pediatric ER, adult ER, clinical education,  Maintain Expertise: clinical with students, continuing education</p>
<p>June Eastridge EdD, MSN, RN, CNE, COI Dean Caritas Coach</p>	<p>Associate Professor, Tenured</p>	<p>BSN: University of New Mexico  MSN: University of New Mexico, Education Concentration  EdD: Concordia University, Portland  Certifications: Certified Online Instructor, Certified Nurse Educator</p>	<p>Specialty: Medical- Surgical  Practice Background: Staff nurse ICU and ER, nurse supervisor home health</p>
<p>Andrew Evanski MPH (non-nurse)</p>	<p>Lecturer</p>	<p>BA: University of Nevada, Reno (Health Ecology)  MPH: University of Nevada, Las Vegas (Epidemiology and Biostatistics)</p>	<p>Specialty: Public Health and Biostatistics</p>

<p>Cecelia Fernan EdD, MSN, RN, COI, CNE Caritas Coach</p>	<p>Associate Professor, Tenured</p>	<p>BSN: University of San Carlos, Philippines  MSN: University of Phoenix, Costa, Mesa, CA  EdD: Benedictine University, Lisle, Illinois  Certification: Certified Online Instructor</p>	<p>Specialty: Maternity, Community Health  Practice Background: perinatal (staff and CNS), perioperative, QI coordinator  Maintain Expertise: participate in community events, clinical teaching with students</p>
<p>Susan Growe DNP, MSN/Ed, RN, COI, CCEP Post-Licensure Director Caritas Coach</p>	<p>Assistant Professor, Tenure-Track</p>	<p>BSN: University of Phoenix  MSN: University of Phoenix, Education Concentration  DNP: Touro University  Certification: Certified Online Instructor, Caritas Coach</p>	<p>Specialty: Medical- Surgical  Practice Background: oncology nurse--medical surgical, pediatrics  Maintain Expertise: clinical teaching with students</p>
<p>Peggy Heerdt MSN, RN</p>	<p>Lecturer</p>	<p>BSN: Arizona State University  MSN: Purdue University Global</p>	<p>Specialty: Pediatrics, Maternal Child  Practice Background: Pediatrics, labor and delivery, NICU, postpartum  Maintain Expertise: clinical with students, continuing education</p>
<p>Bret Hess MSN, RN, COI</p>	<p>Lecturer</p>	<p>BSN: Nevada State College  MSN: Grand Canyon University  Certification: Certified Online Instructor</p>	<p>Specialty: Pediatrics  Practice Background: pediatrics, pediatric ICU, case manager, flight nurse, emergency department  Maintain Expertise: clinical teaching, conferences</p>
<p>Michael Johnson PhD, RN, PMH-BC, CNE</p>	<p>Associate Professor, Tenured</p>	<p>BSN: University of Nevada, Las Vegas</p>	<p>Specialty: Psychiatric/ Mental Health</p>

			<p>MSN: University of Nevada, Las Vegas, Nursing Education</p> <p>PhD: Medical University of South Carolina. Focus on Vulnerable Populations</p> <p>Certification: Certified Nurse Educator, Psychiatric Mental Health Board Certified</p>	<p>Practice Background: pediatrics, dialysis, psychiatric nursing, home health (staff, charge, manager, educator)</p> <p>Maintain Expertise: nurse manager in behavioral health, 2018, correctional nursing, scholarship</p>
Angelo LaRocco MSN, RN/C, COI	Lecturer	<p>BSN: University of Nevada Reno</p> <p>MSN: University of Nevada Las Vegas, Education focus</p> <p>Certifications: Medical Surgical (ANCC), Certified Online Instructor</p>	<p>Specialty: Medical-Surgical</p> <p>Practice Background: medical-surgical units, all areas</p> <p>Maintain Expertise: work with students in clinical, continuing education</p>	
Ludy Llasus PhD, RN, APRN, NP-C Caritas Coach	Associate Professor, Tenured	<p>BSN: West Visayas State University, Iloilo City, Philippines</p> <p>MSN: University of Nevada Las Vegas</p> <p>PhD: University of Nevada, Las Vegas</p> <p>Certifications: Family Nurse Practitioner (AANP)</p>	<p>Specialty: Medical-Surgical</p> <p>Practice Background: medical-surgical and ambulatory care</p> <p>Maintain Expertise: part time practice as FNP</p>	
Darla Manning MSN, RN	Lecturer	<p>ADN: Mount St. Mary's University</p> <p>BSN: University of Texas at Arlington</p> <p>MSN: Grand Canyon University</p>	<p>Specialty: Medical-Surgical</p> <p>Critical Care</p> <p>Practice Background: ICU, IMC, clinical nursing supervisor, skilled nursing</p> <p>Maintain Expertise: clinical with students, continuing education</p>	

<p>Nina Marcellus MSN, RN, CNE-cl, CHSE Director of Health Sciences Lab and Simulation</p>	<p>Lecturer</p>	<p>BS: Montana State University BSN: Nevada State College MSN: Western Governors University Certifications: Certified Academic Clinical Nurse Educator, Certified Healthcare Simulation Educator</p>	<p>Specialty: Neonatal Intensive Care, Simulation Practice Background: NICU, skills and simulation instructor Maintain Expertise: clinical and lab teaching, conferences</p>
<p>Kelly Morrow PhD, RN, M/S-BC, CNE, COI Caritas Coach</p>	<p>Assistant Professor, Tenure Track</p>	<p>BSN: Adventist University, Orlando MSN: University of Nevada, Las Vegas PhD: University of Colorado, Caring Science Track Certifications: Medical Surgical (AACN), Caritas Coach, Certified Nurse Educator, Certified Online Instructor</p>	<p>Specialty: Medical- Surgical Practice Background: critical care, cardiology, surgical services Maintain Expertise: clinical teaching, scholarship</p>
<p>Patricia Nill DNP, MSN-Ed, RN, COI Caritas Coach</p>	<p>Lecturer</p>	<p>BSN: St. Josephs MSN: University of NV, Las Vegas, Nursing Education DNP: University of NV, Las Vegas Certification: Certified Online Instructor, Caritas Coach</p>	<p>Specialty: Psychiatric/ Mental Health Practice Background: staff and charge nurse in psychiatric unit, medical- surgical and oncology Maintain Expertise: recent practice on psychiatric unit, clinical teaching with students</p>
<p>Andrea Ortiz MSN, RN</p>	<p>Lecturer</p>	<p>BSN: University of NV, Las Vegas MSN: Western Governors University</p>	<p>Specialty: Maternal Child Practice Background: maternal child, labor and delivery, post-partum, childbirth class instructor Maintain Expertise: recent clinical practice,</p>



				clinical teaching with students
Ginette Ouellett DNP, RN	Assistant Professor, Tenure Track	BSN: University of Montreal, P.Q., Canada MSN: University of Montreal, P.Q., Canada DNP: Touro University	Specialty: Medical Surgical Practice Background: ER, ICU, recovery room, simulation, lab coordinator, clinical education Maintain Expertise: recent clinical education, clinical teaching with students	
Joy Patrick MSN/Ed, APRN, AG-CNS, CCRN	Lecturer	BSN: Kaplan University MSN: University of NV, Las Vegas Post Masters Certificate CNS DNP Candidate: University of NV, Las Vegas Certification: Critical Care Nursing	Specialty: Critical Care Practice Background: critical care, trauma, simulation/lab coordinator, clinical education Maintain Expertise: recent clinical education, clinical teaching with students, current student	
Cheryl Perna MSN, RN, PMH-BC, CNE	Lecturer	BSN: University of Rhode Island MSN: University of Rhode Island Certification: Certified Nurse Educator, Psychiatric Mental Health Board Certified	Specialty: Psychiatric/Mental Health, Nursing Leadership Practice Background: psychiatric inpatient (child, adult, and older adult), substance detoxification, nurse manager, chief nursing officer Maintain Expertise: recent work in nursing administration, clinical teaching, continuing education	

<p>Latricia Perry PhD, MSN, RN, CNE Associate Dean Caritas Coach</p>	<p>Lecturer</p>	<p>BSN: Clarkson College, Omaha, Nebraska  MSN: University of Phoenix, Nursing Education  PhD: Concordia University, Chicago  Certifications: Certified Online Instructor, Caritas Coach</p>	<p>Specialty: Maternal-Child  Practice Background: school nurse, maternity (L&amp;D, childbirth educator), orthopedics, staff development</p>
<p>Monike Richardson MSN, RN</p>	<p>Lecturer</p>	<p>BSN: University of NV, Las Vegas  MSN: Western Governors University</p>	<p>Specialty: Pediatrics, Critical Care  Practice Background: Pediatrics, pediatric ER, pediatric ICU, trauma, pediatric oncology, med surg, school nurse  Maintain Expertise: recent practice, clinical teaching, continuing education</p>
<p>Andra Scano DNP, MSN, RN, COI</p>	<p>Senior Lecturer</p>	<p>BSN: University of NV, Las Vegas  MSN: University of NV, Las Vegas, Nurse Educator  DNP: University of NV, Las Vegas  Certification: Certified Online Instructor</p>	<p>Specialty: Community Health  Practice Background: case management, medical-surgical, telemetry  Maintain Expertise: participation in coalitions and community health</p>
<p>Stacey Spahn MSN-Ed, FNP-BC, RN-BC</p>	<p>Lecturer</p>	<p>BSN: University of Phoenix  MSN: University of Phoenix, Nursing Education, Family Nurse Practitioner  Certification: Family Nurse Practitioner-BC, Registered Nurse- BC</p>	<p>Specialty: Medical-Surgical  Practice Background: cardiac telemetry, home care, travel nursing, primary care,  Maintain Expertise: recent clinical practice, recent FNP student, clinical teaching</p>

<p>Natasha Svelmoe PhD, RN, APRN, CNS COI Caritas Coach</p>	<p>Lecturer</p>	<p>BS: Applied Mathematics, Ivan Franko National University, Lviv, Ukraine</p> <p>MSN: San Francisco State University, Perinatal CNS</p> <p>PhD: Philosophy, Ivan Franko National University, Lviv, Ukraine</p> <p>Certifications: Caritas Coach, Certified Online Instructor</p>	<p>Specialty: Maternity</p> <p>Practice Background: staff nurse (maternity), clinical nurse specialist (L&amp;D, maternal child)</p> <p>Maintain Expertise: clinical teaching, conferences</p>
<p>Anna Taber MSN/Ed, RN</p>	<p>Lecturer</p>	<p>BSN: Rush University</p> <p>MSN: Grand Canyon University</p> <p>PhD Candidate: University of Colorado, Denver</p>	<p>Specialty: Pediatrics</p> <p>Practice Background: Pediatrics, pediatric ICU, pre op, PACU,</p> <p>Maintain Expertise: recent practice, clinical teaching, continuing education</p>
<p>Dawn Taylor MSN Ed, RN, COI Caritas Coach</p>	<p>Lecturer</p>	<p>BSN: University of Phoenix</p> <p>MSN: University of Phoenix, Nursing Education</p> <p>PhD Candidate: University of Colorado</p> <p>Certification: Certified Online Instructor, Caritas Coach</p>	<p>Specialty: Community Health</p> <p>Practice Background: home health, dialysis, critical care</p> <p>Maintain Expertise: community involvement, interim director of school-based health center</p>
<p>Alex Tecson MBA, MSN, RN</p>	<p>Lecturer</p>	<p>ASN: Florida State College</p> <p>BSN: Jacksonville University</p> <p>MSN: Jacksonville University</p>	<p>Specialty: Critical Care</p> <p>Practice Background: respiratory therapy, critical care, IMC, clinical educator, risk management</p> <p>Maintain Expertise: current student, recent</p>

		MBA: Jacksonville University DNP Candidate: Aspen University	clinical practice, clinical teaching, continuing education
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The number of part-time faculty varies from semester to semester. However, there are approximately 55 part-time faculty who are primarily assigned to the clinical and laboratory courses. The total number of clinical and laboratory sections vary per semester and range from 72-129 sections needing to be taught. Part-time faculty cover these sections at a rate of 61-76%. Part-time faculty often teach multiple courses and multiple semesters per year providing significant contributions to the School of Nursing. A higher number of part time faculty are needed during the summer semester when full-time academic faculty on 9-month contracts are off contract. The FT: PT ratio for the fall and spring semesters range from 0.75-1:1 versus the summer semester when it falls to 0.54-0.64:1. See Table 3 below.

