

Program Review

Spring 2017

Name of Program: Nursing

Document 1 – Self-Evaluation Report

Description of department – The nursing program at UNMG offers students the opportunity to achieve a 72-credit associate's degree. It is one of several health-related programs included within the Department of Education, Health, and Human Services. The program operates under the authority of the New Mexico Board of Nursing and currently has full approval through July, 2019. The nursing education program is nationally accredited by the Accreditation Commission for Education in Nursing (ACEN) until Spring 2019.

Nursing education includes consideration of physiological, psychological, emotional, social, cultural, and spiritual needs as they relate to patient care. The new nurse generalist must be prepared to care for clients from diverse cultural backgrounds. In order to provide clinically competent care, the new nurse must be adept at problem solving and use critical thinking through the nursing process to collect information and plan patient care that reflects current standards and evidence based practice. Professional communication must include verbal and nonverbal interactions between nurse and client, client's family, and the health care team. Documentation and use of electronic health records must reflect nursing practice standards and personal accountability. The professional nurse must take responsibility for continuing educations, community service and adherence to professional codes of ethics. The ADN graduate is prepared to practice in the rural setting as a nursing care provider with a commitment to valuing and respecting the individual.

The UNM-Gallup Nursing Program opened in March 2002 with full approval of the New Mexico Board of Nursing. Classes have graduated twice a year since the first class of thirteen graduated in December 2003. Students who graduate from the Associate Degree in Nursing (ADN) program are eligible to sit for the NCLEX-RN exam and become registered nurses. In 2016, NCLEX-RN pass rates for first time test takers was 85.71%. The national pass rate was 81.68%. The NM Board of Nursing and ACEN require nursing programs to maintain a pass rate of 80% or higher to maintain accreditation.

Approximately 80% of graduates remain in the area and work at local hospitals, clinics, schools, and detention facilities. Several UNMG nursing program graduates have gone on for advanced degrees and fill local nursing faculty and nurse practitioner positions.

As an associate degree program, UNMG provides the shortest path to RN licensure and employment. Students who stay in the area can further their nursing education online ranging from a bachelor's degree to a doctorate. UNMG plans to offer its own BSN program on the ground by fall of 2019.

Department mission and goals – The UNMG Nursing Program mission is to assist lifelong learners to develop critically competent and culturally sensitive nursing care for clients in rural health care settings.

UNMG program goals are to educate nursing graduates who will:

1. Use caring practices to promote health and healing.
2. Provide individualized care that recognizes diversity in a variety of settings.
3. Demonstrate therapeutic communication in the provision of patient, family and community care as well as effective interprofessional communication.
4. Use critical thinking and nursing process as a framework to provide safe and effective care for the patient, family and community.
5. Integrate evidence and research findings into practice, including ethical and legal aspects of health care.
6. Display professional behavior, including a commitment to lifelong learning.

Relationship to the campus strategic plan:

The UNMG nursing program is in alignment with the following components of the campus' strategic plan:

1. Provide the opportunity for students to earn an associate of science degree.
2. Provide the opportunity for students to prepare for employment and to become part of the workforce.
3. Provide the opportunity for students to meet transfer requirements toward earning a bachelor's degree.
4. Meet the needs of the community to improve quality of life.
5. Build a foundation for the student to become a lifelong learner.

Student employment/placement profile:

Current data from 2016 shows 100% of students who passed the NCLEX working in healthcare. Seventy-five percent of graduates are employed in Gallup and the surrounding area, 25% of students are working in the Albuquerque area.

Profile of graduate transfers:

Currently, there is no formal survey in place that gathers this type of information. However, in February, 2017, a new alumni survey will be utilized to assess if graduates are furthering their education.

Additional questions:

1. How difficult was it to collect the necessary data?
Data was not difficult to collect. The registrar provided data as needed and state and national data are available through accrediting body websites.
2. How could the Program Review process be improved?
No suggestions.
3. Did all program faculty participate in the program review process?
Yes
4. Was the program review work shared equally by program faculty?
Yes

Document 2 - Registrar/Enrollment History

1. Indicate departmental enrollment for the past 5 years for fall and spring semesters.

| Fall Semester: | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|----------------------------|-----------|-----------|-----------|-----------|-----------|
| Total Student Credit Hours | 972 | 845 | 752 | 844 | 830 |
| Total Course Enrollments | 82 | 73 | 61 | 70 | 73 |
| Spring Semester | | | | | |
| Total Student Credit Hours | 982 | 795 | 871 | 914 | 759 |
| Total Course Enrollments | 78 | 67 | 70 | 73 | 67 |

2. List number of program graduates by academic year:

| Academic Year | 2014 | 2015 | 2016 |
|-------------------|------|------|------|
| Certificates | 0 | 0 | 0 |
| Associate Degrees | 20 | 19 | 27 |

3. Give faculty/course/sections information for the past 3 years for the fall semester only

| Academic Year | 2014 | 2015 | 2016 |
|--|------|------|------|
| Total full-time faculty | 5 | 6 | 5 |
| Total part-time faculty | 8 | 6 | 9 |
| Percentage of student credit hours taught by full-time faculty | 62% | 70% | 57% |

Curriculum History

List all courses offered by this program, give the date of the first offering for each, list how many sections were successfully offered during each of the last six regular semesters.

| Course Prefix | Course # | Name | Date First Offered |
|---------------|----------|--------------------------|--------------------|
| NURS | 115 | Nursing Fundamentals | Fall 2002 |
| NURS | 110 | Professional Development | Fall 2002 |
| HCHS | 125 | Pharmacology | Fall 2002 |
| NURS | 130 | Med-Surg Nursing I | Fall 2002 |
| NURS | 131 | Mental Health | Fall 2002 |
| NURS | 230 | Women's Health | Fall 2002 |

| | | | |
|------|-----|----------------------|-----------|
| NURS | 232 | Pediatric Nursing | Fall 2002 |
| NURS | 234 | Med-Surg Nursing II | Fall 2002 |
| NURS | 243 | Med-Surg Nursing III | Fall 2002 |
| NURS | 245 | Professional Seminar | Fall 2002 |
| NURS | 242 | Nursing Practicum | Fall 2002 |

One section of each nursing course is offered each semester.

| Academic Year | Fall Semester | | | Spring Semester | | |
|---------------|---------------|-----------------|----------------|-----------------|-----------------|----------------|
| | Day Section | Evening Section | Total Sections | Day Section | Evening Section | Total Sections |
| 2013-14 | 1 | 0 | 1 | 1 | 0 | 1 |
| 2014-15 | 1 | 0 | 1 | 1 | 0 | 1 |
| 2015-16 | 1 | 0 | 1 | 1 | 0 | 1 |



UNMG Nursing Program Assessment Report Fall 2016

Program Goal: The UNM-Gallup Nursing Program assists lifelong learners to develop critically competent and culturally sensitive nursing care for clients in rural health care settings.

| Student Learning Outcomes | UNM Student Learning Goals (Knowledge, Skills, and/or Responsibility) | Assessment Measures incl. Measure Type (Direct or Indirect) | Performance Benchmark | Data Results | Data Analysis | Recommendations for Improvement/Changes |
|---|---|---|--|--|--|--|
| Student will use caring practices to promote health and healing | Knowledge, skills, and responsibility | Direct and indirect. | <p>Direct – 90% of students in all four levels of the nursing program will receive a satisfactory evaluation for the clinical portion of their courses.</p> <p>Indirect – 90% of all students in the practicum portion of the 4th level course will receive a satisfactory evaluation from their individual preceptors.</p> <p>Indirect – Nursing graduate employers will report 90% satisfaction with</p> | <p>100% of all nursing students received a satisfactory evaluation for the clinical portion of their courses.</p> <p>100% of all 4th semester students received a satisfactory evaluation in the practicum portion of their course.</p> <p>Nursing graduate employers represented on the nursing program advisory</p> | Based on the overall performance of students in the clinical setting the student learning outcome was met. | Outcome performance and feedback is positive. However, we need to extend nursing graduate employment evaluations to employers outside of the Gallup area. Employer surveys will be electronically submitted in the spring of 2017 to extend the assessment of nursing graduates to include both local and out of town employers. |

Document 3 UNMG Nursing

| | | | | | | |
|---|--|---------------------|---|--|--|---|
| | | | overall nursing graduate performance. | committee reported 100% satisfaction with overall graduate performance. | | |
| Student will provide individualized care that recognizes diversity in a variety of settings. | Knowledge, skills, and responsibility. | Direct | 90% of students will incorporate diversity in the plan of care as demonstrated by a satisfactory evaluation for the clinical portion of their course. | 100% of students in each level of the nursing program received a satisfactory evaluation for the clinical portion of their course. | Based on the overall performance of students in the clinical setting the student learning outcome was met. | No changes recommended. |
| Student will demonstrate therapeutic communication in the provision of patient, family and community care as well as effective interprofessional communication. | Knowledge, skills, and responsibility. | Direct and indirect | Direct - 90% of students will demonstrate therapeutic communication in the clinical setting as evidenced by a satisfactory clinical evaluation for the course. Indirect - Nursing graduate employers will report a 90% overall satisfaction with | 100% of students in each level of the nursing program received a satisfactory evaluation for the clinical portion of their course. Nursing graduate employers represented on the nursing program advisory | Based on the overall performance of students in the clinical setting the student learning outcome was met. | Outcome performance and feedback is positive. However, need to extend nursing graduate employment evaluations to employers outside of the Gallup area. Employer surveys will be electronically submitted in the spring of 2017 to extend the assessment of nursing graduates to include both local and out of town employers. |