Table 3. Comparison of Full-time (FT) to Part-time (PT) faculty coverage by semester

Semester	FT %	PTI %	FT:PT Ratio
Spring 2022	44	56	0.79:1
Fall 2021	51	49	1:1
Summer 2021	39	61	0.64:1
Spring 2021	49	51	1:1
Fall 2020	51	49	1:1
Summer 2020	37	63	0.59:1
Spring 2020	43	57	0.75:1
Fall 2019	47	53	0.89:1
Summer 2019	35	65	0.54:1
Spring 2019	44	56	0.79:1

Table 4. Comparison of clinical and laboratory sections that are taught by PTIs vs. FT faculty

Semester	Clinical Sections	Lab Sections	Total Sections	% of Sections Taught by PTIs	Number of PTIs	Number of FT Faculty Teaching Clinical/Lab	Total Clinical/Lab Instructors	% PTIs
2022 - Spring	93	36	129	72.09%	43	15	58	74.14%
2021 - Fall	86	40	126	61.90%	34	16	50	68.00%
2021 - Summer	69	28	97	73.20%	38	10	48	79.17%
2021 - Spring	78	20	98	68.37%	40	14	54	74.07%
2020 - Fall	87	8	95	61.05%	34	16	50	68.00%
2020 - Summer	57	18	75	76.00%	35	6	41	85.37%
2020 - Spring	94	24	118	66.95%	52	16	68	76.47%
2019 - Fall	93	18	111	65.77%	46	16	62	74.19%
2019 - Summer	54	18	72	70.83%	34	9	43	79.07%
2019 - Spring	87	24	111	63.06%	48	16	64	75.00%

Table 5. Data on Race/Ethnicity and Gender of Administrative and Academic Faculty

SON	
Race/Ethnicity	Percent of Total
Black/African American	14.29%
Asian	14.29%
Hispanic	14.29%
White	57.14%

The full time administrative and academic faculty composition is 83% female, 17% male, 57 % White, 14% Black/African American, 14% Asian, and 14% Hispanic.

**Service-** Nursing faculty contributed to service through active involvement on committees that serve Nevada System of Higher Education (NSHE), Nevada State College (NSC), the School of Nursing (SON), professional organizations, and our community. Examples include but are not limited to membership and chairperson of SON committees, Faculty Senate, Faculty Senate Committees, Promotion and Tenure Committee, Regent’s Award Committee, and a variety of Search Committees from SON faculty to NSC’s President. In addition, faculty have contributed a great deal of service to the community through their work with clinical and academic partners, presence on boards, task forces, and coalitions. Faculty have a strong presence in professional organizations related to education and practice. Many faculty serving multiple organizations such as the Nevada State Board of Nursing, Sigma Theta Tau, American Nurses Association, National League for Nursing, Nevada Nurses Association, Nevada Public Health Association, Philippine Nurses Association of Nevada, Asian American Pacific Islander Nurses Association, American Academy of Nurse Practitioners among many other professional organizations representing the faculty’s diverse practice areas.

**Scholarship-** Nursing faculty were involved in numerous scholarly activities related to evidence-based teaching practices and evidence-based clinical practices. Areas include care of the LGBTQ+ community, health disparities in vulnerable populations, mentorship in practice, caring in nursing, use of simulation in nursing education, and collaborative testing to promote student success. Scholarly activities ranged from local presentations and publications to grant funding. Ten faculty have been actively involved in scholarship. Their contributions include numerous non-peer-reviewed publications and presentations, two webinars, fifty-six peer-reviewed podium and poster presentations, twenty-three journal articles, eleven book chapters, and eleven funded grants. Faculty continued to stay active through the pandemic despite challenges in conducting and publishing scholarly work. These activities represent a significant increase from the previous report.

### *B. Teaching Quality*

The School of Nursing is committed to excellence in teaching. Excellence in teaching and a student-centered approach has guided the work of faculty and staff since the college began. Faculty come to work at Nevada State College because they enjoy teaching and are challenged by a diverse, largely first-generation student body. A desire to improve the lives of students creates a bond among faculty, who work together, across schools, for that purpose. Faculty in the School of Nursing pride themselves on the innovative use of technology and active learning approaches to involve students in their learning. At the same time, nursing faculty work together to maintain consistency across the curriculum, to enhance the learning experience for students. Faculty are also committed to professional growth and development. This means advancing their expertise in clinical practice and teaching.

Faculty annual review/evaluation process. The Dean of Nursing in consultation with the Associate Dean conducts a formal annual evaluation for each faculty member in a full-time permanent line. The Pre-Licensure and Post-Licensure Directors perform evaluation of part-time didactic faculty while the Director of Clinical and Community Partnerships evaluates the part-time clinical/community faculty. The Annual Review standards are outlined in the School of Nursing Standards of Academe. The School of Nursing Standards of Academe as well as the School of Nursing Bylaws, drive the expected faculty outcomes for the full-time academic faculty. The standards for teaching, scholarship (tenure/tenure-track faculty only), and service serve to support the mission of the program

which subsequently supports the mission of Nevada State college. All full-time nursing faculty participate in annual goal setting and self-evaluation. Progress toward tenure for tenure track faculty is reviewed annually. Part time faculty are also evaluated annually, and their continued tenure is based on their rating. Ten separate criteria are rated on a scale of 1-5 (5 =strongly agree, 4 =agree, 3 =disagree, 2 = strongly disagree, and 1 =not observed/not applicable). The evaluation also includes a summary of performance, strengths, and areas to improve. An overall “recommendation” rating is given (recommendation for re-hire, recommend with conditions, or would not recommend for re hire).

In 2019 and 2020, full time academic faculty received high ratings in teaching. In 2019, 91% received excellent or commendable. In 2020, 82% received excellent or commendable. In 2019 and 2020, 100% of part time faculty obtained a 4-5 rating and 100% were recommended for rehire.

Table 6. Percentage of Faculty Level Ratings for Teaching

Teaching (2019)	Excellent	62%
	Commendable	29%
	Satisfactory	10%
Teaching (2020)	Excellent	55%
	Commendable	27%
	Satisfactory	18%

This section will highlight three examples of exceptional teaching practices used within the SON that contribute to quality programming. The first, is an interdisciplinary co-teaching model. This model of interdisciplinary collaboration involves instruction by two faculty from different schools--the School of Physical and Life Sciences (Biology) and the School of Nursing. Over ten semesters, the same two faculty have collaborated to build the Pathophysiology course (N337) an important prerequisite for the nursing program. The purpose of this collaboration is to expose preconceived notions and or biases within the content we deliver to the students. Interdisciplinary collaboration enhances student critical thinking and offers the opportunity to understand multiple viewpoints within the healthcare field. It also offers opportunity for students to better understand, tolerate, and embrace the ambiguity we often see in healthcare, as well as provides an integration of ideas from two very different but relevant disciplines. This course provides a multi-layer, proactive approach to healthcare and offers a holistic and global perspective to what we know to be dynamic healthcare of the 21<sup>st</sup> century. The faculty involved have presented their model at several conferences.

The second exceptional teaching practice involves the use of course coordinators to promote quality and consistency across course sections. Course coordinators facilitate the planning, organization, implementation, and evaluation of nursing courses with multiple sections and instructors. The course coordinator promotes consistency and effectiveness to improve student outcomes in didactic, lab, and clinical learning environments.

Lastly, peer evaluations of teaching enhance and improve teaching practices and student outcomes. Each year, faculty are required to have a peer evaluation for in person or online classes. Faculty are rated on their interactions with students, presentation of course concepts, and use of experiential learning. The peer evaluator ranks specific criteria in each of those sections and includes comments from their observations. The evaluator also includes recommendations for improvement. These peer evaluations are used in the faculty evaluation process.

Faculty are highly committed to their own professional growth. This includes advancing their education, obtaining practice and/or teaching certifications and engaging in other activities to advance teaching practices. This section will highlight the progress that faculty within the SON have made within recent years.

Several faculty have worked tirelessly to obtain terminal degrees, with four faculty have earning a Doctorate in Nursing Practice (DNP), one faculty earning a Doctor of Philosophy (PhD), and one earning a Doctor of Education (EdD).

Faculty who have received teaching awards during their tenure at NSC:

1. Zarah Borines- Best in Education 2019, Nevada Action Coalition Future of Nursing
2. Pam Call- Teaching Excellence Award Nevada State College 2020
3. Sherri Coffman- Lifetime Achievement Award, Healthcare Headliners Vegas 2016, Vegas INC Healthcare Headliners Award for education, NSC iTEACH Award for Economic Development
4. Andrew Evanski- Teaching Excellence Award 2021 and Nevada Business Magazine Healthcare Hero 2016
5. Cecilia Fernan- Under 60 Awards Nevada Nurses Foundation 2019
6. Susan Growe- NSC iTEACH Award for Teaching
7. Michael Johnson- Be Community Minded Award 2021, Certificate of Commendation- US Senator Susie Lee 2019
8. Andra Scano- Celebrating Excellence Award/Faculty, NSC 2019
9. Natasha Svelmoe- Teaching Excellence Award, NSC 2019

Percentage of faculty holding teaching and/or practice certifications:

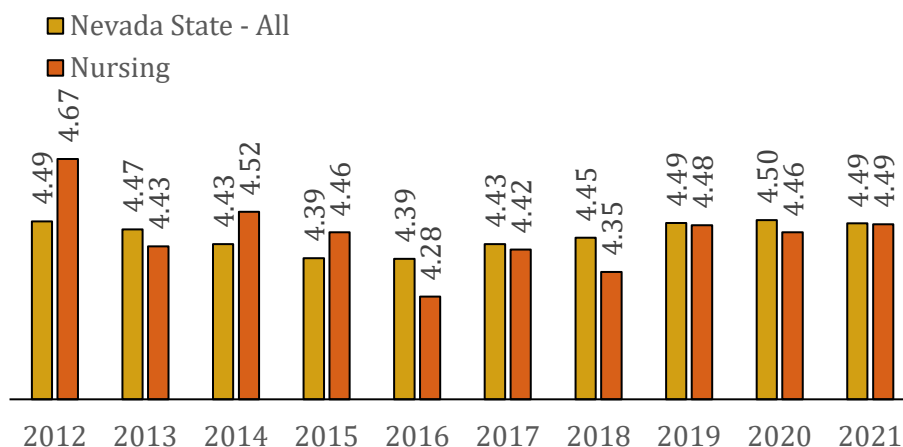
1. Certified Nurse Educator (CNE) 30% (9/30)
2. Certified Online Instructor (COI) 43% (13/30)
3. Clinical Practice Certifications 27% (8/30)

Other professional development activities:

1. 83.3% of Academic Faculty engaged in teaching improvement through the CTLE during 2020.
2. In the past 2 years, 100% nursing faculty engaged in one or more CTLE faculty development activity.
3. In the last year, nursing faculty participated in an average of 4 CTLE activities/year.
4. Eight faculty completed ACUE
5. Five faculty obtained CTLE Teaching Academy: Foundations of Teaching Certificate
6. Two faculty obtained CTLE Teaching Academy Advanced Certificate: Reflective Practitioner
7. Two faculty obtained CTLE Best Practices in Online Teaching Certificate
8. One faculty completed CTLE Summer Professional Development
9. Two faculty presented at the 1<sup>st</sup> Annual Faculty Symposium on teaching and Learning

### *C. Student Evaluations*

### Student Evaluation Ratings Average per Calendar Year



Evaluations of the instructor and course are completed for each class at the end of every semester (spring, summer, and fall), using the form, Student Evaluation of Instruction. Students complete the form electronically. Questions included on the evaluation form include areas such as teaching effectiveness, course content, exams, and faculty attitudes. Tabulated responses and typed comments are returned to the faculty after review by the Dean. Overall nursing is rated well with a mean of 4.46 as compared to all of Nevada State 4.45. Despite many challenges in conducting theory, lab, and clinical during the pandemic, student evaluation rating remained steady showing no drop in satisfaction.

#### IV. STUDENT INFORMATION AND ASSESSMENT

##### A. Post-Graduate Success

The SON measures graduate success through nurse licensure exam (NCLEX-RN) first-attempt pass rates and graduate employment rates. NCLEX-RN pass rates are provided to the SON by the National Council of State Boards of Nursing annually, and the Nevada State Board of Nursing monthly. Ten years of annual NCLEX-RN pass rates are included in Table 7. NCLEX-RN pass rates have exceeded the national average every year for the past 10 years. High NCLEX-RN pass rates make this a sought-after program in the state.

Table 7. NCLEX-RN Pass Rates by Year

2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
92.75%	93.42%	97.06%	94.62%	91.53%	97.26%	91.98%	97.08%	95.36%	93.68%

All final semester nursing students complete an Exit Survey during their capstone course, NURS 484. This survey has a nearly 100% return rate. Additionally, a Graduate, or Alumni, Survey is distributed to all graduates through the Department of College Relations 9-12 months post-graduation. The return rate for this second survey is low, averaging 6% in 2019 and 2020. Results of this survey indicate that nursing graduates are employed within six months of graduation, with the exception of those who choose not to work or who instead decide to pursue graduate education. The 2021 graduate employment rate was 94%. Demand for nurses is high, and fall 2021 graduates indicated that 27% had accepted their first RN position prior to graduation (Fall 2021 Exit Survey).

##### B. Student Learning Outcomes

The SON faculty developed end of program Student Learning Outcomes (SLOs) based on nursing values through the lens of caring science. Focus is on cognitive learning and psychomotor skills mastery, combined with the



affective element of being. The SON works to develop caring nurses who will engage in life-long learning that benefits the individual, family, community, and the diverse people of Nevada. Seven SLOs provide a framework for the SON curriculum:

1. Develop authentic presence to create culturally sensitive, nurturing relationships with patients and families.
2. Use scientific problem-solving methods and multiple ways of knowing to make caring-based nursing decisions that promote wellness and healing.
3. Create a culture of safety and continuous quality improvement within the healthcare system.
4. Co-create collaborative relationships with patients, families, communities, and members of the interprofessional team through open communication, mutual respect, and shared decision-making to promote optimal health.
5. Use information and technology to communicate, manage knowledge, enhance safety and decision-making and coordinate care.
6. Practice stewardship of the profession that fosters human dignity and advocates for equity in healthcare environments.
7. Assimilate professional, legal, and ethical guidelines in practice by embracing altruistic values and practicing loving kindness with self and others.

Based on the program systematic plan for evaluation, SLOs are reviewed by the faculty every three years. Faculty last selected to revise and update SLOs in 2016.

### *C. Outcomes Assessment*

The SON Program Evaluation Plan (PEP) provides the structure to systematically obtain relevant data and determine program effectiveness. The PEP is organized by Commission on Collegiate Nursing Education (CCNE) key elements. Decisions are made, and action is taken, based on data, which drives continuous quality improvement.

The SON bylaws assign the Quality Improvement Committee with responsibility for administration of the PEP, directing data collection, setting expected outcome benchmarks, analysis of data, and a review of the expected vs. actual outcomes. Other program standing committees engaged in continuous program evaluation and improvement, along with the SON Administration, include the Curriculum Committee that reviews and evaluates the curriculum, the Faculty Affairs Committee that reviews and evaluates faculty outcomes, and the Student Affairs Committee that reviews and evaluates policies and procedures that affect student outcomes. The QI committee reviews the PEP at the beginning of each Academic Year (AY) in August and engages the department in the work of evaluation. Findings are shared with the department at the end of each AY, in April or May. At that time, collective brainstorming sessions for initiatives to improve program effectiveness occur with the goal of implementation during the following AY.

Program outcome assessments include student outcomes, faculty outcomes, and other outcomes that provide evidence of SON achievement of its mission and goals. The comprehensive nature of the PEP affords the SON opportunity to review metrics related to accreditation, SON-defined faculty outcomes, Department of Education-defined student outcomes, and SON-defined “other” outcomes, which collectively comprise the SON program outcomes.

The SON formally assesses SLOs through faculty-selected projects using the Nichols-based method adopted by the college, which aims to measure the student achievement of meaningful and measurable learning outcomes.<sup>1</sup> In accordance with this process, the nursing dean selects an assessment chair, who in turn select a three-person

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<sup>1</sup> Prior to and during this process, faculty consistently re-examine the relevance and measurability of the student learning outcomes for their programs, and this review was a core component of the [2016 summer assessment institute](#).

committee of faculty reviewers who possess expertise in the discipline and/or outcome being reviewed. The Vice Provost of Academic Initiatives and associate deans of the Schools assist with the collection of artifacts and the removal of any information that could link a student name to an artifact. In the fall semester, faculty from all colleges gather for an all-day retreat. During that retreat, the faculty assessment committees convene to evaluate student artifacts, using a defined rubric, and complete an initial draft of the Outcomes Assessment Report, which documents the committee’s findings and their recommendations for program improvement. In the spring semester, following meetings between the assessment chairs and representatives from the Office of the Provost, the faculty furnish an Assessment Progress Report that details program improvements that have been implemented, identifies challenges, and outlines next steps. A full description of this system of assessment can be found [here](#). For the School of Nursing, the assessment effort often leads to changes in instruction based on assessment findings. A sample of an annual student learning outcomes assessment project from 2017 is included in Table 8.

Table 8. Outcomes Assessment

Date	Question / Topic	Items Assessed	Findings
Fall 2017	<p>(a) How well do students’ assignments meet course outcomes and course assignment goals?</p> <p>(b) How well do students’ assignments meet AACN Essentials criteria?</p>	<ul style="list-style-type: none"> <li>• NURS 408: Conceptual Bases of Nursing               <ul style="list-style-type: none"> <li>• Assignment: Where I See Me Time Capsule paper</li> </ul> </li> <li>• NURS 409: Theory of Caring Science               <ul style="list-style-type: none"> <li>• Assignment: The Platinum Rule paper</li> </ul> </li> <li>• NURS 437: Theory and Practice of Conscious Dying               <ul style="list-style-type: none"> <li>• Assignment: Conscious Dying Principles paper</li> </ul> </li> </ul> <p style="text-align: center;"><b>Process</b></p> <p>Materials from each course used for the assessment included:</p> <p>(a) syllabus grid showing program and course outcomes, as they relate to assignments, BSN essentials, and Caritas Processes,</p> <p>(b) assignment guidelines from the course syllabus,</p> <p>(c) student artifacts, and</p> <p>(d) a rating grid to use for today’s assessment</p>	<p>NURS 408: Conceptual Bases of Nursing (Assignment: <i>Where I See Me Time Capsule paper</i>)</p> <ul style="list-style-type: none"> <li>• As a result of this assignment, students reflect on their professional goals and personalize many of the concepts included in the course.</li> <li>• We like the fact that it helps students project their future career path in 5 and 10 years.</li> <li>• The AACN Essentials criteria which are most strongly met by the assignment are:               <ul style="list-style-type: none"> <li>○ VII/6: Reflect on one’s own beliefs and values as they relate to practice.</li> <li>○ VII/7: Identify personal, professional, and environmental risks</li> <li>○ VII/13: Articulate the value of pursuing practice excellence</li> </ul> </li> </ul> <p>NURS 409: Theory of Caring Science (Assignment: <i>The Platinum Rule paper</i>)</p> <ul style="list-style-type: none"> <li>• This assignment meets course outcomes well, and helps the student reflect on the Platinum Rule.</li> <li>• It increases each student’s awareness of self and others. This would be a good assignment to use with Pre-Licensure students also.</li> <li>• The AACN Essentials criteria which are most strongly met by the assignment are:               <ul style="list-style-type: none"> <li>○ IX/18: Develop an awareness of patients as well as healthcare</li> </ul> </li> </ul>

				<p>professional's spiritual beliefs</p> <ul style="list-style-type: none"> <li>○ IX/21: Engage in caring and healing technologies</li> </ul> <p>NURS 437: Theory and Practice of Conscious Dying (Assignment: <i>Conscious Dying Principles paper</i>)</p> <ul style="list-style-type: none"> <li>● We were impressed with the depth of emotion and the creatively expressed in this paper.</li> <li>● The directions include a clear purpose and detailed, clear directions.</li> <li>● The AACN Essentials criteria which are most strongly met by the assignment are: <ul style="list-style-type: none"> <li>○ IX/6: Implement patient and family care around resolution of end of life</li> <li>○ IX/18: Develop an awareness of patients' as well as healthcare professionals' spiritual beliefs and values</li> </ul> </li> </ul>
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Student learning is regularly evaluated based on course outcomes through criterion-referenced quizzes, exams, written assignments and projects. The SON incorporates norm-referenced standardized testing throughout the program through Assessment Technologies Incorporated (ATI). Students are scored for proficiency and content mastery, as well as benchmarked against other nursing students across the nation. Students complete required learning remediation based on areas of identified deficiency each semester. Detailed reporting from these tests is used to guide faculty in improving course instruction. Individual students use standardized test reports to self-identify areas for improvement.

Students are evaluated for meeting course outcomes during their clinical practice hours using clinical evaluation rubrics that reflect learning outcomes for each course. Student learning outcomes are mapped across the curriculum to ensure they are appropriate at each student level and build throughout the program in order for students to meet the program level SLOs during their final course.

The following example is a program improvement focus that was selected during the August 2020 QI Committee meeting. While the committee reviewed collected data, they noticed a trend of faculty and student comments about the use of faculty advisors. Following the creation of the Nursing Student Success Center in 2016, which provides student academic support and referrals to outside resources for social or financial needs, the faculty advisors had less of a defined purpose. The committee created both a student and a faculty survey to understand how faculty advising was currently used, as well as to elicit information on the value that faculty advising could add to a positive student experience and student success. The results showed that the majority of students do not currently use faculty advising (52.54%). Faculty also failed to see a purpose for faculty advising (50%). Students rated faculty advising as most valued because it provides them with an opportunity to express their thoughts and feelings, provides information about course requirements, and helps them connect coursework with future professional development and career plans. This assessment led to a proposal to develop a new faculty advising policy, which went to the full department in May 2021. It was decided that a new policy would be developed during AY 2021/22, with implementation during AY 2022/23. This change will be reassessed through both student and faculty surveys in AY 2023/24. Table 9 provides sources of data, data collection tools, and recent outcomes assessment findings.

Table 9. SON Sources of Data, Data Collection Tools, and Recent Findings

Standard	Data Source/Collection Tool	Responsible Person	When Administered	Recent Findings:
A systematic process is used to determine program effectiveness	Program Evaluation Plan	Quality Improvement Committee	Every Fall semester at the start of each academic year.	Selected 2020/21 QI Project: Faculty & Student advising satisfaction surveys.  2021/22 QI Project: Revision of faculty advising policy based on survey results.
Program completion rates demonstrate program effectiveness  Benchmark >70%	Student Tracking Lists	Program Officer  Dean	Every semester	Completion Rate 2020 95.5%  2021 91.5%
Nurse Licensure pass rates demonstrate program effectiveness  Benchmark >80%	NCLEX-RN pass rate reports from the Nevada Board of Nursing	Program Officer  Dean	Noted Monthly and Assessed Annually	NCLEX-RN Pass Rate 2020: 95.36%  2021: 93.68%
Employment rates demonstrate program effectiveness  Benchmark >70%	Graduate/Alumni Survey collected 9- to 12- months post-graduation.	Department of Alumni Relations  SON NSHE Specialist II  Dean	End of each semester (exit survey) and 9 – 12 months post-graduation (graduate/alumni survey)	Employment Rate 2019 96%  2020 94%
Aggregate faculty outcomes demonstrate program effectiveness  Benchmark: <b>Full-time Tenured, Tenure-Track, and Lecturers Teaching:</b> • >60% Excellent Rating	Faculty annual evaluations  Faculty Clinical Site evaluations  Faculty Survey  Student Course/Instructor Evaluations	Dean  Associate Dean  Director of Clinical Partnerships	Annually in the Spring	<b>2020 Full-time Faculty:</b> Teaching 55% Excellent 27% Commendable 18% Satisfactory <b>Part-time Faculty:</b> 100% 4-5 rating average 100% Recommend for rehire  Additionally, 83.3% of Academic Faculty engaged in teaching improvement through the CTLE during the previous academic year.

<ul style="list-style-type: none"> <li>• &gt;25% Commendable Rating</li> <li>• &lt;15% Satisfactory Rating</li> </ul> <p><b>Part-time Faculty:</b></p> <ul style="list-style-type: none"> <li>• 4-5 rating average &gt;60%</li> <li>• Recommended for rehire &gt;80%</li> </ul>					
<p>Program outcomes demonstrate program effectiveness</p>	<p>Curriculum or Program Outcome: Annual Outcomes Assessment Day Report</p>	<p>Quality Improvement Committee</p>	<p>Annually in the Fall</p>	<p>Outcomes Assessment Day 2019  <i>DFWI Considerations:</i> &lt;20% for all NURS courses  <i>Bottleneck Course Considerations:</i> None  Degree Pathway: No issues identified</p> <p>2021  <i>Equity Gaps:</i> Progressively increasing diversity noted. Current demographics -  Hispanic (any race) 32.7%  White 26%  Asian 18%  Black 8.4%  2+ Races 6.1%  Unknown 6.8%  Native Hawaiian or Pacific Islander 2%</p> <p>Age: &lt;18 years - 5.4%  19-24 years - 38.3%  25-40 years - 44.2%  &gt;40 years 12.1%</p>	
	<p>Program Outcome: Graduate Survey</p> <p>Benchmark: &gt; 80% of students will rate program level student learning outcomes on the Graduate Exit Survey as well prepared or very</p>	<p>Program Officer</p> <p>Dean</p>	<p>End of each semester</p>	<p>Exit Survey</p> <p>2020 98.2% of students rated themselves as well prepared or very well prepared.</p> <p>2021 97% of students rated themselves as well prepared or very well prepared.</p>	

	well prepared for practice.			
	Program Outcome: ATI Standardized Exam Achievement, ATI Dashboard and Course Reports	Course Faculty QI Committee	Annually	ATI Standardized Exam Achievement Benchmark: >80% of students will score a Level 2 or greater within two attempts.  2020 CMS exams not consistently given due to inability to maintain test security virtually during COVID-19.
	Faculty Outcome: Faculty Advising Survey	QI Committee	AY 20/21	New policy development, AY 2021/22.

#### D. Student Satisfaction

Exit Surveys provide the SON with data related to student satisfaction. Students rate themselves on achievement of program outcomes and rate the SON on items that include quality of classroom instruction, clinical instruction, and availability and responsiveness of faculty.

Table 10. Student Achievement of Program Outcomes

	2014-2017	2018	2019	2020	2021
Percentage of students who rate themselves as <i>Well Prepared</i> or <i>Very Well Prepared</i> for practice on Exit Survey	85 to 97%	96.7%	97%	98.2%	97%

#### E. Demand for Graduates & Barriers to Success

Each semester, the SON has more qualified applicants to the program than available seats. Admission to the program is limited due to availability of both nursing faculty and clinical practice sites. There is a long-standing nursing shortage in the U.S., with 50,000 to 150,000 unfilled RN positions annually from 1960 to 2000. In 2000-2001, hospitals reported 126,000 vacant RN positions (Buerhaus, 2021). The Nevada Hospital Association (2021) reported that there were 7,826 vacant nursing positions at Nevada hospitals in 2017, with only 1,349 nursing graduates across the state that same year.