| | | | | | | |
|---|---------------------------------------|----------------------|---|---|---|--|
| | | | nursing graduate performance. | committee reported 100% satisfaction with overall graduate performance. | | |
| Student will use critical thinking and nursing process as a framework to provide safe and effective care for the patient, family and community. | Knowledge, skills, and responsibility | Direct and indirect. | <p>Direct – 90% of students will use critical thinking and the nursing process as evidenced by a satisfactory evaluation for the clinical portion of their course.</p> <p>Direct – 80% of students will achieve a Level II on the ATI standardized exam for their corresponding course.</p> | <p>100% of students in each level of the nursing program received a satisfactory evaluation for the clinical portion of their course.</p> <p>Greater than 80% of students in the courses of mental health, pediatrics, OB, Med-Surg I,II, and III achieved a Level II or higher on their corresponding ATI exam. However, less than 80% of students scored a Level II in the courses of</p> | <p>Clinical performance indicated achievement of the student learning outcome.</p> <p>However, only 6 out of 9 courses with ATI standardized testing met the benchmark.</p> | <p>While clinical performance and employer surveys reflect successful student learning outcomes, ATI performance could be improved. Less than desired performance in pharmacology could be improved with greater use of the ATI resources in addition to the course textbook. The fundamentals ATI exam has content that is not covered until 2nd semester which puts the students at a disadvantage, the timing of the fundamentals exam will have to be re-evaluated with implementation of the new curriculum in fall of 2017. The poor performance on the leadership ATI is</p> |

| | | | | | | |
|---|--|----------------------------|--|---|---|--|
| | | | <p>Indirect - Nursing graduate employers will report a 90% overall satisfaction with nursing graduate performance.</p> | <p>Pharmacology, Fundamentals of Nursing, and Leadership.</p> <p>Nursing graduate employers represented on the nursing program advisory committee reported 100% satisfaction with overall graduate performance.</p> | | <p>attributed to the advanced textbook and lack of utilization of the ATI resources. The ATI leadership print resource will be the textbook for the next leadership class.</p> |
| <p>Student will integrate evidence and research findings into practice, including ethical and legal aspects of health care.</p> | <p>Knowledge, skills, and responsibility</p> | <p>Direct and indirect</p> | <p>Direct – 90% of students will integrate evidence and research findings into practice as evidenced by a satisfactory evaluation for the clinical portion of their course.</p> <p>Indirect - Nursing graduate employers will report a 90% overall satisfaction with</p> | <p>100% of students in each level of the nursing program received a satisfactory evaluation for the clinical portion of their course.</p> <p>Nursing graduate employers represented on the nursing program advisory committee</p> | <p>Based on the overall performance of students in the clinical setting the student learning outcome was met.</p> | <p>No changes recommended.</p> |

Document 3 UNMG Nursing

| | | | | | | |
|--|------------------------------|---------------------|---|---|--|---|
| | | | nursing graduate performance. | reported 100% satisfaction with overall graduate performance. | | |
| Student will display professional behavior, including a commitment to lifelong learning. | Knowledge and responsibility | Direct and indirect | <p>Direct – 90% of students will demonstrate professional behavior in the clinical setting as evidenced by a satisfactory clinical evaluation for the course.</p> <p>Indirect - Nursing graduate employers will report a 90% overall satisfaction with nursing graduate performance.</p> <p>*50% of nursing graduates will report continuation of their academic education in the</p> | <p>100% of students in each level of the nursing program received a satisfactory evaluation for the clinical portion of their course.</p> <p>Nursing graduate employers represented on the nursing advisory committee reported 100% satisfaction with overall graduate performance</p> <p>No data, nursing alumni surveys will begin in February, 2017.</p> | <p>Based on the overall performance of students in the clinical setting and feedback from employers, the student learning outcome was met.</p> <p>Unable to measure outcome related to lifelong learning due to lack of surveys.</p> | <p>No curricular changes recommended. Implementation of electronic nursing alumni surveys will begin in February, 2017.</p> |

| | | | | | | |
|--|--|--|---------------------------|--|--|--|
| | | | nursing alumni survey. | | | |
|--|--|--|---------------------------|--|--|--|

Document 4 – List of Instructors with qualifications

Full-time Faculty

| Instructor | Courses | Qualifications |
|----------------------------------|--|--|
| Sabrina Ezzell, Program Director | NURS 115 | MSN, RN, CNE Northern AZ University |
| Shawnadine Becenti | NURS 110, NURS 234 | MSN, RN UNM |
| Kelley Schukar | NURS 130 | MSN, RN UNM |
| Jonathan Lumibao | NURS 131, NURS 230, NURS 232, NURS 245 | MSN, RN UNM |
| Smita Rashid | NURS 242, NURS 243 | MSN, RN, FNP UNM |

Adjunct Faculty

| | | |
|---------------------|---|---|
| Eltrick Primus | Clinical Instructor NURS 242 | BSN, RN Prairie View A&M University |
| Arlene Gabriel | Clinical Instructor NURS 242 | MSN, RN University of Asia and the Pacific |
| Siri Gurunam Khalsa | Clinical Instructor NURS 131 | MSN, RN UNM |
| Barbara Morgan | Clinical Instructor NURS 234 | BSN, RN University of Phoenix |
| Sally Vink | Clinical/Didactic Instructor NURS 230 and NURS 232 | MSN, RN, CNM UNM |
| Elaine Villarta | Clinical Instructor NURS 232 | MSN, RN Chamberlain University |
| Anne Galanis | Clinical/Didactic Instructor NURS 131 | MSN, RN NMSU |
| Debbie Gutierrez | Clinical Instructor NURS 242 | BSN, RN UNM |
| Deanna Garcia | Clinical Instructor NURS 242 | ADN, RN UNMG |

Document 5 – Advisement summary

UNMG has a staff position specifically designated for nursing advisement. Prior to applying to the nursing program, students work with the nursing advisor to ensure completion of prerequisites and to guide students through the application process.

Students must first be admitted to UNMG before applying to the nursing program. Admission is based on TEAS (Test of Essential Academic Skills) test performance and prerequisite grades. For consideration, students must score at least a 58.7% composite score on the TEAS and have at least a grade of C in all prerequisites.

A maximum of 24 students are admitted each semester. Students are advised that if they fail the NURS 115 course it cannot be repeated and they will not progress. Students who fail one nursing course after the first semester can repeat the course. Students who fail two courses cannot repeat the second course and do not progress. All nursing course work must be completed in 6 sequential semesters.

The new NMNEC (New Mexico Nursing Education Consortium) curriculum will be implemented in the fall of 2017. It includes specific admission criteria and progression policies that will differ slightly from the current related policies.

Document 6 – Copy of recent Program Advisory Board Recommendations

See Appendix B

Document 7 – Copy of nationally accredited external review with recommendations

See Appendix C



NURSING PROGRAM ADVISORY COMMITTEE

Mon., September 19, 2016

GNCC 133

5:15 p.m.

MINUTES

Present: Elaine Villarta, Sister Mildred Ryan, Sister Mary Raymond, Elaine Alexander, Troy Clawson, Irene Den Bleyker, Eltrick Primus, Shawnadine Becenti, Kelley Schukar, Jonathan Lumibao, Smita Rashid, Siri Gurunam, Tonya Thacker, Sabrina Ezzell (scribe)
INTRODUCTIONS

AGENDA ITEM I – Call to Order

AGENDA ITEM II – Approval of Jan. 13, 2016 Kelley motioned to approve the minutes with correction of attendance

AGENDA ITEM III – Director’s Report

- Staffing Changes
 - New faculty/staff/director: Jonathan Lumibao, MSN, RN full-time, teaching Pediatrics, Fundamentals lab/clinicals, Professional seminar and simulation – goal is to have Jonathan as the primary simulation coordinator/instructor; Shawnadine Becenti is now a permanent full-time instructor; Siri Gurunam is part-time faculty teaching pharmacology and mental health; Tonya Thacker is now both the nursing advisor and senior student success associate; Sabrina Ezzell is the new program director as of July 1.
- Admissions: Fall 2016 has a cohort of 21. Fifty-nine students took the TEAS test in May, 38 met the minimum score to be considered for admission. There will be no spring 2017 admissions to prepare for implementation of the new curriculum in fall 2017.
- Nursing Enhancement Funds: For fiscal year 2016-2017 we received \$204,200.00. This funding goes towards salaries of one faculty position, one staff position, adjunct clinical faculty, and faculty travel for accreditation updates and new curriculum preparation.
- New Mexico Nursing Education Consortium: The process for approval of the new curriculum has passed through UNMG curriculum committee and faculty senate and is now awaiting approval by UNM main campus undergraduate curriculum committee and main campus faculty senate. Once approved by main campus the curriculum must receive approval by the NM-BON. The national accrediting agency, ACEN, must also be notified within four months prior to initiation of the curriculum in fall 2017.
- NCLEX pass rate – First quarter of 2016 was 83.3%, 2nd quarter was 88.89%. There were fourteen May 2016 graduates.
- Immunization/PPD/Liability Insurance requirements – 2-step PPDs and liability insurance have been added to the clinical readiness checklist.

AGENDA ITEM IV – Clinical Site Reports/concerns – Representatives from Little Sisters of the Poor (Sister Mildred Ryan), US Renal (Elaine Villarta), Ramah Care (Troy Clawson), and GIMC (Elaine Alexander) reported no concerns or recommendations for clinical changes. There are nursing vacancies at all facilities.

Elain Alexander reported that all healthcare workers at GIMC are required to receive a flu shot. The requirement is waived for religious objection. GIMC will provide flu shots to students who have IHS privileges.

AGENDA ITEM V – Other business –

Smita Rashid advised agency representatives that there will be a “Recruitment Day” on November 8th. She requested that they contact her so she can schedule presentations.

Kelley Schukar advised agency representatives that RMCH now requires all health care personnel to obtain a food handler’s permit. RMCH will have the same expectation of students.

Troy Clawson shared that his personnel use the Indian Health Service’s free, online food handler training at www.ihs.gov. Kelley will follow-up with RMCH to see if they will approve this for students as well.

Clinical agencies were asked for their feedback regarding nursing staff who are immunocompromised. They would have the nurse wear a mask and not knowingly assign him/her to an infectious patient.

AGENDA ITEM VI – Next Meeting/Newsletter – Monday, February 13th, 2017 at 5:15pm.

ADJOURNMENT – 5:55pm



NURSING PROGRAM ADVISORY COMMITTEE

Mon., February 13, 2017

*

GNCC 133

*

5:15 p.m.

MINUTES

Present: Myra Cousens, Harriet Adam, Troy Clawson, Bill Norton, Kelley Schukar, Sabrina Ezzell, Jonathan Lumibao, Tonya Thacker, Shawnadine Becenti

INTRODUCTIONS

AGENDA ITEM I – Call to Order - 1720

AGENDA ITEM II – Approval of September 19th, 2016 minutes. Kelley Schukar motioned to approve the minutes, Jonathan seconded.

AGENDA ITEM III – Director’s Report

- **Staffing Changes:** Siri Khalsa resigned and a full-time faculty position has been posted. The interview process may go well into summer.
- **Admissions:** Spring 2017 there were no admissions in order to adopt the new curriculum in the fall and be able to teach out students under the old curriculum with the same number of faculty. There are currently 41 students in the program. 10 students took the TEAS test in the fall. Two met the criteria of 58.7 cumulative, 69 in reading and 52 in science. The next TEAS test is scheduled for May 23rd. If students achieve the required scores on the TEAS then they can apply by or before June 1st.
- **Nursing Enhancement Funds:** Despite significant budget cuts to higher education by the state legislature, there has been no proposal during the current legislative session to reduce the Nursing Enhancement Funds. These funds continue to be used for faculty and staff salaries, as well as travel and training for faculty related to implementing the new curriculum.
- **New Mexico Nursing Education Consortium:** The new UNMG NMNEC curriculum is currently under review by the main campus undergraduate curriculum committee. Once approved by main campus it will be taken to the NMBON for approval and then on to ACEN.
- **NCLEX pass rates/Program progression rates –** The 2016 pass rate was 85.71%. The national ADN pass rate was 81.68. There were fourteen May 2016 graduates and eleven December 2016 graduates. The program completion rate for 2016 was 51.2%. This completion rate is comparable to other state ADN programs with a similar student population.
- **Skyfactor survey –** Alumni surveys are going out electronically on 2/17/17. These surveys will be sent to graduates from December 2015 and May 2016. When graduates complete the survey, the survey will ask for their immediate supervisor’s email. This will automatically generate an employer survey that is sent to the supervisor. The survey will help us gather data necessary for reaccreditation regarding student’s program satisfaction, employment rates, and employer satisfaction.

AGENDA ITEM IV – Clinical Site Reports/concerns –

GIMC - Myra Cousens reported that Elaine Alexander, Jennifer Moore, and Dianna Nez are all working with Smita Rashid (UNMG instructor) to improve the clearance process at the beginning of each semester.

RMCH - No concerns. Clinical instructors and students are working out well. Bill Norton (CNO) would like to discuss future use of the UNMG nursing simulation lab for RMCH employees.

Cibola General Hospital – Glenna Losito and Maria Atencio were unable to attend due to bad road conditions between Grants and Gallup. Students are frequently reporting a positive clinical experience. The clinical rotation at Grants were started back up during the fall 2016 semester and continues now during the spring semester.

Ramah Care – Troy Clawson reported that he now has three facilities available for clinical rotations. Discussion included the use of his facilities for the Level I clinical hours under the new NMNEC curriculum.

AGENDA ITEM V – Other business – none

AGENDA ITEM VI – Next Meeting/Newsletter – June, 2017, newsletter

ADJOURNMENT – 5:55pm



FINAL

Accreditation Commission for Education in Nursing

3343 Peachtree Road NE, Suite 850 | Atlanta, GA 30326 | P. 404.975.5000 | F. 404.975.6020 | www.acenursing.org

**SITE VISITORS' REPORT
University of New Mexico - Gallup
Gallup, NM**

Program Type: Associate
Purpose of Visit: Initial Accreditation
Date of Visit: February 25-27, 2014

GENERAL INFORMATION

Nursing Education Unit

Nursing Program
705 Gurley Avenue
Gallup, NM 87301

Governing Organization

University of New Mexico - Gallup
705 Gurley Avenue
Gallup, NM 87301

Nurse Administrator

Marjorie Campbell, MSN, RN, CNE
Nursing Program Director
Telephone: (505) 863-7752
Fax: (505) 726-6307
E-mail: marjic@unm.edu

Chief Executive Officer

Christopher Dyer, PhD
Executive Director
Telephone: (505) 863-7501
Fax: (505) 863-7681
E-mail: cdyer@unm.edu

State Board of Nursing Approval Status

Agency: New Mexico Board of Nursing
Last Review: October 2010
Outcome: Full Approval
Next Review: December 2015

Accreditation Status (Governing Organization)

Agency: The Higher Learning Commission
Last Review: 2009
Outcome: Reaffirmation of Accreditation
Next Review: 2018-2019

SITE VISIT INFORMATION

I. INTRODUCTION

Site Visit Team:

Chairperson

Camille N. Reese, EdD, MSN, RN, CNE
Vice President for Instruction
Holbrook Huskins Associate Degree Nursing
Program
Mitchell Community College
500 West Broad Street
Statesville, NC 28677
Telephone: (704) 878-3264
Fax: (704) 878-4353
E-mail: creese@mitchellcc.edu

Member

Cindy Bower, MSN, RN
Associate Professor
Associate Degree Nursing
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109
Telephone: (805) 965-0581, ext. 3563
E-mail: bower@sbcc.edu

Member

Valerie Moore, MS, RN
Nursing Program Director
Associate Degree Program
Illinois Central College
201 SW Adams Street
Peoria, IL 61635
Telephone: (309) 999-4646
E-mail: vmoore@icc.edu

ACEN Standards and Criteria Used: 2013

Program Demographics:

Year nursing program established: 2002

Faculty:

Number of faculty teaching full-time in the associate program: 5
Number of faculty teaching part-time in the associate program: 12

Students:

Total enrollment: 71
Full-time: 71
Part-time: 0

Length of program:

72 credits; four (4) semesters

Additional program options/tracks:

Advanced placement option for LPNs

Additional locations:

No additional locations

Third Party Comment:

The nursing education unit had a reasonable process for soliciting third party comments. The methods used to announce the accreditation visit to the program's communities of interest were an announcement posted on the University website; a notice published in *The Independent Newspaper* in Gallup, New Mexico; an announcement at the Nursing Advisory Committee; and an e-mail reminder sent to the Nursing Advisory Committee.

There were 21 people present for the public meeting, including members of the Nursing Advisory Committee, members of healthcare boards of trustees, program graduates, retired employees of the New Mexico Health Department, a retired educator, and other community members. All who spoke were complimentary of the program and shared the positive impact it has on the community. Some of the comments received included "we get to watch the students in clinical and they are committed and have a focus to provide excellent care," "the program changed my life for the better," and "coming to this program was the best decision of my life." Many stated that the accreditation for the program is very important because the community needs more nurses educated at the baccalaureate level, and the best start for them is at the University of New Mexico - Gallup program. One (1) attendee stated that "the value of the program is beyond belief."

Third party written comments were not received in response to the solicitation.

Interviews:

Individual Conferences

Christopher Dyer, PhD, Executive Director

Marjorie Campbell, MSN, RN, CNE, Nursing Program Director

Group Conferences

Administrators

Neal Mangham, PhD, Dean of Instruction (Chief Academic Officer)

Irene Den Bleyker, MA, Division Chair

Jeannie Baca, MA, Director of Student Affairs

Suzette Wyaco, BA, Immediate Past Interim Director of Student Affairs

Tim Martin, MBA, Director of Business Operations

Merilee Petranovich, BA, Grants Coordinator, Acting Director, Public Relations

Librarians

Cynthia Ogden, MLS, Director, Reference Librarian, Zollinger Library

Rachel Hewett-Beah, MSLS, MA, Cataloguing, Technical Service Librarian

Student Support Personnel

Karessa Kee, BUS, Nursing Program Specialist

Elaine Chen, MS, Nursing Advisor

Michelle Lee, BA, interim Nursing Advisor

Earnestine Shirley, BUS, Financial Aid Officer

Nursing Faculty

June Eastridge, MSN, RN, CNE

Michelle Kellywood-Yazzie, MSN, RN

Kelley Schukar, MSN, RN

Smita Rashid, MSN, RN

General Education Faculty

Frank Amankonah, PhD, Assistant Professor, Mathematics

Robert Galin, MA, Assistant Professor, English and Communications

Vickie Olson, MS, Assistant Professor, Human Anatomy and Physiology
Kamala Sharma, PhD, Professor, Chemistry
Students, n=21

Classes Attended:

NURS 115 Nursing Fundamentals Class
Smita Rashid, MSN, RN, Instructor
Students, n=21

Clinical Agencies and Facilities Visited:

Gallup Indian Medical Center (GIMC)
Sally Silva, ADN, RNC, Triage Nurse for Emergency Department and Urgent Care Clinic, UNM-Gallup Graduate, 1993
Sandra Fouser, BSN, RN, Trauma Coordinator
Mariah Benally, BSN, RN, Trauma Nurse Specialist, UNM-Gallup Graduate, 2007
Cheryl Smith, BSN, RN, Assistant Supervisory Clinical Nurse, Emergency Department, UNM-Gallup Clinical Instructor for Medical-Surgical Third Semester Nursing Students (NURS 234), UNM-Gallup Graduate
Melissa Wyaco, BSN, RN, Supervisory Clinical Nurse for 2 and 3 West Medical Surgical Units, UNM-Gallup Graduate, 1988
Winifred Yazzie, ADN, RN, Assistant Supervisory Clinical Nurse for 2 and 3 West Medical Surgical Units, UNM-Gallup Graduate, 2006
Kelley Schukar, MSN, RN, Clinical Coordinator