##### References:

Buerhaus, P. (2021). Current nursing shortages could have long-lasting consequences: Time to change our present course. *Nursing Economics*, 39(5), 247-250.

Nevada Hospital Association (2021). *Mandated nurse staffing ratios do not protect quality of safety or reflect national best practices*. <https://nvha.net/advocacy-initiatives/nurse-staffing-ratios/>

## V. CURRICULUM INFORMATION

### A. Curricular Strengths & Weaknesses

The BSN Nursing Program curriculum is based on a Caring Science framework. “Nursing as a caring way of being” is the basic philosophy of the curriculum. In addition to caring, courses are designed to emphasize related concepts such as person-centered care, clinical judgement, safety, cultural sensitivity, technological competence, and teamwork. These concepts are approached consistently across both pre-licensure tracks (Full-Time and Part-Time) and the post-licensure track for RNs. This philosophy of nursing fits well with our student population. In 2020, nursing faculty conducted a research study to explore how NSC nursing students developed their beliefs about caring in nursing (Coffman & Durante). The study found that our students brought strong beliefs about caring when they entered the nursing program. They further developed their beliefs and molded them into a professional context as they advanced in the nursing program.

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#### Reference:

Coffman, S., & Durante, K. (2020). Development of students’ beliefs about caring in nursing: A longitudinal study. *International Journal for Human Caring*, 24(1), 26-38.

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Upon successful completion of the program, students receive the Bachelor of Science Degree in Nursing. Pre-Licensure students are prepared to sit for the NCLEX-RN and once licensure is attained, due to their preparation as a generalist, are prepared to integrate into the health care setting. Post-Licensure students, having already passed the NCLEX-RN and in many cases, having worked as a registered nurse for a number of years, are better prepared to step into leadership roles within the health care setting because of the completion of the baccalaureate level curriculum.

Nursing courses are built upon knowledge in the sciences and humanities. These pre-requisite courses make-up the first three semesters for pre-licensure students at NSC. The organization of nursing courses proceeds in the same sequence for the two pre-licensure tracks. However, students complete the Full-Time track nursing courses twice as fast as students in the Part-Time Track. Full-Time students spend five consecutive semesters in the Nursing Program and Part-Time students spend ten semesters. The Part-Time track is designed for nontraditional adult learners who have responsibilities outside of school. Nursing courses vary in format, including theory, clinical, skills lab, and simulation lab components. Pre-licensure courses are intended to be delivered face-to-face. The suggested sequences of courses for the Full-Time and Part-Time pre-licensure tracks are included below:

### NSC SON Full-Time Track Curriculum

#### PREREQUISITES (SUGGESTED SEQUENCE OF COURSES)

First Semester (15 credits)
ENG 101 Composition I 3 cr.
MATH 120 Fundamentals of College Mathematics or higher (not MATH 122 or 123) 3 cr.
PSY 101 General Psychology OR SOC 101 Principles of Sociology 3 cr.
BIOL 189 Fundamentals of Life Science 4 cr.
CEP 123 College and Career Success 2 cr.
Second Semester (17 credits)
ENG 102 Composition II 3 cr.
BIOL 223 Human Anatomy & Physiology I 4 cr.
CHEM 108 Intro to Chemistry for Health Sciences 4 cr.
CH 203 American Experience and Constitutional Change 3 cr.
Core Humanities Course 3 cr.
Third Semester (17 credits)

BIOL 224 Human Anatomy & Physiology II 4 cr.  
 BIOL 251 Microbiology 4 cr.  
 Core Fine Arts Course (ART 289 Disability, Health, and Healing in the Arts recommended) 3 cr.  
 COM 101 Oral Communication 3 cr.  
 Core Cultural Diversity Course (NURS 310 Cultural Diversity in Healthcare recommended) 3 cr.

**TRACK SPECIFIC UPPER DIVISION NURSING CURRICULUM PATHWAY (ADMISSION REQUIRED)**

<b>First Semester (12 credits)</b>
NURS 299 Nutrition & Development Across the Lifespan 3 cr.
NURS 330 Biostatistics for Nursing 3 cr.
NURS 315 Dosage and Calculations 1 cr.
NURS 314 Professional Role Development and Communication 2 cr.
NURS 337 Pathophysiology 3 cr.
<b>Second Semester (14 credits)</b>
NURS 301 Health Assessment 4 cr.
NURS 321 Pharmacology I 2 cr.
NURS 344 Foundations of Care with Adult & Aging Populations 6 cr.
NURS 308 Nursing Skills I: Art & Science 2 cr.
<b>Third Semester (17 credits)</b>
NURS 341 Nursing Care of Children 4 cr.
NURS 351 Nursing Care of Childbearing Families 4 cr.
NURS 328 Nursing Skills II: Art & Science 1 cr.
NURS 421 Pharmacology II 2 cr.
NURS 384 Acute & Episodic Care with Adults & Aging Populations 6 cr.
<b>Fourth Semester (14 credits)</b>
NURS 404 Psychiatric/Mental Health Nursing 4 cr.
NURS 451 Scholarly Inquiry of Nursing 3 cr.
NURS 444 Chronic & Complex Care with Adults & Aging Populations 6 cr.
NURS 428 Nursing Skills III: Art & Science 1 cr.
<b>Fifth Semester (14 credits)</b>
NURS 461 Engaging in Leadership 3 cr.
NURS 452 Nursing Care in the Community 5 cr.
NURS 484 Nursing Immersion: Professional Practice / Praxis 6 cr.

**NSC SON Part-Time Track Curriculum**

**PREREQUISITES (SUGGESTED SEQUENCE OF COURSES)**

<b>First Semester (15 credits)</b>
ENG 101 Composition I 3 cr.
MATH 120 Fundamentals of College Mathematics or higher (not MATH 122 or 123) 3 cr.
PSY 101 General Psychology OR SOC 101 Principles of Sociology 3 cr.
BIOL 189 Fundamentals of Life Science 4 cr.
CEP 123 College and Career Success 2 cr.
<b>Second Semester (17 credits)</b>
ENG 102 Composition II 3 cr.
BIOL 223 Human Anatomy & Physiology I 4 cr.
CHEM 108 Intro to Chemistry for Health Sciences 4 cr.
CH 203 American Experience and Constitutional Change 3 cr.



Core Humanities Course 3 cr.

**Third Semester (17 credits)**

BIOL 224 Human Anatomy & Physiology II 4 cr.

BIOL 251 Microbiology 4 cr.

Core Fine Arts Course (ART 289 Disability, Health, and Healing in the Arts recommended) 3 cr.

COM 101 Oral Communication 3 cr.

Core Cultural Diversity Course (NURS 310 Cultural Diversity in Healthcare recommended) 3 cr.

**TRACK SPECIFIC UPPER DIVISION NURSING CURRICULUM PATHWAY (ADMISSION REQUIRED)**

**First Semester (6 credits)**

NURS 337 Pathophysiology 3 cr.

NURS 314 Professional Role Development and Communication 2 cr.

NURS 315 Dosage and Calculations 1 cr.

**Second Semester (6 credits)**

NURS 299 Nutrition & Development Across the Lifespan 3 cr.

NURS 330 Biostatistics for Nursing 3 cr.

**Third Semester (6 credits)**

NURS 301 Health Assessment 4 cr.

NURS 321 Pharmacology I 2 cr.

**Fourth Semester (8 credits)**

NURS 344 Foundations of Care with Adult & Aging Populations 6 cr.

NURS 308 Nursing Skills I: Art & Science 2 cr.

**Fifth Semester (9 credits)**

NURS 341 Nursing Care of Children 4 cr.

NURS 351 Nursing Care of Childbearing Families 4 cr.

NURS 328 Nursing Skills II: Art & Science 1 cr.

**Sixth Semester (8 credits)**

NURS 421 Pharmacology II 2 cr.

NURS 384 Acute & Episodic Care with Adults & Aging Populations 6 cr.

**Seventh Semester (7 credits)**

NURS 404 Psychiatric/Mental Health Nursing 4 cr.

NURS 451 Scholarly Inquiry of Nursing 3 cr.

**Eighth Semester (7 credits)**

NURS 444 Chronic & Complex Care with Adults & Aging Populations 6 cr.

NURS 428 Nursing Skills III: Art & Science 1 cr.

**Ninth Semester (8 credits)**

NURS 461 Engaging in Leadership 3 cr.

NURS 452 Nursing Care in the Community 5 cr.

**Tenth Semester (6 credits)**

NURS 484 Nursing Immersion: Professional Practice / Praxis 6 cr.

The post-licensure track (RN to BSN) has the same core prerequisite courses as does the pre-licensure tracks. Students with an Associate Degree must pass the NCLEX licensing exam before they are admitted to the BSN post-licensure track. The post-licensure track is delivered completely online, and students are admitted from across the United States. RN students are educated based on the same program outcomes as the pre-licensure students. These students participate in both direct and indirect practice experiences, which take place in their own communities, and are planned to meet their individual interests. Courses are offered in 7 to 8 week blocks, and

full-time students can complete the program within 12 months. The curriculum pathway for the RN to BSN courses is included below:

### NSC SON RN to BSN Track Curriculum

#### GENERAL EDUCATION COURSES

47 credits	
General Education Block Transfer Credits	38 cr.
MATH 120 Fundamentals of College Mathematics*	3 cr.
ENG 102 Composition II*	3 cr.
CH 203 American Experience & Constitutional Change*	3 cr.

\*= Transcripts are reviewed for these courses. If not reflected on transcript, students in this track must complete these courses prior to degree completion and in most cases, prior to specific upper division NURS course enrollment. Students needing any or all of these courses should work closely with the RN to BSN Advisor to map a program plan for completion of the course(s) in a timely manner as to not delay coursework or degree completion.

#### TRACK SPECIFIC UPPER DIVISION NURSING CURRICULUM PATHWAY\*\* (ADMISSION REQUIRED)

Full-time Status – 36 credits – 12 months to degree completion – 6 sessions offered per year	
Session 1 (7-8 week session)	
NURS 409 Theory of Caring Science	3 cr.
NURS 408 Conceptual Bases of Nursing	3 cr.
Session 2 (7-8 week session)	
NURS 366 Nursing in the Global Environment	3 cr.
NURS 411 Holistic Health Assessment	3 cr.
Session 3 (7-8 week session)	
NURS 415 Bioethics and Health Informatics	3 cr.
NURS 437 Theory and Practice of Conscious Dying	3 cr.
Session 4 (7-8 week session)	
NURS 330 Biostatistics for Nursing	3 cr.
NURS 431 Care of Aging Population	3 cr.
Session 5 (7-8 week session)	
NURS 462 Caring in Nursing Communities	3 cr.
NURS 461 Engaging in Leadership & Health Policy	3 cr.
Session 6 (7-8 week session)	
NURS 451 Scholarly Inquiry in Nursing	3 cr.
NURS 463 Synthesis of Professional Nursing	3 cr.
Part-time Status – 36 credits – 24 months to degree completion – 6 sessions offered per year	
Year 1- Session 1 (7-8 week session)	
NURS 409 Theory of Caring Science	3 cr.
Session 2 (7-8 week session)	

NURS 408 Conceptual Bases of Nursing	3 cr.
Session 3 (7-8 week session)	
NURS 411 Holistic Health Assessment	3 cr.
Session 4 (7-8 week session)	
NURS 366 Nursing in the Global Environment	3 cr.
Session 5 (7-8 week session)	
NURS 415 Bioethics and Health Informatics	3 cr.
Session 6 (7-8 week session)	
NURS 431 Care for Aging Populations	3 cr.
Year 2 - Session 7 (7-8 week session)	
NURS 461 Engaging in Leadership & Health Policy	3 cr.
Session 8 (7-8 week session)	
NURS 437 Theory and Practice of Conscious Dying	3 cr.
Session 9 (7-8 week session)	
NURS 330 Biostatistics for Nursing	3 cr.
Session 10 (7-8 week session)	
NURS 462 Caring in Nursing Communities	3 cr.
Session 11 (7-8 week session)	
NURS 451 Scholarly Inquiry of Nursing	3 cr.
Session 12 (7-8 week session)	
NURS 463 Synthesis of Professional Nursing	3 cr.

\*\*= Sample plans only. The pathway is dependent on session start and whether full- or part-time pace is desired. Students are to reach out to the RN to BSN Advisor for a track plan specific to their needs.

#### NURS Prior Learning Credits\*\*\*

37 credits	
NURS Prior Learning Credits from prior nursing program and for successful completion of the NCLEX-RN	37 cr.

\*\*\*= Credits applied to transcript once an application for graduation has been submitted by the student.

The curriculum plans outlined above are relatively new and were initiated for the post-licensure RN-BSN track in 2017, followed by the two pre-licensure tracks in Fall, 2019. These curriculum revisions were based on documented changes in the profession, expectations of the professional nurse, program data, and feedback from our Community Advisory Council. Courses were redesigned to more fully include theories of caring. Changes have been well accepted by students, embraced by faculty, and positively recognized by community partners. Evidence is presented below regarding the strengths and weaknesses of the curriculum.