Rehoboth McKinley Christian Health Care Services (RMCHCS)
Misty Leyba, ADN, RN, Director of Medical Surgical, Pediatric, Intensive Care Unit, and Women's Health, UNM-Graduate, 1998
Tammi Archuletta, ADN, RN, Nurse Manager of Medical-Surgical, Pediatric, Intensive Care, and Women's Health Units, UNM-Gallup Graduate, 2010
Allison Cly, ADN, RN, Staff Nurse
Debbie Gutierrez, BSN, RN, Fourth Semester Clinical Instructor (NURS 243)
Students, n=6

Documents Reviewed:

Catalogs, Handbooks, Manuals

UNM-G College Catalog, 2011-2013
UNM-G Student Handbook, 2013
Nursing Faculty Handbook, 2013
Nursing Student Handbook, 2013
UNM/UNM-G Policy and Procedure Manual, current

External Constituencies

New Mexico Board of Nursing meeting minutes, 2011; 2012; 2013

Nursing/Governing Organization Documents

Nursing Department Organizational Chart, 2014
College-wide Committee Memberships, current
Clinical Contracts, current
Nursing Program Position Descriptions, current
Faculty Curriculum Vitae (Full and Part-time Faculty), current
Student Records, Current and Recent Graduates
Default Rates for Two- and Three-year Cohorts
Budget Report, 2011; 2012; 2013

University of New Mexico - Gallup
Associate

5

Student Exit Survey
UNM-G Strategic Plan, 2012
Faculty Files

Nursing Unit Minutes

Faculty/Curriculum Committee meeting minutes, 2011; 2012; 2013
Advisory Committee meeting minutes, 2012; 2013
Student Nurse Association meeting minutes, 2010-2014

Course Materials

Course Syllabi, Fall 2013; Spring 2014
Clinical Evaluation Tools, Fall 2013
Sample of Student Assignments, Fall 2013
Class/Clinical Schedules, Fall 2013; Spring 2014

II. EVALUATION OF THE STANDARDS AND CRITERIA

STANDARD 1

Mission and Administrative Capacity

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

- 1.1 The mission/philosophy and program outcomes of the nursing education unit are congruent with the core values and mission/goals of the governing organization.
- 1.2 The governing organization and nursing education unit ensure representation of the nurse administrator and nursing faculty in governance activities; opportunities exist for student representation in governance activities.
- 1.3 Communities of interest have input into program processes and decision-making.
- 1.4 Partnerships that exist promote excellence in nursing education, enhance the profession, and benefit the community.
- 1.5 The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.
- 1.6 The nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.
- 1.7 When present, nursing program coordinators and/or faculty who assist with program administration are academically and experientially qualified.
- 1.8 The nurse administrator has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.
- 1.9 The nurse administrator has the authority to prepare and administer the program budget with faculty input.
- 1.10 Policies for nursing faculty and staff are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.
- 1.11 Distance education, when utilized, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

Commentary:

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

The University of New Mexico - Gallup (UNMG) is one (1) of four (4) branch campuses of the University of New Mexico (UNM). The mission of the University is well articulated to engage the students, the faculty, and the staff in its comprehensive educational, research, and service programs and to provide students the values, habits of mind, knowledge, and skills that they need to be enlightened

citizens, to contribute to the state and national economies, and to lead satisfying lives. The mission of the University is congruent with the philosophy, vision, mission, and program outcomes of the nursing program. A review of documents, the University Catalog, the Student Handbook, and the University website by the site visitors confirmed this congruency. Additionally, the program student learning outcomes, which flow from the nursing program philosophy, directly correlate to the mission of the program and the campus.

The governing organization and the Nursing Department ensure representation of the Nursing Program Director and the nursing faculty in governance activities; opportunities exist for student representation in governance activities. Both the Program Director and the nursing faculty have multiple opportunities to participate in governance of the University. All are on campus committees and Nursing Department committees, as described in the SSR and verified in interviews with the faculty. The Program Director reports directly to the Division Director of the Education, Health, and Human Services Division, who is part of the senior leadership team.

The students also have opportunities to participate in governance. There is student representation to the nursing faculty. The students provide input into decision-making. One (1) such example is a change in the dress code for students. This was brought about from a student suggestion and adopted by the nursing faculty. Student representation was verified in interviews with the students.

The communities of interest have input into program processes and decision-making. Several communities of interest are actively engaged. However, primary input is provided by members of the Nursing Program Advisory Committee, which meets on a regular basis and is composed of a variety of individuals, including those from the clinical agencies.

Partnerships exist to promote excellence in nursing education, enhance the profession, and benefit the community. Both the Program Director and the nursing faculty are actively engaged with their colleagues across the state and the nation. The program is part of the New Mexico Nursing Education Consortium, which is a state-wide organization composed of nurse educators to create a common core curriculum. They have attended workshops and meetings of the group in preparation for development and implementation of the new curriculum. A date for implementation has not been decided yet, pending the accreditation decision from the ACEN. Additionally, the program has developed a relationship with the Americans for Native Americans, an organization that provides scholarships and support to Native American students and graduates. There has been some active collaboration between the two (2) groups and plans for one (1) of the nursing faculty members to take nursing students to the organization's headquarters in Pennsylvania for cross-cultural activities in the Spring 2014 Semester and each subsequent spring semester.

The program is administered by the Program Director, a nurse who is credentialed with a master's degree in nursing from the University of New Mexico, obtained in 2007. This was verified in a review of the graduate transcript. She is certified by the NLN as a nurse educator (2013).

The nurse administrator is experientially qualified, meets the governing organization and state requirements, and is oriented and mentored to the role. The nurse administrator has been in her position since 2008. She has over 30 years of experience as a nurse and a nurse educator. She was part of the nursing faculty at UNMG from 2002-2008. Additionally, the nurse administrator is licensed as a registered nurse (RN) in the state of New Mexico through 2015. Mentoring was provided both on campus, to help her learn and assimilate responsibilities that were new to her, and through the New Mexico Board of Nursing (NMBON) as she attended the new director orientation in 2012. She actively engages with other program directors throughout the state to continue to stay current on topics related to nursing and nursing education.

The program does not utilize a program coordinator or assistant director.

The nurse administrator has the authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities. According to the NMBON, a director must have at least 80% of the time spent in an administrative role. According to the nurse administrator, she is responsible for the day-to-day responsibilities of running the program. She teaches some content in the first semester and indicated that this is important because it helps her to get to know the students and develop a relationship with them. She also teaches six (6) hours per week in the spring and fall in fundamentals. Additionally, she teaches one (1) clinical group in both the fall and spring. In this capacity, she supervises a clinical group in a long-term care facility for five (5) hours, one (1) time per week. In interviews, the nursing faculty spoke highly of her and her ability to lead and manage the program. They commented on her commitment to the program and her leadership at the University and in the community.

The nurse administrator has the authority to prepare and administer the program budget with faculty input. The nurse administrator works collaboratively with the nursing faculty to determine program needs. This is done in the spring in preparation for the next academic year. She presents her budget needs to the Division Director, who develops a budget request for the entire Division for consideration by the Dean of Instruction. The program is funded by allocations from the University of New Mexico. Additionally, other funds, such as those from the Perkins Grant, are used to maintain the expenses of the program. The nurse administrator and the nursing faculty stated that they have adequate funds for the program.

Policies for nursing faculty and staff are comprehensive, provide for the welfare of the faculty and the staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the Nursing Department. Primarily, there are two (2) differences in policies as they relate to nursing faculty. The teaching workload policy states that a full-time faculty workload equates to 15 credit hours per semester. Because of the unique nature of clinical and laboratory responsibilities of the nursing faculty, their workload is calculated based on contact hours and not credit hours. A full-time nursing faculty member carries a workload of between 200-240 clock hours per semester, with 200 clock hours being the goal. According to the workload calculation, 240 clock hours equates to 15 credit hours. Additionally, nursing faculty are considered technical faculty and not professional faculty. This title was determined when the program opened in 2002 and was based on input from a prior Nursing Program Director. All nursing faculty are on the tenure track. There has been much discussion among the University administrators to change nursing faculty to professional faculty. In interviews, the nursing faculty indicated that they are in favor of this change.

Although the program offers one (1) nursing course in a web-enhanced format utilizing the learning platform, Blackboard, there is no official distance learning option. The nursing education unit uses the learning management system to post course materials and for communication.

Summary:

Compliance:

The program is in compliance with the Standard.

STANDARD 2
Faculty and Staff

Qualified and credentialed faculty are sufficient in number to ensure the achievement of the student learning outcomes and program outcomes. Sufficient qualified staff are available to support the nursing education unit.

- 2.1 Full-time faculty hold a minimum of a graduate degree with a major in nursing.
Full- and part-time faculty include those individuals teaching and/or evaluating students in classroom, clinical, or laboratory settings.
- 2.2 Part-time faculty hold a minimum of a baccalaureate degree with a major in nursing; a minimum of 50% of the part-time faculty also hold a graduate degree with a major in nursing.
- 2.3 Faculty (full- and part-time) credentials meet governing organization and state requirements.
- 2.4 Preceptors, when utilized, are academically and experientially qualified, oriented, mentored, and monitored, and have clearly documented roles and responsibilities.
- 2.5 The number of full-time faculty is sufficient to ensure that the student learning outcomes and program outcomes are achieved.
- 2.6 Faculty (full- and part-time) maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices.
- 2.7 The number, utilization, and credentials of staff and non-nurse faculty within the nursing education unit are sufficient to achieve the program goals and outcomes.
- 2.8 Faculty (full- and part-time) are oriented and mentored in their areas of responsibility.
- 2.9 Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.
- 2.10 Faculty (full- and part-time) engage in ongoing development and receive support for instructional and distance technologies.

Commentary:

| Faculty Academic Credentials – (Highest Degree Only) | | | | | | | | | | |
|--|----------|-------------|----------|-------------|---------------|-------------|-----------|-------------|---------|-------------|
| Number of Faculty | Doctoral | | Master's | | Baccalaureate | | Associate | | Other | |
| | Nursing | Non-nursing | Nursing | Non-nursing | Nursing | Non-nursing | Nursing | Non-nursing | Nursing | Non-nursing |
| Full-Time | | | 5 | | | | | | | |
| Part-Time | | | 7 | | 5 | | | | | |

The full-time faculty are educationally qualified with a minimum of a master's degree with a major in nursing. A review of faculty files verified faculty educational qualifications. Two (2) faculty are currently enrolled in doctorate of philosophy (PhD) in nursing programs, with expected completion dates in December 2014 and May 2015.

A review of faculty files indicated that 64% of the part-time faculty are credentialed with a master's degree with a major in nursing. One (1) part-time faculty member is credentialed with a baccalaureate degree with a major in nursing and is currently enrolled in a master's degree in nursing program. The remainder of the part-time faculty are credentialed with a baccalaureate of science in nursing degree (BSN).

Full- and part-time faculty credentials meet the governing organization and state requirements. The NMBON requires that nursing faculty who teach full-time hold a graduate degree in nursing and that nursing faculty who teach part-time hold a minimum of a baccalaureate degree in nursing. The University of New Mexico Human Resources Department states that full-time nursing faculty must have a master's degree in nursing and be eligible for licensure in the state of New Mexico. The University does not clearly define requirements for part-time faculty. As verified in a review of faculty files, full- and part-time faculty meet the state and governing organization requirements.

Clinical preceptors are utilized in the last semester of the program. Preceptors are chosen from within the already established clinical site preceptor pools. The clinical sites have created training programs to certify preceptors. Selected preceptors are oriented to the nursing program expectations and evaluation procedures. Full-time faculty follow-up and check in with preceptors and students during scheduled clinical times. The roles of the preceptor, the faculty, and the student are clearly delineated in course documents.

The NMBON states that faculty workloads must be calculated in clock hours rather than credit hours. The faculty workload policy for the University of New Mexico is 12 credit hours per semester with additional requirements for scholarship and service to the University and the community. UNMG does not emphasize research, so the faculty are expected to teach 15 credit hours per semester. The faculty are therefore expected to teach between 192 and 240 clock hours, or 12-15 credit hours. All faculty workloads are within this expected range with the exception of that of one (1) full-time faculty member, who has additional didactic responsibilities to cover the course of a faculty member on medical leave.

The faculty and the nurse administrator stated that until this semester, no full-time nursing faculty have had overload on their teaching assignments. This semester, one (1) full-time faculty member is on medical leave. This unexpected absence has added to faculty workloads, resulting in the need for overload. The NMBON requires that nursing faculty workloads be calculated in clock hours rather than credit hours. The faculty indicated that faculty workloads are usually closer to 200 clock hours of teaching time, to allow time for the faculty to participate in committees. The faculty-to-student ratios are 1:16 in theory and 1:2-6 in skills/clinical experiences.

The faculty regularly attend conferences to maintain their levels of expertise. The New Mexico Center for Nursing Excellence annually presents the New Mexico Statewide Nursing Faculty Conference, a two-day conference that faculty attend. Faculty professional development funds are available through the Office of the Dean of Instruction, to be dispersed to cover conference fees, travel, and lodging. The faculty stated that they are able to attend conferences as needed to maintain their knowledge base. The part-time clinical instructors all work full-time in area facilities, and are required to meet facility requirements for continuing education and training. One (1) full-time faculty member works at one (1) of the local hospitals in the Emergency Department, two (2) faculty are enrolled in PhD programs, and another faculty member is currently completing residency for a family nurse practitioner (FNP) program. Faculty use the information learned at conferences and in classes to modify teaching content and presentation as needed.

There are three (3) staff positions within the nursing program to assist with the achievement of goals and outcomes. There are one (1) administrative assistant, one (1) program specialist, and one (1) nursing student advisor. The administrative assistant's duties include maintaining files, answering phones, and responding to student questions. The nurse administrator and the faculty indicated that clerical support is

sufficient for the size of the program. The program specialist provides student support and guidance in study skills, test-taking strategies, and the use of University resources. The program specialist also trends retention and graduation data for the program. The students and the faculty indicated that the program specialist is a valuable resource. The nursing student advisor meets with all students prior to admission to the program to discuss admission requirements and prerequisites for the program. The three (3) staff positions within the nursing program report to the Division Chair, who performs their evaluations in accordance with University policy.

Full- and part-time faculty are oriented and mentored in their areas of responsibility. There is a general orientation for all employees that focuses on general UNMG policy and procedure. The Executive Director arranges meetings for all new employees to travel to other parts of UNMG, to increase familiarity with the system. The nursing program assigns all new full-time faculty to an established faculty member for mentoring. The program has a checklist of tasks that is given to all new faculty that needs to be completed during the first year of hire. New faculty are sent to a four-day nurse educator boot camp that covers many topics important to new nurse educators. The faculty were complimentary of the mentoring system. The faculty also stated that if their mentor was not available, they felt comfortable asking questions of any faculty member or the nurse administrator. Part-time faculty are oriented and mentored by the clinical coordinator in the clinical setting.

Systematic assessment of full- and part-time faculty performance demonstrates competencies that are consistent with program goals and outcomes. In accordance with University policy, full-time faculty are evaluated based on the faculty/chair agreement that is completed at the beginning of each academic year. The agreement is a plan of action that includes three (3) identified areas of faculty responsibility, which are teaching and instruction; UNMG, professional, and community service; and professional development. The largest component of the agreement is teaching and instruction. This agreement is submitted to the Division Chair, and is included in the annual faculty evaluations. The students evaluate the faculty using the standardized individual development and education assessment (IDEA) form. The completed forms are sent to Albuquerque for analysis and are forwarded to the faculty following the completion of the semester. The faculty also complete a course evaluation for each course that is taught. This is a self-evaluation of the course and provides the faculty the opportunity for reflection prior to the next semester. A review of faculty files verified evidence of the assessment process.

Part-time faculty assessment is performed by the full-time nursing faculty and is based on student evaluations, student achievement of competencies as measured by course testing, and visits to the clinical sites where clinical instruction is observed. Part-time clinical instructors receive ongoing and end-of-course feedback from the course faculty and the clinical coordinator.

Full- and part-time faculty engage in ongoing development and receive support for instructional and distance technologies. UNMG provides regular technology training through the Teaching Excellence Committee. Training is offered at least once per semester on a variety of topics, including i-clickers, SMART boards, and computer equipment. The faculty regularly receive inservice from company representatives on the nursing-specific equipment and programs, such as simulation equipment and educational resources, including textbook vendor and standardized testing technologies.

Summary:

Compliance:

The program is in compliance with the Standard with the following area needing development:

- Ensure the nurse administrator has input into the systematic assessment of the full- and part-time faculty.

STANDARD 3
Students

Student policies and services support the achievement of the student learning outcomes and program outcomes of the nursing education unit.

- 3.1 Policies for nursing students are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the student learning outcomes and program outcomes.
- 3.2 Public information is accurate, clear, consistent, and accessible, including the program's accreditation status and the ACEN contact information.
- 3.3 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.
- 3.4 Student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery.
- 3.5 Student educational records are in compliance with the policies of the governing organization and state and federal guidelines.
- 3.6 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including default rates and the results of financial or compliance audits.
 - 3.6.1 A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.
 - 3.6.2 Students are informed of their ethical responsibilities regarding financial assistance.
 - 3.6.3 Financial aid records are maintained in compliance with the policies of the governing organization, state, and federal guidelines.
- 3.7 Records reflect that program complaints and grievances receive due process and include evidence of resolution.
- 3.8 Orientation to technology is provided, and technological support is available to students.
- 3.9 Information related to technology requirements and policies specific to distance education are accurate, clear, consistent, and accessible.

Commentary:

Policies for nursing students are congruent with those of the governing organization, publically accessible, non-discriminatory, and consistently applied; differences are justified by the program outcomes. Student policies are congruent with UNMG policies, with the exception of those policies specific to the nursing program, as identified in the SSR (pp. 55-60). Program policies are published in the UNMG Nursing Handbook. As stated in the SSR (p. 55), student policies are available to all UNM and UNMG students on the University website. The UNMG Nursing Student Handbook is available online, and each student receives a paper copy, as verified in interviews with the students.

Policies specific to the nursing program that differ from those of other disciplines include admission to the program and the requirement for immunization and basic life support certification. Pre-nursing students are advised by general academic counselors to meet with the nursing student advisor for admission requirements and program of study information. Once admitted, nursing students are required to maintain current immunizations, basic life support certification, and purchase needle stick insurance for the clinical component of the nursing curriculum. It is noted in the Nursing Student Handbook that purchase of health and liability insurance is highly recommended. The students confirmed that they are made aware of the policies and requirements at information/orientation meetings prior to beginning the nursing program.

Public information available on the UNMG nursing website includes accurate information regarding the program's accreditation status from both the NMBON and the ACEN. All policies referred to in the SSR were verified to be available on the websites included therein and to reflect the same information as is included in the SSR. The hard copy documents reviewed that are specific to the students were randomly selected by the site visitors from file cabinets in the NCC and the nurse administrator's office. These documents consistently support the information included in the SSR.

Changes in policies, procedures, and program information are clearly and consistently communicated to the students in a timely manner. The faculty confirmed that any changes to program policies are provided in written form and also communicated to the students during class. Interviews with the students verified that they are informed of any changes by e-mail, face-to-face, on the bulletin board, and in person by members of the student committee. Students overwhelmingly agreed that contact with the faculty is sufficient. They stated that there are many open lines of communication between the students and the faculty. The site visitors verified an active Student Nurses Association (SNA) as evidenced by copies of recent monthly meeting agendas and meeting minutes dating back to 2010.