Table 11. Curriculum Strengths and Weaknesses

Curriculum Strengths	Relevant Evidence
1. Program recognition	In 2019, the Nursing Program completed its scheduled self-study and achieved re-accreditation for an additional ten years, by the Commission on Collegiate Nursing Education.
2. Student achievement	NCLEX-RN pass rates have been consistently high for pre-licensure nursing graduates. As listed in Table 7, average pass rates for the last

	<p>five years are as follows: 2021 = 93.68; 2020 = 95.36; 2019 = 97.08; 2018 = 91.98; 2017 = 97.26.</p> <p>The nursing program uses the NCLEX-RN-preparation program, ATI (Assessment Technologies Institute) to monitor both individual student and groups readiness to pass the NCLEX-RN exam. Students take practice and proctored exams in each major course across the curriculum. Through statistical analysis, we have shown a strong correlation between ATI scores and NCLEX-RN pass rates. Student achievement on the ATI Comprehensive Predictor is a major component required to pass the final nursing capstone course. Pass rates in this course are typically 97 – 100%.</p>
3. Innovative and flexible teaching approaches by faculty	<p>SON faculty quickly adjusted to the need for online classes, labs, and clinicals in March of 2020 when the pandemic began. Many clinical agencies shut down access to nursing students. Faculty developed on-line approaches to teach in all areas. Slowly they moved back into clinical and skills lab settings as 2020 progressed. In January 2022, pre-licensure theory courses returned to face-to-face, and additional adjustments were made by faculty to optimize student learning. The program has slowly regained access to student experiences, but still needs more community health opportunities.</p> <p>Faculty in the post-licensure RN-BSN program were also required to adjust to changes in working RNs' schedules and workloads as the pandemic progressed. Faculty altered deadlines, while maintaining curriculum standards, to accommodate the demands on RNs in the workplace.</p>
4. Student employment	<p>The strength of the curriculum is reflected in whether new graduates are able to gain employment after graduation. Recently, nearly all graduates report back that they are employed soon after completing the nursing program.</p>
5. Community involvement and recognition	<p>During the Covid-19 pandemic, SON faculty provided leadership in the UNLV and NSC vaccine clinics. Students participated in clinics by doing COVID-19 testing, giving injections, taking brief histories, monitoring patients, and regulating patient flow.</p> <p>Nursing faculty have worked with community agencies to orient their staff to principles of caring science. Six partner hospitals have established "Caring Units" in which hospital staff join students and faculty in furthering the practice of nursing as caring.</p>
6. Simulation Program	<p>For many years, NSC worked with UNLV to develop innovative simulation learning at the Clinical Simulation Center of Las Vegas (CSCLV). The new Betty Engelstad School of Health and Sciences Skills Lab and Simulation Center is located much closer to the NSC campus, and since Fall, 2021, NSC SON has been putting together a simulation program at the same level of excellence that was experienced at the CSCLV.</p>

Curriculum Weaknesses	Relevant Evidence
1. Transition of courses in the new pre-licensure curriculum	Minor changes in the curriculum have been required to adjust the required workload and sequence of courses in the new pre-licensure curriculum. Changes are intended to maximize student progression.
2. Unique challenges associated with studying nursing.	Nursing program content is dense and complex. Students find learning to be challenging. Time investment may vary from semester to semester. Social, emotional, and financial barriers encountered during the pandemic have been especially challenging to students.

9) List classes required for program.

Table 12. Nursing Program Courses

NURS 299	Nutrition & Development Across Lifespan	Focus on application of growth and development principles and the science of nutrition in health and illness across the lifespan, emphasizing social, ethnic, religious, cultural, environmental, and economic factors within the United States. Full Time Pre-requisite(s): Admission into the nursing program, Co-requisite(s): NURS 330, NURS 337, NURS 314, NURS 315; Part Time Pre-requisite(s): NURS 314, NURS 315, NURS 337, Co-requisite(s): NURS 330
NURS 301	Health Assessment	Theory and skills to assess the health and environments of individuals and families across the lifespan in a variety of settings. Pre-requisite(s): Admission to nursing major. Co-requisite(s): Full-Time Track: NURS 304, NURS 314, NURS 323, NURS 360. Co-requisite(s): Part-Time Track: NURS314, NURS 323. Course Fee: \$160 and Electronic Resource-Nursing Central Fee: \$175. Lecture/Lab/Clinical Hours: 3+3+0
NURS 308	Nursing Skills I: Art & Science	Introduction to nursing skills, from basic to intermediate, for nursing care for patients across the lifespan with special consideration to the development of the foundations of non-verbal and verbal caring behaviors. Core nursing care skills, with an emphasis on human care, are introduced and practiced in a laboratory setting. Full Time - Pre-requisite(s): NURS 299, NURS 316, NURS 330, NURS 244, NURS 337, Co-requisite(s): NURS 301, NURS 321, NURS 315, NURS 344; Part Time - Pre-requisite(s): NURS 299, NURS 316, NURS 330, NURS 244, NURS 337, NURS 301, NURS 321, NURS 315, Co-requisites: NURS 344
NURS 310	Cultural Diversity in Healthcare	The effects of culture, heritage, ethnicity, religion, and ethnic background influences healthcare. Major concerns and issues encountered by healthcare providers in providing transcultural healthcare to individuals, families, groups, communities and institutions. Apply transcultural nursing framework to guide nursing and healthcare practices in diverse healthcare settings across lifespan. Pre-requisite(s): ENG 101 and ENG 102. Lecture/Lab/Clinical Hours: 3+0+0
NURS 314	Prof Role Dev. & Communication	Introduces the students to the professional role of a nurse, teaches ways of knowing the history of nursing, therapeutic communication, transcultural nursing, teaching and learning strategies, the philosophy and nursing curricular concepts of the School of Nursing, and skills for success in the nursing program. Pre-requisite(s): Admission into the pre-licensure BSN program. Co-requisite(s) Full-Time Track: NURS 299, NURS 315, NURS 330, NURS 337. Co-requisite(s) Part-Time Track: NURS 337, NURS 315. Lecture/Lab/Clinical Hours: 2+0+0
NURS 315	Dosage and Calculations	An emphasis on scientific problem solving allows student to effectively, accurately and safely calculate dosages of medications. This includes reading, interpreting and solving calculation problems encountered in the preparation of medication. Full-time - Pre-requisite(s): Admission into the nursing program, Co-

		requisite(s): NURS 299, NURS 314, NURS 330, NURS 337; Part-time - Pre-requisite(s): Admission into the nursing program, Co-requisite(s): NURS 337, NURS 314
NURS 321	Pharmacology I	Introduces general principles of pharmacotherapeutic agents as they relate to safe, quality, patient-centered, evidence-based nursing care of individuals across the life span. Focus is on basic understanding of the nursing process, safety of administration, and patient teaching. Proper dosage and calculations with different routes of administration will be presented. This course will also introduce major pharmacologic concepts related to selected systems. Using these concepts, critical thinking will begin to develop as a basis for safe medication administration. Full-time - Pre-requisite(s): Admission to the nursing program. NURS 299, NURS 316, NURS 330, NURS 244, NURS 337, Co-requisite(s): NURS 301, NURS 315, NURS 344, NURS 308; Part-time - Pre-requisite(s): Admission to the nursing program. NURS 299, NURS 316, NURS 330, NURS 244, NURS 337, Co-requisite(s): NURS 301, NURS 315
NURS 328	Nursing Skills II: Art & Science	Introduction to intermediate, advanced, and specialty (maternal-child, pediatric) nursing skills for nursing care for patients across the lifespan with special consideration to the continuing cultivation of non-verbal and verbal caring behaviors. Core nursing care skills are revisited and practiced in a laboratory setting. Full Time - Pre-requisite(s): NURS 299, NURS 316, NURS 330, NURS 244, NURS 337, NURS 301, NURS 321, NURS 315, NURS 344, NURS 308; Co-requisite(s): NURS 351, NURS 341, NURS 421, NURS 384. Part Time - Pre-requisite(s): NURS 299, NURS 316, NURS 330, NURS 244, NURS 337, NURS 301, NURS 321, NURS 315, NURS 344, NURS 308, NURS 421, NURS 384; Co-requisite(s): NURS 351, NURS 341.
NURS 330	Biostatistics for Nursing	Biostatistics for nursing and allied health professionals is explored, including descriptive statistics, basic probability concepts and distributions, classic estimation and hypothesis testing, regression and correlation, sampling and survey construction, analysis of frequency and count data, and measures of validity and reliability. Pre-requisite(s) Post-Licensure: NURS 409 and MATH 120 or equivalent. Pre-requisite(s) Pre-Licensure: MATH 120 or equivalent or higher, admission to the nursing program, or special permission to enroll through petition to the School of Nursing.
NURS 337	Pathophysiology	Altered physiological processes across the lifespan including etiological factors, clinical manifestations and management of altered processes. Pre-requisite(s): Admission to the Nursing program or special permission to enroll through petition to the School of Nursing. RN to BSN students must enroll into sections designated specifically for RN to BSN track. Lecture/Lab/Clinical Hours: 3+0+0
NURS 341	Nursing Care of Children	Using a reflective practice framework, students examine and practice the nursing role in providing care to children from birth to adolescence and to their families. Children's health problems are examined within the context of family, community, and healthcare systems. Full Time - Pre-Requisite(s): NURS 299, NURS 316, NURS 330, NURS 244, NURS 337, NURS 301, NURS 321, NURS 315, NURS 344, NURS 308; Co-Requisites: NURS 351, NURS 421, NURS 384, NURS 328. Part Time - Pre-Requisite(s): NURS 299, NURS 316, NURS 330, NURS 244, NURS 337, NURS 301, NURS 321, NURS 315, NURS 344, NURS 308, NURS 421, NURS 384; Co-Requisite(s): NURS 351, NURS 328 Course Fee: \$40. Lecture/Lab/Clinical Hours: 2+0+6
NURS 344	Foundations of Care w/Adult & Aging	Introduction to the art and science of nursing with an emphasis on the transpersonal, spiritual-ethical caring relationship between adult and older adult patients and the nurse. Foundational concepts necessary for safe, patient-centered nursing care to a diverse patient population involving reflective

		practice, authentic presence, and creating an environment that meets the needs of the independent and dependent adult. Full Time - Pre-Requisite(s): NURS 299, NURS 316, NURS 330, NURS 244, NURS 337; Co-Requisite(s): NURS 301, NURS 321, NURS 315, NURS 308. Part Time - Pre-Requisite(s): NURS 299, NURS 316, NURS 330, NURS 244, NURS 337, NURS 301; Co-Requisite(s): NURS 315, NURS 308.
NURS 351	Care of Childbearing Families	Using a reflective practice framework, students examine and practice the nursing role in providing care to children from birth to adolescence and to their families. Children's health problems are examined within the context of family, community, and healthcare systems. Full Time - Pre-Requisite(s): NURS 299, NURS 316, NURS 330, NURS 244, NURS 337, NURS 301, NURS 321, NURS 315, NURS 344, NURS 308; Co-Requisite(s): NURS 341, NURS 421, NURS 384, NURS 328. Part Time - Pre-Requisite(s): NURS 299, NURS 316, NURS 330, NURS 244, NURS 337, NURS 301, NURS 321, NURS 315, NURS 344, NURS 308, NURS 421, NURS 384; Co-Requisite(s): NURS 341, NURS 328. Course Fee: \$40. Lecture/Lab/Clinical Hours: 2+0+6
NURS 366	Nursing in a Global Environment	This course provides a foundational understanding of global health issues from a multidisciplinary perspective regarding public health challenges as they are shaped by the political, economic and socio-cultural aspects of globalization. This foundational knowledge base will enable nurses to understand and reflect, within a Caring Science framework, on the current state of global health. Pre-requisite(s): Admission to the RN to BSN track, NURS 409.
NURS 384	Acute & Episodic Care w/Adults	This second of three courses focusing on the art and science of nursing with an emphasis on the transpersonal, spiritual- ethical caring relationship between adult and older adult patients and the nurse. This course applies the acquisition and application of nursing theory, critical thinking skills, and psychomotor skills necessary for safe, quality, holistic, patient-centered nursing care to a diverse patient population experiencing commonly occurring acute and chronic health problems. Students continue to integrate reflective practice in the acute care setting, creating a healing environment for adults and aging populations. Full-time - Pre-requisite(s): NURS 299, NURS 316, NURS 330, NURS 244, NURS 337, NURS 301, NURS 321, NURS 315, NURS 344, NURS 308, Co-requisite(s): NURS 351, NURS 341, NURS 421, NURS 328; Part-time - Pre-requisite(s): NURS 299, NURS 316, NURS 330, NURS 244, NURS 337, NURS 301, NURS 321, NURS 315, NURS 344, NURS 308, Co-requisite(s): NURS 421
NURS 404	Psychiatric/Mental Health Nursing	Focus on mental health concepts and selected theoretical frameworks related to adaptive and maladaptive coping behaviors. Emphasis on use of communication in therapeutic relationships with clients of varying age groups in psychiatric settings. Reflective practice achieved in acute care and community-based clinical experiences. Full Time - Pre-Requisite(s): Admission to the nursing program. NURS 299, NURS 314, NURS 330, NURS 337, NURS 301, NURS 321, NURS 315, NURS 344, NURS 308, NURS 341, NURS 351, NURS 421, NURS 384, NURS 328; Co-Requisite(s): NURS 444, NURS 451, NURS 428. Part Time - Pre-Requisite(s): Admission to the nursing program. NURS 299, NURS 314, NURS 330, NURS 337, NURS 301, NURS 321, NURS 315, NURS 344, NURS 308, NURS 341, NURS 351, NURS 421, NURS 384, NURS 328; Co-Requisite(s): NURS 451. Course Fee: \$50. Lecture/Lab/Clinical Hours: 2+0+6
NURS 408	Conceptual Bases of Nursing	Concept, theories, and processes that enhance professional nursing practice are explored. Pre-requisite(s): Admissions to RN to BSN track and completion of all core curriculum. Pre-requisite(s): Admission to the RN to BSN track. Co-requisite(s): May take concurrently with NURS 409. Lecture/Lab/Clinical Hours: 3+0+0