Student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery. UNMG offers a wide variety of student services, including general academic advising; disability support services, including the Accessibility Resource Center; tutoring services for all academic subjects through a program called Title V TRIO; financial aid; veterans' services; counseling services; career and job development; the library; the bookstore; and various student organizations.

In interviews with the student services personnel, enthusiasm and support for the nursing program and its students were apparent. The UNM Student Handbook includes helpful hints for general academic success and even suggestions for taking objective tests. The students confirmed that support services are accessible and offer beneficial resources. Current nursing students confirmed that available UNMG student services are plentiful and meet their needs.

Student educational records are in compliance with the policies of the governing organization and state and federal guidelines. Nursing student educational files are maintained in the Nursing Career Center in locked files. Access to the files is controlled and granted by the nurse administrator to faculty and nursing support personnel with legitimate purposes. A survey of a sample of current student files (18%) across the four (4) semesters revealed that each file is complete with admission documentation, program of study, and grading worksheets for completed nursing courses. These files are maintained for three (3) years following the last contact with each student in the same nursing office storage room as the current student files.

Compliance with Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including default rates and the results of financial or compliance audits. The students stated that they are made aware of financial aid availability by accessing the financial aid page of the UNMG website or visiting the financial aid office on campus. The students are also directed to the Department of Education website if they are interested in applying for a loan. The Financial Aid Officer indicated that

students across the campus are encouraged to attend the "FAFSA Free for All," and that the two (2) financial aid advisors are available to assist students in completing financial aid applications. The financial aid officer also indicated that there are currently two (2) replacement openings for financial aid officers at UNMG. The students are notified by e-mail and U.S. Postal Service of awards they will receive. A written, comprehensive student loan repayment program addressing student load information, counseling, monitoring, and cooperation with lenders is available. All students are expected to complete a master promissory note and pre-loan counseling to qualify for loans. The students confirmed in interviews that they are made aware of their obligation for the repayment of loans. They are required to sign documentation attesting to this responsibility. The students are informed of their ethical responsibilities regarding financial assistance.

Financial aid records are maintained in compliance with the policies of the governing organization and state and federal guidelines in the Financial Aid Office at UNMG. UNM requires that student records be kept for a minimum of five (5) years or until released of all audits. Documents are stored electronically in the Banner system. These written files are kept for a minimum of five (5) years. Financial documents that have been scanned are being maintained for five (5) years as well according to the Financial Aid Officer.

The site visitors obtained the most recent Department of Education information from the UNM Financial Aid Director indicating that currently, 46% of the nursing students receive some type of financial assistance. The FY 2011 official two-year default rate was 9.9% and the FY 2010 official three-year default rate was 8.6%. It is noted that the default rate listed in the SSR (p. 69) is 7.4%.

Interviews with the students verified that there is ample scholarship, financial aid, and grant money available to the students. They stated that they are encouraged to apply for and receive assistance as needed during the application process.

Records pertaining to program complaints and grievances are maintained in the nurse administrator's office. The faculty stated that prior to Spring 2011, the process for grievances was not being followed. The faculty confirmed that after Spring 2011 the administrative personnel have stabilized and are interpreting and implementing the policy as intended. The documents pertaining to the six (6) grievances filed in Spring 2011 and Spring 2012 outlined in the SSR (pp. 76-77) were reviewed by the site visitors and accurately represent the facts as stated, with evidence of resolution.

When questioned about the grievance process, the students readily responded that they are aware of the policy and procedure as outlined in the Nursing Student Handbook. This process is congruent with the UNMG process. Many students added that they go to their instructor first if they have any issue, indicating that this has resolved their issues in a timely manner.

Orientation to technology is provided and technological support is available to the students. The students stated that they are oriented to technology during an orientation the week before the start of their first semester of nursing courses. In addition, the students confirmed that one (1) course in the first semester is a hybrid online course, and the training they receive from the nursing faculty and the library staff is adequate to meet their academic goals. The students agreed that technology is easy to access on campus. During the clinical site visits, the students confirmed that they receive adequate training to access the clinical facilities' electronic health records.

Summary:

Compliance:

The program is in compliance with the Standard.

STANDARD 4

Curriculum

The curriculum supports the achievement of the identified student learning outcomes and program outcomes of the nursing education unit consistent with safe practice in contemporary healthcare environments.

- 4.1 The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning outcomes and program outcomes consistent with contemporary practice.
- 4.2 The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.
- 4.3 The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.
- 4.4 The curriculum includes general education courses that enhance professional nursing knowledge and practice.
- 4.5 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.
- 4.6 The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice.
- 4.7 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of the student learning outcomes.
- 4.8 The length of time and the credit hours required for program completion are congruent with the attainment of identified student learning outcomes and program outcomes and consistent with the policies of the governing organization, state and national standards, and best practices.
- 4.9 Practice learning environments support the achievement of student learning outcomes and program outcomes.
- 4.10 Students participate in clinical experiences that are evidence-based and reflect contemporary practice and nationally established patient health and safety goals.
- 4.11 Written agreements for clinical practice agencies are current, specify expectations for all parties, and ensure the protection of students.
- 4.12 Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the student learning outcomes.

Commentary:

The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning outcomes (SLOs) and program outcomes consistent with contemporary practice. In interviews, the faculty indicated that the curriculum is based on the NLN Competencies for Graduates of Associate Degree Nursing Programs (2010) and the American Nurses Association (ANA) Scope and Standards of Practice and Guide to the Code of Ethics for Nurses. These competencies, along with the program philosophy and core values, form the basis for the SLOs and

program outcomes. The program core values include caring, diversity, critical thinking/nursing process, communication, and professionalism. These competencies and core values are integrated in each program course. The students were able to clearly articulate the guidelines and competencies on which the curriculum is based.

The SLOs are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress. The faculty stated that the SLOs are used to organize the curriculum. A review of course syllabi found that course outcomes progress from simple in the first semester to complex in the fourth semester. Content is taught by conceptual areas within each of the nursing program courses. The conceptual areas are introduced and reinforced from simple to complex as the student progresses through the program.

The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency, as verified in interviews with the faculty. The faculty stated that curriculum is reviewed every four (4) years, or sooner should changes occur within the nursing profession. Proposed changes to the curriculum are reviewed and discussed at faculty meetings and then conveyed to the UNMG Curriculum Committee for approval, as verified in a review of faculty meeting minutes.

The curriculum includes general education courses that enhance professional nursing knowledge and practice. The SSR (p. 107) erroneously states that the program has 35 general education credits, when in fact the program has 26 general education credits. The general education courses are scheduled for days and evenings and are held in the fall, spring, and summer semesters, allowing flexibility and accessibility for the students. The faculty noted that these courses are effective in strengthening the students' foundational knowledge in the sciences and social sciences. The general education faculty confirmed in interviews that students are held to high standards in the general education courses to help prepare them for the nursing program.

The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives. The concepts of cultural, ethnic, and socially diverse concepts are demonstrated in learning activities in all nursing courses. The students are exposed to various cultures within the community. The community is geographically located close to the Navajo Nation, the Zuni Pueblo, and Hopi lands. There is also a substantial Latino and Asian population within the community. The faculty and student populations are culturally diverse and represent the population distribution of the community. The students are exposed to a wide range of culturally diverse experiences in the clinical setting and through classroom discussion. Each course in the program has a specific cultural activity or project that focuses on cultural diversity. The students participate in a cultural potluck each semester in which food traditions and stories can be shared. The NURS 115 students play "BaFa' BaFa'" to simulate interaction with and understanding of a new culture. Cultural differences related to death and dying are explored using simulation experiences in NURS 130. Students in NURS 230 discuss cultural differences during pregnancy and the birthing process. Fourth semester students evaluate case studies that are culturally based.

The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice. Instruction within the curriculum focuses on the learning styles of the adult student. The faculty incorporate instructional styles that increase the success of minority students. The faculty realize that the students bring knowledge and cultural background with them into the program upon admission. The uniqueness each student brings to the program is valued and incorporated into class discussions and projects.

Interprofessional collaboration is emphasized throughout the program. The students interact with members of the healthcare team during their clinical experiences. Students have exposure to many different disciplines during clinical learning experiences. Each nursing course is taught in a progression from simple to complex, and each nursing course builds on the course that preceded it. The students are

introduced to research, professionalism, and lifelong learning in the first semester of the program. Basic research skills are incorporated into clinical and classroom assignments throughout the four (4) semesters. The students are instilled with the values of lifelong learning, and many continue their education after graduation.

There is interprofessional collaboration between general education faculty and the nursing faculty. The general education faculty reported that they meet once per semester with the nursing faculty to determine the needs of the program. Changes have been made in the anatomy and physiology courses based on trends in the nursing program. For example, the anatomy and physiology courses have begun to test online since the nursing program tests online.

Evaluation methodologies are varied, reflect established professional and practice competencies, measure the achievement of the SLOs, and are based on the program outcomes and the SLOs. The evaluation methods used to assess student progress in the nursing curriculum are varied, and include unit examinations, concept maps, care plans, clinical and skill evaluations, and other projects. The project work and student created works were available for review onsite. Standardized testing is utilized for evaluation in all courses except NURS 110. The students are not permitted to advance within the program unless the test average is 75% or higher and the overall course grade is 75% or higher.

The faculty develop test questions within a testing construction program linked to the textbook. All tests are given online through the course management system in a proctored setting. Test questions are blueprinted and statistics are analyzed for each examination to evaluate for rigor. Examinations demonstrate progression based on Bloom's taxonomy. The first and second semester examinations have a greater focus on knowledge and comprehension questions, and the third and fourth semester examinations have a greater focus on application and analysis questions. Examinations are peer-reviewed prior to administration for level appropriateness and to ensure that SLOs are being met.

The student evaluation in the clinical setting is ongoing and progresses throughout the curriculum. All clinical/laboratory rotations are graded using a pass/fail grade. To pass, a student must successfully complete 75% of the stated objectives located in the clinical evaluation tool and complete all of the hours required. A student who fails a clinical/laboratory experience will fail the course. The student receives a daily evaluation from the clinical instructor at the end of each clinical day, and an evaluation at the end of the course. The students are able to complete evaluations for both the clinical site and the clinical instructor at the end of each semester.

The nursing program consists of 26 general education credits and 46 nursing course credits according to the SSR, the University Catalog, and the sequencing of courses sheet for the associate program provided onsite. The general education courses enhance the depth and breadth of thinking and understanding for the students. The distribution of contact hours and credit allocation are consistent throughout the College offerings. The laboratory/clinical ratio is three (3) hours of laboratory or clinical experience per one (1) allotted credit hour. The 72-credit nursing program includes identified general education and nursing courses, which are taken over four (4) semesters. The chart on in the SSR (p. 123) is incorrect, and indicates that total program credit hours are 96 instead of 72. Licensed practical nurses (LPNs) wishing to enter the associate program can challenge NURS 115 and enter the program in the second semester. The faculty indicated that this happens rarely.

A variety of practice learning environments are utilized for clinical practice and support the achievement of the SLOs. The practice facilities reflect contemporary evidence-based nursing practice. Currently, the program has access to sufficient clinical practice environments through the local area, except in mental health. Two (2) mental health facilities that were used as clinical sites have closed recently due to lack of funding. The mental health faculty are in the process of locating new sites, such as the Adult Detention Center, for mental health clinical experiences. The practice learning environments include acute care, long-term care, and community clinics. The students rated the clinical practice environments very highly

in interviews. The students evaluate the clinical sites at the end of each semester. During interviews and tours of the clinical site locations, the staff expressed satisfaction with the relationship with UNMG and the quality of the students.

The students participate in clinical experiences that are evidence-based and reflect contemporary practice and nationally established patient health and safety goals. Clinical experiences progress in patient acuity throughout the program. First semester students attend clinical learning experiences at an assisted living facility, and then move into the acute care setting in the second semester. Third and fourth semester students remain in the acute care setting and are given more complex patients with higher acuity. The students verbalized satisfaction with the progression in patient acuity throughout the program. Clinical evaluation tools reflect the progression of patient complexity and assess achievement of the SLOs.

All written agreements for clinical practice were reviewed. Written clinical agreements are current and list faculty, student, and facility expectations. The safety of the students and the faculty are addressed in each agreement.

UNMG uses Blackboard in each of its courses. One (1) course, NURS110 Professional Development, is offered as a hybrid course, in which the students meet with the faculty at the beginning and the end of the course, and the remainder of the course is conducted online. The learning activities, instructional materials, and evaluation methods are appropriate for this course, and are consistent with the evaluation methods in the other courses in the program.

Classroom Observation:

A session of NURS 115 Nursing Fundamentals was observed; 21 students were in attendance. The topic for the class was nutrition in acute care settings and patient teaching. The instructor used a PowerPoint presentation for the first part of the class. For the remainder of the class, the students worked in groups to present a variety of topics. The topics were randomly selected based on the four (4) criteria of age, diagnosis, culture, and miscellaneous. For example, one (1) group selected a client who was twelve (12) to sixteen (16) years of age, with a diagnosis of diabetes, from the Navajo culture with gluten intolerance. The group discussed the types of food the patient should eat based on the diagnosis and other considerations, such as age. The group interacted with the rest of the class and the discussion was animated. The instructor asked a number of specific questions, including the correlation between gluten and autism, and how the nurse can incorporate the cultural needs of Native Americans into planning for their dietary needs. The instructor stressed to the students that they needed to think about their patient population and how they as the nurse would provide care for them and meet their specific needs.

Clinical Observation:

A clinical observation was conducted at the Gallup Indian Medical Center. No students were at the Medical Center for clinical experiences at the time of the visit. The site visitors met with the staff and management during the visit. Interviews were conducted with five (5) graduates at the institution; one (1) of whom is a third semester clinical instructor for the program. All graduates interviewed indicated that the program prepared them to be competent new graduate practitioners. All graduates expressed complete satisfaction with the program. Several of the graduates indicated that other members of their families were either currently enrolled in the program, or were also program graduates.

Another clinical observation was conducted at Rehoboth McKinley Christian Health Care Services, where six (6) fourth semester students and a part-time clinical instructor were present and performing patient care on the medical-surgical/pediatric unit. The staff were highly complementary of the performance of the students. Interviews with unit management indicated a high level of satisfaction with the students and the program graduates. The Director of Pediatric/Med-Surg/Women's Health stated that she "would rather hire a new grad from Gallup than an experienced nurse from outside the area." Interviews were conducted with four (4) graduates at the institution. All graduates felt that the program prepared them to be competent practitioners and all indicated their satisfaction with the program. The students interviewed

were able to discuss the clinical objective for the day. The students knew tasks assigned and functioned very independently. The students and faculty were complimentary of the hospital staff. The faculty-to-student ratio was 1:6.

Summary:

Strength:

- Cultural diversity concepts, activities, and experiences integrated throughout the curriculum

Compliance:

The program is in compliance with the Standard.

STANDARD 5
Resources

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

- 5.1 Fiscal resources are sustainable, sufficient to ensure the achievement of the student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.
- 5.2 Physical resources are sufficient to ensure the achievement of the nursing education unit outcomes, and meet the needs of the faculty, staff, and students.
- 5.3 Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.
- 5.4 Fiscal, physical, technological, and learning resources are sufficient to meet the needs of the faculty and students engaged in alternative methods of delivery.

Commentary:

The UNMG nursing program is funded through monies allocated by the New Mexico Higher Education Department (NMHED) following a process involving input from the Nursing Department, a budget committee, UNMG's Executive Director, the UNMG Advisory Board, and the UNM main campus. The operating budget was deemed by the nurse administrator and the faculty to be adequate to meet program needs, and a review of documents onsite verified the sustainability of the funds. A review of budget documents and interviews with the faculty and UNMG administrators verified that fiscal resources are commensurate with those of the governing organization. The Dean of Instruction, the nurse administrator, and the faculty confirmed that additional funding is available from Perkins grants and Nursing Enhancement grants from the NMHED. Funds from these grants have been used to purchase supplies, some support staff salaries, simulation laboratory equipment, and conference fees. The Dean of Instruction and the Director of Business Operations stated that when grant funding decreases or ceases, the expenses become a line item of the program operating budget. For example, the position of clinical coordinator had been funded by one (1) of the local hospitals. When that funding ended, the nursing program was able to continue to fund that position through the budget development process.

Newer faculty confirmed they are supported by assigned mentors to assist with orientation to the nursing program. Additionally, they confirmed that there are adequate resources available for attending educational and research conferences. The Dean of Instruction confirmed that the fund source for many of the conference fees is Perkins and Nursing Enhancement grants, as stated in the SSR (p. 134). The Division Chair and the Dean of Instruction outlined additional faculty development funds currently available through the Faculty Professional Development Committee, whose budget will be increasing over 50% in the next academic year, and the development of a summer research fund currently in progress. They stated that they have direct input into budget development through the nurse administrator.

According to the Dean of Instruction, faculty salaries in the nursing program begin at a higher entry rank than other disciplines on the UNMG campus. This is required for recruitment and retention of qualified nursing educators and was confirmed by the nurse administrator.

Additional administrative support was confirmed by the administrative staff in interviews. The Dean of Instruction, the Division Chair, the past interim Director of Student Affairs, the Director of Business Operations, and the Grants Coordinator voiced their support of the nursing program, describing it as the

largest health program at the UNMG campus. They identified that Allied Health fulfills an increasing community need for many area inhabitants who are "location-bound" by deep tribal roots and rely on UNMG and the nursing program for job-based education.

The Nursing Career Center (NCC) contains all nursing faculty offices. Each full-time faculty member has a private office and computer, and there are two (2) sizeable areas with computers and Internet access available for part-time faculty. There is also an open lounge area for faculty and staff with a miniature kitchen. There is a conference room used by the faculty that seats approximately twelve (12) and is also available to students when scheduling allows. The students also have a dedicated lounge in the NCC building.

The NCC contains four (4) classrooms, each equipped with Internet access, a projector, and a screen. The nurse administrator and the faculty confirmed that they bring UNMG or personal laptops to the rooms for teaching. Of the four (4) classrooms, two (2) are dedicated to the nursing program and are sufficient for the teaching needs of the program. The other two (2) classrooms are used by the certified nursing assistant (CNA) program and are open to students for study groups. These classrooms accommodate 24 to 32 students.

The skills laboratory is also located in the NCC and includes four (4) practice and teaching areas, with room for up to 14 students in each area. There is also a computer laboratory located in the NCC, with 32 computer stations and a printer. The equipment and supplies for the NCC skills laboratory are considered adequate by the faculty and the students. There is ample storage for supplies and equipment including locked cabinets and closets. There is also a simulation laboratory within the NCC housing one (1) low- and one (1) high-fidelity simulator connected by a control room. It was confirmed that these areas are staffed by full- and part-time faculty during teaching, demonstration, simulations, practice, and evaluation sessions.

The library on the UNMG campus is located within a five-minute walk from the NCC. The site visitors met with the Director of the Library and took a brief tour of the building. The nurse administrator and the librarian confirmed that financial resources in the library are adequate, sufficient, and sustainable for support of the nursing program.

Although the SSR (p. 137) indicates three (3) librarians, currently there are two (2) professional librarians employed at the library. The Director of the Library stated that there are plans to re-organize the library and funds available to hire one (1) additional librarian and two (2) resource staff members to augment the current staff.