NURS 409	Theory of Caring Science	The focus of this course is to introduce the learner to Jean Watson's Theory of Human Caring with emphasis on the application of the Caritas to personal and professional environments. This course will take the learner through a personal journey of self-reflection and self-exploration all the while laying a foundation for theory-in-practice. This course includes assignments that require direct clinical practice. Pre-requisite(s): Admission to the RN to BSN track. Co-requisite(s): May take concurrently with NURS 408 or NURS 411.
NURS 411	Holistic Health Assessment	This course explores the theory and practice of holistic health assessment across the lifespan utilizing a developmental model and theory of human caring based on focused case studies for children, adults, and the geriatric patient. This course includes assignments that require direct clinical practice. Pre-requisite(s): Admission to the RN to BSN track.
NURS 415	Bioethics & Health Informatics	An introduction to the fundamental knowledge and skills needed for effective, ethical and compassionate delivery of patient care through application of clinical information systems and bioethical principles. Emerging trends in information technology and current issues in bioethics will be explored. Pre-requisite(s): Admission to the RN to BSN track; NURS 409
NURS 421	Pharmacology II	Correlates general principles of pharmacotherapeutic agents as they relate to safe, quality, patient-centered, evidence-based nursing care of individuals across the life span, with a continued focus on the nursing process, safe administration, and patient teaching. Proper dosage and calculations with the different routes of administration will continue. This course will build on major pharmacologic concepts related to selected systems learned from Pharmacology I. Using these concepts, critical thinking will continue to develop as a basis for nursing practice for safe administration. Full-time - Pre-requisite(s): Admission to the nursing program. NURS 299, NURS 316, NURS 330, NURS 244, NURS 337, NURS 301, NURS 321, NURS 315, NURS 344, NURS 308; Co-requisite(s): NURS 351, NURS 341, NURS 421, NURS 384, NURS 328. Part-time - Pre-requisite(s): Admission to the nursing program. NURS 299, NURS 316, NURS 330, NURS 244, NURS 337, NURS 301, NURS 321, NURS 315, NURS 344, NURS 308; Co-requisite(s)
NURS 428	Nursing Skills III: Art & Science	Acquisition of advanced nursing skills and integration of skills for care of patients across the lifespan in various health care settings with special consideration to the refinement of non-verbal and verbal caring behaviors. Psychomotor skills are interwoven with the cognitive and affective domains of learning to provide a holistic understanding of the art of nursing. Emerging technologies for use in patient care are included. Full Time - Pre-requisite(s): Admission to the nursing program; NURS 299, NURS 314, NURS 337, NURS 301, NURS 321, NURS 315, NURS 344, NURS 308, NURS 341, NURS 351, NURS 421, NURS 384, NURS 328; Co-requisite(s): NURS 444, NURS 404, NURS 451. Part Time - Pre-requisite(s): Admission to the nursing program; NURS 299, NURS 314, NURS 337, NURS 301, NURS 321, NURS 315, NURS 344, NURS 308, NURS 341, NURS 351, NURS 421, NURS 384, NURS 328; Co-requisite(s): NURS 444.
NURS 431	Care of Aging Populations	This course explores the care of aging populations through a holistic and wellness approach. The learner will identify the complexity of aging through the exploration of geriatric syndromes. Furthermore, the learner will recognize that aging is an individualized process involving a vulnerable yet thriving population. This course includes assignments that require direct clinical practice. Pre-requisite(s): Admission to the RN to BSN program, NURS 409.
NURS 437	Theory & Practice of Conscious Dying	A holistic perspective is used to explore the theory and practice of conscious dying. Students will enhance their ability to provide sensitive, loving, equanimous, and individualized care to patients and their families through self-



		reflection and use of the role of the nurse. Pre-requisite(s): Admission to the RN to BSN program, NURS 409.
NURS 442	Nursing Leadership, Management & Health Policy	Introduction of nursing management principles & activities; leadership concepts and trends; and influences on healthcare policy and the U.S. political processes. Pre-requisite(s): Full-Time Track: NURS 404, NURS 420, and NURS 460. Co-requisite(s): Full-Time Track: NURS 424, NURS 432, and NURS 448. Pre-requisite(s): Part-Time Track: NURS 432. Co-requisite(s): Part-Time Track: NURS 424 and NURS 448. Lecture/Lab/Clinical Hours: 2+0+0
NURS 444	Chronic & Complex Care w/Adults	This final of three courses focusing on the art and science of nursing with an emphasis on the transpersonal, spiritual- ethical caring relationship between adult and older adult patients and the nurse. This course applies the acquisition and application of nursing theory, critical thinking skills, and psychomotor skills necessary for safe, quality, holistic, patient-centered nursing care to a diverse patient population experiencing complex, chronic health problems and acute exacerbations. Students continue to integrate reflective practice in the acute care setting, creating a healing environment for adults and aging populations. Full Time - Pre-Requisite(s): Admission to the nursing program. NURS 299, NURS 314, NURS 337, NURS 301, NURS 321, NURS 315, NURS 344, NURS 308, NURS 341, NURS 351, NURS 421, NURS 384, NURS 328; Co-Requisite(s): NURS 404, NURS 451, NURS 428. Part Time - Pre-Requisite(s): Admission to the nursing program. NURS 299, NURS 314, NURS 337, NURS 301, NURS 321, NURS
NURS 451	Scholarly Inquiry of Nursing	The philosophical basis for the development of nursing science and inquiry are explored, including the relationships between nursing theory, science, research, and evidence in practice. RN to BSN Pre-requisite(s): Admission to the RN to BSN program, ENG 102, NURS 409, NURS 330. Full Time - Pre-Requisite(s): Admission to the nursing program. NURS 299, NURS 314, NURS 330, NURS 337, NURS 301, NURS 321, NURS 315, NURS 344, NURS 308, NURS 341, NURS 351, NURS 421, NURS 384, NURS 328; Co-requisite(s): NURS 444, NURS 404, NURS 428. Part Time - Pre-Requisite(s): Admission to the nursing program. NURS 299, NURS 314, NURS 330, NURS 337, NURS 301, NURS 321, NURS 315, NURS 344, NURS 308, NURS 341, NURS 351, NURS 421, NURS 384, NURS 328; Co-requisite(s): NURS 404.
NURS 452	Nursing Care in the Community	Grounded in the caring sciences, this course guides the student in developing an authentic presence while providing evidence-based, culturally sensitive nursing care to individuals, families, and populations within the community. The role of advocacy with a commitment to promote wellness, healing and the safety of vulnerable populations will be examined. Students will explore environmental health, epidemiology, health care systems, policy development, economics, and emergency/disaster preparedness. The integration of nursing and public health concepts guides the practice of population-focused care. Students critically analyze the health status of a community for development of a capstone experience delivered in collaboration with community partners. (Formerly NURS 432) Pre-requisite(s) Full-Time Track: NURS 299, NURS 314, NURS 330, NURS 366, NURS 337, NURS 301, NURS 321, NURS 315, NURS 344, NURS 308, NURS 351, NURS 341, NURS 421, NURS 384, NURS 328, NURS 444, NURS 404, NURS 451, NURS 42
NURS 461	Engaging in Leadership & Health Policy	The focus of this course is on the theoretical basis for the processes used in leadership roles in a variety of healthcare settings for the purpose of providing and improving patient care that is developmentally and culturally appropriate. Analyzes the roles of planning, organizing, directing, and controlling resources in a changing healthcare delivery system. Learners critically analyze a variety of societal, economic, political, and professional issues that influence contemporary

		nursing. This course includes assignments that require direct clinical practice. Pre-requisite(s): Admission to the RN to BSN program, NURS 409.
NURS 462	Caring in Nursing Communities	Acquisition of nursing theory and critical thinking skills for enhancement of the health of individuals, families, and aggregates or populations in community settings that are developmentally and culturally appropriate. Interdisciplinary collaboration among health care team members and diverse populations is emphasized. Integrates standards of practice, and legal and ethical responsibilities in the community setting. Students critically analyze the health status of communities. Lecture/Lab/Clinical Hours: 3+0+0 Pre-requisite(s): Admission to the RN to BSN track, all core RN to BSN Core nursing; may be taken concurrently with NURS 463.
NURS 463	Synthesis of Professional Nursing	The final nursing course provides the RN to BSN nursing student with an experiential learning practicum. The setting, where healthcare is delivered, or health issues are explored will be designated learning sites. The student will integrate new practice related knowledge and skills to a focused project. Students will integrate knowledge of nursing researching, leadership/management, and nursing theories to design, implement, and lead a project that will improve client outcomes under the direction of the site mentor. The practicum is designed collaboratively with the didactic faculty member and carried out in an appropriate health care or community based care setting. Pre-requisite(s): Admission to the RN to BSN track, all core RN to BSN Core nursing; may be taken concurrently with NURS 462. Lecture/Lab/Clinical Hours: 3+0+0
NURS 484	Nursing Immersion: Prof Practice	The goal of this course is to build autonomy in transitioning to the professional graduate nursing role. The course provides an opportunity for students to review patient care across the lifespan in a format that prepares the student for taking NCLEX. Students develop an increasing responsibility for planning and delivering patient care to a group of patients in a variety of healthcare settings. Full Time - Pre-Requisite(s): Successful completion of all courses in the first four semesters of the nursing program; Co-Requisite(s): NURS 452, NURS 461. Part Time - Pre-Requisite(s): Successful completion of all other courses in the nursing program; Co-Requisite(s): None.

### *B. Program Improvement*

Improvement of all aspects of the nursing program is ongoing, and is led by SON leadership, SON standing Committees, Course Coordinators and faculty. Examples of curriculum assessment and improvement are described below.

- New curriculum course changes include: (a) the transfer of semester four into the SON, resulting in changing some courses from pre-requisite status to nursing program status, (b) development of a new Dosage and Calculation course, (c) expanding the pharmacology and skills lab courses, and (d) changing the number of credits/courses taught each semester. Faculty are reviewing student's grades, progression, and satisfaction with the new curriculum plan, and have made some changes in sequencing of courses.
- The SON works closely with ATI, an online resource that prepares students to pass the nursing licensing exam, the NCLEX. Students purchase ATI at the beginning of the program, and most nursing courses integrate ATI products for learning nursing content and assessing for NCLEX readiness. Students' scores on practice and proctored exams gives them information on mastery of course content, and predictions about their probably of passing the NCLEX exam. Students with average or low scores are required to remediate by studying material they missed, writing remediation templates, and retaking a second proctored exam. Faculty oversee the remediation process, which is integrated into each course, to help students improve their scores. Faculty also study results of ATI exams to identify content areas that might need more emphasis in their teaching. Changes can be made the following semester.

- The end-of-semester course report is completed for every course. In the report, faculty summarize student participation, grade distributions, ATI scores, course issues, and suggestions for course changes. The course report provides the opportunity for each faculty to reflect on their teaching and on student outcomes. This data is reviewed by the pre-licensure director and the dean, to determine trends and possible program needs. Data has also been used when writing accreditation reports. For example, we noted that ATI scores decreased in some courses during the first year of the pandemic. It was determined that the changes were due to problems with secure online exam administration during that time period.
- Course coordinators are appointed each semester to provide consistency across course sections. The major clinical courses are delivered to 2-3 different cohorts of 32-48 students each semester. Each course coordinator meets regularly with the full time and part time faculty teaching theory and clinical in their course. Coordinators work with their theory faculty to coordinate exam dates with other courses, plan for the math exam, review exam results, and support faculty to problem solve student and course issues. Coordinators orient new course faculty, especially part-time instructor teaching clinical, and serve as a contact person for clinical faculty's questions and concerns. Course coordinators meet monthly with the pre-licensure director to discuss curriculum and course issues, share resources, and receive support. Several issues have been identified during these monthly meetings, and referred to SON standing committees, for policy review and change. Most recently, issues such as exam administration practices, including the semester math exams, have been discussed and referred to the Curriculum Committee.
- Faculty are participating in a "Mapping of the Curriculum" project to demonstrate that our curriculum matches the essential core competencies for professional education as outlined by the American Association of Colleges of Nursing (AACN). Faculty are comparing our curriculum against the AACN core competencies. The AACN standards are new (2021) and this is our first comparison. When mapping is complete, faculty will identify essential content that is missing in our program, unneeded redundancy of information, and other issues that can be used as rationale for curricular changes.

## VI. EVALUATION OF RESOURCES

### A. Library Resources

The Marydean Martin Library is an 8,000 ft<sup>2</sup> facility in the Rogers Student Center that provides 16 desktop computers (with additional laptops for loan), seating for 174 students, 14 collaborative workspaces, and in-person assistance with research and technology questions. The Library's collections model emphasizes easy discovery and retrieval of materials in a wide variety of formats. The Library provides access to approximately 100,000 journals and serials, 1.5 million e-books, and 10,000 streaming video and audio materials. The predominately digital collection allows for easy remote access to the majority of the library collection. Within Canvas (the campus LMS), instructors can easily link to appropriate library resources.

Library staff regularly monitor statistics on the use of online information resources, including cost effectiveness and patterns of use. Periodically, subscriptions are canceled or added in order to adjust to the addition or growth of programs and to the research and teaching needs of new faculty. Interlibrary Loan data are regularly examined to determine the items that are most frequently requested and to make purchasing decisions accordingly.

Academic journals are among the most important resources for our students and faculty, and the NSC library provides access to key databases in the field. This includes journal article access through the Cumulative Index to Nursing and Allied Health Literature (CINAHL), PubMed and MEDLINE nursing databases.

### B. Computer Resources

The Office of Information & Technology Services (ITS) maintains and supports computer labs, general-use workstations, and kiosks. NSC provides approximately 470 student workstations that offer access to the internet, printing, Microsoft Office, and specialized software such as SPSS and Adobe Creative Suite. Additional equipment

is available for checkout at the library, including laptops, Chromebooks, iPads, Kindle readers, and video cameras. A student technology fee is allocated annually to support a 5-year replacement plan for all classroom, lab, and general-use student workstations. This replacement plan ensures that student workstations are never more than 5 years old. The technology fee also supports upgrades to classroom audio/visual systems, software, and infrastructure.

Each full-time employee is provided with at least one desktop workstation or laptop and resources such as the internet, network file storage, printing, Microsoft Office, and, as needed, specialized software such as Camtasia, SPSS, or the Adobe Creative Suite. Laptops, tablets, and projectors are available for checkout. All campus workstations, including those in open computer labs and spaces, are available for use by NSC faculty and staff. Funds are allocated annually to support a 5-year replacement plan for all faculty and staff workstations.

ITS maintains a wide area network in all buildings across the main campus. The internal core network runs at 10 Gb/s with 1 Gb/s connectivity to end devices. Both a guest and secured wireless connection is available at all facilities to provide connectivity for mobile devices. Internet connectivity for the campus is provided by the NSHE's statewide network, NevadaNet, providing speeds of up to 10 Gb/s.

NSC's data center infrastructure consists of a Nutanix virtual server environment. This infrastructure supports over 70 virtual machines running on 4 physical hosts with approximately 50 terabytes of disk storage. Server infrastructure equipment is configured with multiple layers

of redundancy and is housed between two campus data centers. Data center, core network, and telecommunication infrastructure is refreshed on a 10-year replacement cycle.

NSC takes a cloud-first approach for enterprise applications in order to reduce staffing needs and eliminate the costs for acquiring, maintaining, and upgrading hardware and software. Through a single sign-on online campus portal, NSC's enterprise applications are accessible 24/7 from anywhere in the world. This provides faculty, staff, and students with access to electronic resources to support management and operational functions, academic programs, and support services, wherever offered and however delivered.

### *C. Facilities & Instructional Equipment*

#### **Facilities**

While NSC has expanded its physical facilities significantly in recent years, securing sufficient space continues to be a challenge, given the College's rapid growth. Current facilities are adequate to meet current demands for instructional space, employee offices, and other uses. Program growth will require additional space for classrooms, science labs, research facilities (including equipment and materials storage), employee offices, and open spaces for studying and student activity.

#### **Instructional Equipment**

Every classroom at NSC is configured as a smart classroom with instructor workstations, projection systems, wireless connectivity, document cameras, and interactive touch devices that permit instructors to write digitally on a board or computer monitor. Over 40% of classrooms have lecture capture systems that allow instructors to record lectures, demonstrations, and clinical simulations. Video conferencing is available through online conferencing tools such as BlueJeans, Microsoft Teams, and Zoom. The campus has adopted Canvas as the learning management system.

The Office of Instructional Technology has invested in in-person and online training opportunities and online technology workshops and real-time instructional resources. This ensures that faculty can receive the type of training that best fits their preferences, needs, and skills. Web-accessible resources ensure that course design and

development assistance is available wherever faculty need it. Instructional Technology and Center for Teaching and Learning Excellence (CTLE) staff provide one-on-one consultations on course development, instructional design strategies, assessment methods, course communication, online course management, and the use of media and live lecture materials.

### **Betty Engelstad School of Health Sciences Skills Lab and Simulation Center**

NSC School of Nursing skills lab and simulation center is designed to simulate the patient care setting. This facility includes a 3-bay skills ward that can be divided using soundproof automated drop-down walls. The center of each skills ward houses a large counter space used for nursing skills demonstration and practice. At the perimeter of each skills ward are hospital beds with full-bodied manikins used for life-like practice. Rooms can be divided using an automatic soundproof divider that stores in the ceiling. A large storage room next to the skills ward contains additional equipment and supplies used for various courses and different levels of nursing students. Along the hall outside the skills ward are six testing rooms, each set up like a hospital room, used for health assessment in the nursing program. Around the corner there are five high-fidelity simulation rooms representing Adult Medical/Surgical, Pediatric, Maternity, Home Health/Community, and Emergency Room settings. Five adjacent simulation debrief rooms are used in the delivery of simulated learning. A classroom space shared with the College of Southern Nevada seats up to 64 students. Built-in classroom technology includes computer, projector, and audio equipment.

The SON skills lab and simulation center contains a student lounge with a sink, refrigerator, microwave, two round tables with chairs and 64 lockers for student use during operating hours. The office workspace is set up for the director, simulation technicians, and IT technicians to have a dedicated area within close proximity for programmatic planning and communication. Faculty workspaces are also available within the office area, as well as a small conference room and director's office.

NSC provides skills laboratory and simulation equipment that makes learning relevant to current healthcare standards as well as future trends in the clinical setting. Nursing skills lab spaces are outfitted with equipment such as mobile medication dispensers, computers used for teaching, hospital beds, low-fidelity task trainers, mid-, and high-fidelity manikins, a shared classroom space used for theory courses and math reviews. The center holds a total of 38 hospital beds, 1 infant warmer, and 1 infant crib, 18 low-fidelity manikins, 6 mid-fidelity manikins, as well as 9 total high-fidelity manikins to be used in simulation environments. Aside from these full-bodied manikins, the center houses 24 of each type of low-fidelity task trainers, to include trainers for necessary bedside nursing skills such as IV insertion, Foley catheter insertion, CVC dressing change, Tracheostomy care, wound care, and ostomy care. The simulation area uses KB Port AV equipment to facilitate and store data from high fidelity simulation sessions used throughout the program. Working cameras are found throughout the center in the skills ward, testing rooms, simulation debrief rooms, and all simulation scenario rooms. Patient monitors are found at each bedside, totaling 39 (to include the infant monitor in the labor and delivery simulation area). The three-bay skills ward houses six large monitors for delivery of educational content, including video capability to provide countertop demonstrations of various skills using task trainers.

Within each testing room is a hospital bed and the necessary patient assessment and monitoring equipment used for health assessment practice. No manikins are housed in these rooms, to provide space for students to practice live, role-playing as patient and as nurse in the healthcare setting. Each simulation debrief room contains 16 movable chairs with attached desktops that swivel. These chairs make the debrief sessions more open and offer a psychologically safe space for students to process simulation scenarios once they have occurred.

In addition to the aforementioned, NSC skills and simulation lab has the following instructional equipment used for skills lab sessions as well as high fidelity simulation:

Alaris IV pumps (39)

Reister patient monitors (39) for human use

Laerdal patient monitors (39) for simulation use

Sharps containers (39)  
Oxygen/Medical Air/Suction wall connectors (39)  
Vital Sim Pads (24)  
Sim CartRX (medication carts) (16)  
Leap Software Laptops (9) for simulation use  
Large screen TVs (8)  
KB port computers (6) for simulation use  
Supply carts (4) in skills ward  
Adult Crash Carts (3)  
Pediatric Crash Cart (1)

#### *D. Nonacademic Services*

##### **Academic Advising**

Since 2013, the Academic Advising Center has nearly quadrupled its number of professional Advisors from three to eleven, restructured the center to establish a Director of Advising, and created two additional leadership positions within the office, the Associate Director of Academic Advising and Student Success Initiatives, and the Advising and Completion Manager. Equipped with these resources, the AAC has been integral to the implementation of several NSHE projects (e.g., 15-to-Finish; continuous enrollment in gateway math and English) and has enforced semester-by-semester mandatory advising for all degree seeking students with fewer than 90 credits.

This substantive investment in a comprehensive model of advising reflects both our commitment to student success and our belief that close guidance and mentorship can help our students achieve their highest potential. Owing to this expansion in capacity, the AAC assumed a number of key responsibilities, including oversight of our 15-to-Finish campaign, and continuous enrollment in college math and English. Moreover, to increase the probability of student success, mandatory advising is applied to specific populations and enforced through registration holds. The presence of a hold and the need to meet with an advisor are communicated to students via email and through a notification in PeopleSoft.

The AAC has established a team model where advisors serve on one of three advising teams: Liberal Arts, STEM (including Pre-Nursing), and Education/Pre-Education/Pre-Speech Pathology. The team model allows students to receive timely advising appointments. Each advisor is responsible for advising students on matters related to their academic success, including academic standing, Satisfactory Academic Progress for financial aid recipients, and adherence to NSHE policies related to remedial math (see NSHE Handbook 4.16.1). Advisors at all levels understand that a high proportion of our students come from nontraditional, first-generation backgrounds, and they remain vigilant in directing students to resources and experiences that may be unfamiliar to our students (e.g., supplemental instruction; the importance of research experience for those planning to apply to graduate school).

After students are admitted into the SON, they are assigned a faculty advisor who assists students with questions about the nursing program, navigating program policies and standards, and career planning. Faculty advisors also refer students to appropriate resources to support success in the nursing program.

##### **Academic Success Center**

The Academic Success Center (ASC) provides academic guidance and enhanced learning skills through peer-to-peer support and evidence-based initiatives, while leading students toward independent learning. The ASC provides free in-person and online tutoring services to all enrolled students. Online tutoring services are available 24 hours a day, 7 days a week, and through a concerted marketing effort, usage of these services has increased substantially. The ASC works with faculty to ensure tutors have access to key course materials (syllabi, lecture

slides, etc.) that assist tutors in designing tutoring sessions and ensure consistency in the information students receive. The ASC also provides embedded peer-led Supplemental Instruction and conducts metacognition and learning strategy workshops for College Success courses.

The SON supports the Nursing Student Success Center (NSSC), created in 2015 with the implementation of the SON growth plan in order to sustain success and quality for students in spite of larger class sizes. The NSSC employs a Director and Success Coach, who oversee approximately 25 course assistants each semester. Course Assistants are paid student workers who have successfully passed nursing courses and are able to provide academic support with course specific group and individual study and tutoring sessions. The Director and Success Coach provide individual coaching sessions and develop success plans for students who face academic challenges in nursing courses. They also oversee events like Prepare for Success Day each semester for incoming SON students, an Alumni Mentor Program, Cohort Ambassador Program, free Scrubs and Book Rental programs, and exam proctoring support.

### **Writing Center**

The Nevada State Writing Center offers free writing support for Nevada State students, faculty, staff, and alumni. Our highly trained peer writing specialists come from degree programs across campus. We use antiracist and access-focused approaches to support writers on any kind of writing and at any stage of the writing process. Visit our website to learn about how you can access support on-campus, via zoom, and via recorded video. In addition to one-on-one support, the center creates in-class workshops, develops writing resources, leads faculty writing groups, fosters undergraduate writing research, and organizes all-campus events, such as the Long Night Against Procrastination.

### **Disabilities Resource Center**

The Disabilities Resource Center (DRC) provides eligible students with accommodations and services. The DRC recently implemented an online case management program that allows for more efficient and easier tracking of all DRC notifications and documentation. The DRC Director has also increased students' access to assistive technologies such as Read & Write, which is available to all NSC students for free. DRC staff train DRC students on how to use these assistive technologies, which can greatly enhance their academic success. Course Assistants also work as peer assistant lab specialists and peer mentors.

### **Student CARE Team and Counseling Services**

The Student Concern, Assessment, Referral, and Education (CARE) Team promotes students' wellbeing and success. The CARE Team consists of a full-time case manager, faculty representatives from each school, and staff members from key units (e.g., Financial Aid, the Academic Advising Center). Faculty and staff may refer any student who is in distress or otherwise poses a concern, and students may also self-refer. The CARE Team connects students with resources such as advising and tutoring; it also manages a food pantry and donated funds that can be used to cover emergency costs, psychological or disability assessments, or other needs. The College contracts with a private mental health provider and employs one full-time staff member to offer free on-campus mental health services. Students receive several free sessions, and if longer-term therapy or other services are required, the case manager works with the student and recommendations from the therapists to connect the student with providers in the community who are covered by their insurance or accept sliding-scale fees.

### **Career Services Center**

The Career Services Center (CSC) organizes career fairs, mock and real interviews, résumé reviews, and other workshops that help students prepare for the job market. The CSC also offers students the opportunity to search for jobs through Handshake.

### **Financial Aid**

Financial aid programs at Nevada State College are directly aligned with our mission. Information about available financial aid programs is published on the NSC website and is discussed extensively at New Student Orientation. In addition to face-to-face and phone counseling, the Office of Financial Aid engages in extensive outreach to campus promoting financial aid and scholarship opportunities, and periodically conducts workshops on financial management and minimizing indebtedness. NSC provides each student with a membership to Financial Awareness Basics, an online, interactive financial literacy program maintained by the Educational Credit Management Corporation (ECMC). A library of topical videos and a chatbot also are available through Financial Aid TV (FATV) on the NSC website.

Generally, the number of aid packages has kept pace with our enrollment growth. Additional insight comes from an examination of the aid granted to IPEDs students, which can be compared to the data for our peer institutions. These data show that, starting in 2012–13, a greater proportion of NSC’s first-year full-time students have received grants than those students at our comparison institutions (Figure 4B-7), with over 80% of our incoming IPEDs cohort receiving grant aid in every year of this accreditation cycle.

While DACA/undocumented students are not eligible for federal financial aid, they do qualify for some state and institutional scholarships if they graduated from a high school or community college in Nevada. NSC also partners with TheDream.US to provide scholarships to undocumented students.

## VII. INFORMATION PROVIDED BY THE DEAN

### A. Discipline-Specific Accreditation Status

Nursing programs in the state of Nevada are approved and regulated by the Nevada State Board of Nursing (NSBN, NevadaNursingBoard.org), which requires that all nursing programs be accredited by a nationally recognized association approved by the Board (NAC 632.640). The baccalaureate degree program in nursing at Nevada State College is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>). Accreditation status was most recently reviewed and renewed in 2020 and will undergo full accreditation review and renewal again in 2030.

### B. Resource Analysis

More full-time nursing faculty are required to meet the needs of students in the SON. The NSBN requires that schools of nursing have “a competent and stable faculty. The majority of the members of the faculty must be full-time employees” (NAC 632.675). NSC rarely and minimally meets this requirement, as seen in **Table 3, p. 18**. Additional budget for full-time faculty lines is needed both to comply with NSBN regulations and to ensure program quality and consistency.

New nurse faculty recruitment is difficult because faculty wages based on Nevada System of Higher Education salary scales are not competitive with nursing salaries outside of academia. According to the U.S. Bureau of Labor Statistics, the median pay for RNs was \$75,330/year in 2020, including both Associate and bachelor’s degree prepared nurses employed in clinical practice. Clinical nurses with experience and advanced degrees earned \$93,590/annually or above during that same time period. The American Association for Colleges of Nursing reported the mid-point salary for non-tenure track instructors with clinical expertise and a graduate degree in nursing was \$80,354 in 2020-21. Since that time, the COVID-19 pandemic has brought a rise in clinical nurse salaries, and candidate pools for open nursing faculty positions have decreased, with five applicants considered an acceptable candidate pool. The NSHE salary table lists \$54,000 as the mid-point salary for State College instructors. Failure to attract the most highly qualified nurses as faculty is a threat to the program and threatens both the size and quality of the new nurse pipeline.



The SON receives more qualified student applications than can be accommodated by the program. This limitation is due to lack of faculty and clinical sites for practice hours, especially in specialty areas such as Pediatrics and Mental Health. During Academic Year 2020/21, there were 585 total applicants and 256 admitted.

References:

U. S. Bureau of Labor Statistics. (2021). *Occupational Employment and Wages, May 2021*.  
<https://www.bls.gov/oes/current/oes291141.htm>

*2020-2021 Salaries of Administrative and Instructional Faculty in Baccalaureate and Graduate Programs of Nursing*.  
 Washington, DC: American Association of Colleges of Nursing.

C. Student Success Data

More students come to NSC pursuing a nursing degree than can be accommodated by the program. Low overall completion and graduation rates reflect the large number of pre-nursing students who fail to gain a seat in the program. Completion and graduation rates for those admitted to the SON range from 78% to 100% within 150% of the expected program length. Most SON graduates complete on time without disruptions to student progression. Pre-COVID-19, less than 10% of each graduating cohort had experienced disruption to their progression due to a course failure or voluntary leave of absence with extenuating circumstances. After the onset of COVID-19, that number increased, as seen the Table 13.

Table 13. Graduation Rates

2020 Grads	# Admitted to Cohort	# Graduated with cohort	Graduation Rate	Disruption Rate (#/% of grads not original to Cohort)
Spring 2019 FT	48	47	90%	2 (4.2%)
Spring 2019 PT	32	25	78%	0
Summer 2019 FT	48	41	85%	2 (4.8%)
Summer 2019 PT	28	28	100%	5 (17.8%)
Fall 2019 FT	47	41	87%	2 (4.8%)
			<b>2019 Avg. 88%</b>	<b>Avg. 2.2(6.32%)</b>
Spring 2020 FT	48	47	97.9%	4 (8.5%)
Spring 2020 PT	32	31	96.9%	4 (12.9%)
Summer 2020 FT	46 (2 early withdrawals)	45	97.8%	5 (11.1%)
Summer 2020 PT	30	30	100%	5 (16.7%)
Fall 2020 FT	47 (1 early withdrawal)	40	85%	3 (7.5%)
			<b>2020 Avg. 95.5%</b>	<b>Avg. 4.2 (11.3%)</b>
Spring 2021 FT	48	47	98%	3 (6.3%)
Spring 2021 PT	46	39	85%	5 (12.8%)
Summer 2021 FT	31	29	93.5%	5 (17.2%)
Summer 2021 PT	47	39	83%	6 (15.4%)
Fall 2021 FT	47	46	98%	2 (4.3%)
			<b>2021 Avg. 91.5%</b>	<b>Avg. 4.2 (13.5%)</b>

## VIII. IMPROVEMENTS SINCE LAST REVIEW

### A. Improvements

The faculty in the SON continuously review the curriculum in light of changes in the profession and requirements for Registered Nurse Licensure. A change in the post-licensure curriculum was implemented in 2017, and a substantive change in the pre-licensure curriculum followed in 2019, bringing it into alignment with new program outcomes used to guide both revisions. Following a two-year intensive faculty collaboration, the pre-licensure BSN curriculum was extended by one semester of full-time study and two semesters of part-time study. The new first semester (or first and second semester part-time) includes courses that were previously nursing pre-requisites. The School of Nursing has a dedicated Nursing Student Success Center (NSSC) that offers students academic support. Placing previous pre-requisite courses into the nursing program curriculum allowed the NSSC to offer resources to these students, with the intention of increasing success in courses that were difficult for pre-nursing students, specifically NURS 330 Biostatistics for Nursing, and NURS 337 Pathophysiology. Table 14 provides a side-by-side comparison of the previous and the new curriculum. All changes, summarized below, were submitted and approved by both the Nevada State Board of Nursing and the Commission on Collegiate Nursing Education.

Table 14. Comparison of Curriculum Change

Previous pre-licensure BSN Curriculum	New pre-licensure BSN Curriculum
63 pre-requisite course credits, including: <ul style="list-style-type: none"> <li>NURS 330 Biostatistics for Nursing (3 cr.)</li> <li>NURS 337 Pathophysiology (3 cr.)</li> </ul>	46 pre-requisite course credits <b>1<sup>st</sup> semester FT, 1<sup>st</sup> &amp; 2<sup>nd</sup> semester PT</b> <ul style="list-style-type: none"> <li>NURS 299 Nutrition &amp; Development across the Lifespan (3 cr.)</li> <li>NURS 314 Professional Role Development and Communication (2 cr.)</li> <li>NURS 330 Biostatistics (3 cr.)</li> <li>Core Cultural Diversity Course (NURS 310 recommended) (3 cr.)</li> <li>NURS 337 Pathophysiology (3 cr.)</li> </ul>
<b>1<sup>st</sup> semester FT, 1<sup>st</sup> &amp; 2<sup>nd</sup> semester PT</b> <ul style="list-style-type: none"> <li>NURS 301 Health Assessment (4 cr.)</li> <li>NURS 304 Nursing Skills and Technology (2 cr.)</li> <li>NURS 314 Professional Role Development and Communication (2 cr.)</li> <li>NURS 323 Pharmacology (3 cr.)</li> <li>NURS 360 Managing Care of Adults I (6 cr.)</li> </ul>	<b>2<sup>nd</sup> semester FT, 3<sup>rd</sup> &amp; 4<sup>th</sup> semester PT</b> <ul style="list-style-type: none"> <li>NURS 301 Health Assessment (4 cr.)</li> <li>NURS 321 Pharmacology I (2 cr.)</li> <li>NURS 315 Dosage and Calculations (1 cr.)</li> <li>NURS 344 Foundations of Care with Adult &amp; Aging Populations (6 cr.)</li> <li>NURS 308 Nursing Skills I: Art &amp; Science (2 cr.)</li> </ul>
<b>2<sup>nd</sup> semester FT, 3<sup>rd</sup> &amp; 4<sup>th</sup> semester PT</b> <ul style="list-style-type: none"> <li>NURS 341 Nursing Care of Children (4 cr.)</li> <li>NURS 351 Nursing Care of Childbearing Families (4 cr.)</li> <li>NURS 380 Managing Care of Adults II (6 cr.)</li> </ul>	<b>3<sup>rd</sup> semester FT, 5<sup>th</sup> &amp; 6<sup>th</sup> semester PT</b> <ul style="list-style-type: none"> <li>NURS 341 (4 cr.)</li> <li>NURS 351 Nursing Care of Childbearing Families (4 cr.)</li> <li>NURS 384 Acute &amp; Episodic Care with Adults &amp; Aging Populations (6 cr.)</li> <li>NURS 421 Pharmacology II (2 cr.)</li> <li>NURS 328 Nursing Skills II: Art &amp; Science (1 cr.)</li> </ul>
<b>3<sup>rd</sup> semester FT, 5<sup>th</sup> &amp; 6<sup>th</sup> semester PT</b> <ul style="list-style-type: none"> <li>NURS 404 Psychiatric/Mental Health Nursing (4 cr.)</li> <li>NURS 420 Evidence-Based Practice and Research in Nursing (3 cr.)</li> <li>NURS 460 Managing Care of Adults III (6 cr.)</li> </ul>	<b>4<sup>th</sup> semester FT, 7<sup>th</sup> &amp; 8<sup>th</sup> semester PT</b> <ul style="list-style-type: none"> <li>NURS 404 Psychiatric/Mental Health Nursing (4 cr.)</li> <li>NURS 451 Scholarly Inquiry of Nursing (3 cr.)</li> <li>NURS 444 Chronic &amp; Complex Care with Adults &amp; Aging Populations (6 cr.)</li> <li>NURS 428 Nursing Skills III: Art &amp; Science (1 cr.)</li> </ul>
<b>4<sup>th</sup> semester FT, 7<sup>th</sup> &amp; 8<sup>th</sup> semester PT</b>	<b>5<sup>th</sup> semester FT, 9<sup>th</sup> &amp; 10<sup>th</sup> semester PT</b>

<ul style="list-style-type: none"> <li>• NURS 442 Nursing Leadership, Management &amp; Health Policy (2 cr.)</li> <li>• NURS 424 Transition to Practice Seminar (2 cr.)</li> <li>• NURS 448 Professional Human Care Nursing – Practice (3 cr.)</li> <li>• NURS 432 Nursing care in the Community (6 cr.)</li> </ul>	<ul style="list-style-type: none"> <li>• NURS 461 Engaging in Leadership (3 cr.)</li> <li>• NURS 484 Nursing Immersion: Professional Practice/Praxis (6 cr.)</li> <li>• NURS 452 Nursing Care in the Community (5 cr.)</li> </ul>
<b>Total 120 Cr. Hrs.</b>	<b>Total 120 Cr. Hrs.</b>

Dr. Jean Watson’s Theory of Caring Science has been integrated into the curriculum in order to meet program outcomes, such as developing authentic relationships, making caring-based nursing decisions, and creating a culture that is authentic, personalized, safe, and respectful. To date, NSC SON has sponsored 13 faculty to complete a six-month Caritas Coach Education Program. This additional expertise allows faculty to intentionally integrate Caring Science into courses in order to influence student affective learning and caring attitudes. Additionally, the NSC SON has partnered with six local healthcare organizations to develop Caring Science Units, a type of dedicated educational unit that is committed to staff training and the practice of Caring Science. These academic/practice partnerships are benefiting students, healthcare organizations, and the community.

The SON has increased both admission and graduation rates in response to the nursing shortage. See Table 15 for a comparison of number of graduates within a ten-year span.

Table 15. Ten-year increase in graduate numbers

Year	Graduates	Year	Graduates
2010	98	2019	254
2011	101	2020	308
2012	86	2021	347

## IX. FINAL SUMMARY & IMPROVEMENT PLAN

The PRC works with the dean to approve a final summary and, if needed, improvement plan that reflects the findings of the program review. The implementation plan includes (but is not limited to) the following elements:

- Key recommendations resulting from the self-study.
- Actions to be taken in order to achieve each of the recommendations. Strategies to remedy identified problems, build on identified strengths, and manage anticipated growth of the program and school.
- Types of human, fiscal, and physical resources needed to address recommendations for improvement.