According to the Director of the Library, the UNMG administrators are responsive to the financial needs of the library and have been restoring funds reduced during the recent economic downturn. The source for some of these funds has been general obligation bonds. She also confirmed that the nursing program will receive \$6,000 this year for monographs alone from the UNMG operating budget. Additionally, approximately \$6,000 was spent recently as part of a group purchase of CINAHL Complete. This expands the current online resources, which already include, but are not limited to, EBSCOhost, OCLC (Online Library Center), InfoTrac, and ProQuest. The library is also a member of the Libros consortium, allowing for world catalog sharing and access to interlibrary loan systems. These resources augment the physical holdings of 20 nursing journals in print format and a minimum of 366 volumes of nursing books. Located in other sections of the library are over 1,900 additional items related to nursing.

The Director of the Library confirmed that the nursing faculty review printed materials and resources on a regular basis, ensuring currency of nursing books. Additionally, a nursing faculty member serves on the Library Resources Committee. Currently, nursing books maintained in the reference portion of the library are no more than five (5) years old; nursing resources in the stacks are no more than ten (10) years old. The Director of the Library has recently drafted a formal removal policy that will apply to all resources

housed in the library to be reviewed on an ongoing basis. The site visitors were given a copy of the draft policy and a spreadsheet listing current nursing holdings and plans for replacement to updated editions. Students have access to the library's online databases, some of which require use of their student identification and password, wherever they have Internet access. The students confirmed that between the NCC computer laboratory, the library computer laboratory, other computer laboratories on campus, and Wi-Fi available throughout the campus, there is ample access to computers and the Internet.

All campus computer laboratories are maintained and updated by instructional technology (IT) staff. They are available on campus during regular business hours to assist students, faculty, and staff. The site visitors were able to observe the IT staff troubleshooting login difficulties experienced with UNMG-provided laptops in the NCC building.

Nursing students have the same access to the library as other UNMG students. However, as stated by the Director of the Library stated and confirmed by the nursing students, nursing students are the one (1) group of students on campus that may reserve the library conference room for study groups. The nursing students indicated that library hours are generous and allow for ample time for studying, research projects, and computer laboratory access.

The students and the faculty indicated that one (1) of the required learning resources is the online modules students purchase in the first semester from a textbook vendor. The students have access to these modules on a 24-hour basis online. The faculty stated that these modules provide valuable video resources for skills, resources to complete written assignments, and practice tests used throughout the nursing program. The faculty have also chosen to utilize another integrated testing website for additional learning resources, including practice tests, study tips, and remediation tools enhancing critical thinking.

Summary:

Compliance:

The program is in compliance with the Standard.

STANDARD 6

Outcomes

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

- 6.1** The systematic plan for evaluation of the nursing education unit emphasizes the ongoing assessment and evaluation of each of the following:
- Student learning outcomes;
 - Program outcomes;
 - Role-specific graduate competencies; and
 - The ACEN Standards.

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

- 6.2** Evaluation findings are aggregated and trended by program option, location, and date of completion and are sufficient to inform program decision-making for the maintenance and improvement of the student learning outcomes and the program outcomes.
- 6.3** Evaluation findings are shared with communities of interest.
- 6.4** The program demonstrates evidence of achievement in meeting the program outcomes.
- 6.4.1** Performance on licensure exam: The program's three-year mean for the licensure exam pass rate will be at or above the national mean for the same three-year period.
- 6.4.2** Program completion: Expected levels of achievement for program completion are determined by the faculty and reflect student demographics and program options.
- 6.4.3** Graduate program satisfaction: Qualitative and quantitative measures address graduates six to twelve months post-graduation.
- 6.4.4** Employer program satisfaction: Qualitative and quantitative measures address employer satisfaction with graduate preparation for entry-level positions six to twelve months post-graduation.
- 6.4.5** Job placement rates: Expected levels of achievement are determined by the faculty and are addressed through quantified measures six to twelve months post-graduation.

**Newly-established programs are required to have data from the time of the program's inception.

Commentary:

The systematic plan for evaluation (SPE) of the nursing program emphasizes the ongoing assessment and evaluation of the SLOs, program outcomes, role-specific graduate competencies, and 2013 ACEN Standards. The SPE is based on the 2013 ACEN Standards and follows an established assessment calendar. The faculty confirmed that they are all actively engaged in the evaluation process and that specific components are scheduled based on a planned sequence. The SPE, including the assessment schedule, is included in the SSR (p. 155).

The SPE is composed of the ACEN Standards and Criteria; the expected level of achievement (ELA); the frequency of assessment; the assessment method; the results of data and analysis; and the action plan. A review of faculty meeting minutes found that assessment and evaluation are discussed on a regular basis. The faculty and the students were able to articulate that assessment and evaluation are conducted on an ongoing and regular basis.

The faculty collect data from a variety of instruments depending upon the Criteria being assessed. The students are evaluated by in-class tests, standardized tests, individual and group projects, care plans and care maps, journals, and other assignments. Additionally, the students are evaluated in clinical experiences and must pass the clinical portion of each course to advance to the next semester. The faculty complete a course evaluation at the end of each course. This provides the faculty a way to reflect on what has worked well or what may need to be revised in a future section of that course. Additionally, faculty review student performance in certain areas and identify any areas of student weakness that can be enhanced in the future.

Additionally, employers consistently report that graduates are prepared to assume the role of the RN, as verified in interviews with program graduates. Employers are not asked specifically if they are satisfied with the performance of graduates, but their satisfaction is inferred based on the level of competency of the graduates. The employer survey will be revised to include the question of their degree of satisfaction with program graduates. Additionally, the students stated that they are actively involved in a variety of evaluations for the program including faculty evaluations, clinical evaluations, and clinical site evaluations. The students evaluate every clinical experience, the faculty who direct that experience, and the corresponding clinical agency where the experience is obtained. Results of these surveys were reviewed by the site visitors. Aggregated data are used for program decision-making.

Students, graduates, and employers are surveyed on a regular basis. The results of those surveys are analyzed and trended. The faculty discuss the results during faculty meetings and make recommendations for changes based on the input.

Nursing program evaluation findings are shared with the communities of interest, as verified in a review of Nursing Program Advisory Committee meeting minutes. Additionally documentation was found for the most current annual report to the NMBON, which was submitted in 2013.

Graduates demonstrate achievement of competencies appropriate to role preparation. The graduate learning outcomes describe major components of the role of the professional nurse and are based on NLN competencies. Graduates of the program consistently reported that they were prepared in these learning outcomes.

Licensure Examination Pass Rates

The ELA is the program's three-year mean for licensure examination pass rates will be at or above the national mean for the same three-year period. Licensure examination pass rates were verified by the site visitors and are also included in the SSR and the SEP.

Program Completion

The ELA is at least 75% of students entering the program will complete. The program completion rate is defined as the percentage of students who complete the program within 150% of the normal program completion time, which equates to completion within the maximum timeframe of six (6) semesters. A review of data for the last three (3) academic years found that the program has not met the ELA. In an effort to increase the completion rate, UNMG hired a dedicated nursing program retention specialist. This position provides support to the students in a variety of ways, including group and individual workshops on test taking, time management, and how to balance academic and personal responsibilities. The students are selected to participate in the support group if their standardized admission examination scores are at or below 50% of the benchmark, if they fail a course in the first semester of the program, or if they repeat of

any of the required prerequisites. However, all first semester students are welcome to participate. Additionally, UNMG participates in other initiatives including TRIO, a federally funded program for students who are eligible. The majority of the student population of UNMG is minority. The student population has a history of low college completion rates. The nursing faculty have discussed lowering the ELA to the national average.

Graduate Satisfaction

The ELA is graduate survey results will be in the “prepared” or “very prepared” category greater than 80% of the time. Graduate program satisfaction is evaluated based upon the nursing graduate survey. Graduates consistently report high levels of preparedness to assume the role of registered nursing and satisfaction with the program. The program has not specifically asked on the written evaluation tool if students are satisfied with the program, but satisfaction is inferred based on their degree of achievement of competencies. The survey will be revised to specifically ask the question regarding program satisfaction. Many program graduates were interviewed by the site visitors at two (2) clinical agencies and were asked about their satisfaction with the program all of them responded overwhelmingly that they were satisfied with the program; many stated that they had recommended others to attend.

Employer Satisfaction

The ELA is employer satisfaction survey scores will be four (4) to five (5) out of five (5), with three (3) being rated as average, on a Likert scale greater than 80% of the time. Employer program satisfaction is based upon the employer survey of new graduates. Employers consistently report that graduates are prepared to assume the role of the RN. Graduates of the program, including current nursing faculty, confirmed this in interviews. Employers are not asked on the survey instrument if they are satisfied with the performance of graduates, but their satisfaction is inferred based on the level of competency of the graduates. The employer survey will be revised to include the question of their degree of satisfaction with program graduates. Two (2) clinical agencies were visited by the site visitors and nursing leaders were interviewed. They reported satisfaction with program graduates and stated when given a choice they would hire a graduate of UNMG over a graduate of another program.

Job Placement

The ELA is at least 90% of graduates will be employed within six (6) months.. The majority of graduates are described as location-bound but manage to obtain employment in their community. Consistently, over 90% of program graduates are employed within six (6) months of graduation.

| Program Outcomes | | | | |
|---------------------------|--|-------------------|------------------------|-------------------------|
| Area | Expected Level of Achievement | Year | | |
| | | Current Year 2012 | One Year Previous 2011 | Two Years Previous 2010 |
| Licensure Exam Pass Rates | Three-year pass rate mean will be at or above the national mean for the same three-year period. | 100% | 97.43% | 68.18% |
| Program Completion Rates | ≥75% of students entering the program will complete. | 58% | 64% | 56% |
| Graduate Satisfaction | Graduate survey results will be in the "prepared" or "very prepared" category >80% of the time. | 100% | 100% | 100% |
| Employer Satisfaction | Employer satisfaction survey scores will be 4-5 out of 5 (with 3 being rated as average) on a Likert scale >80% of the time. | 100% | 80% | 92% |
| Job Placement Rates | ≥ 90% of graduates will be employed within six (6) months. | 100% | 94% | 90% |

Summary:

Compliance:

The program is in compliance with the Standard with the following areas needing development:

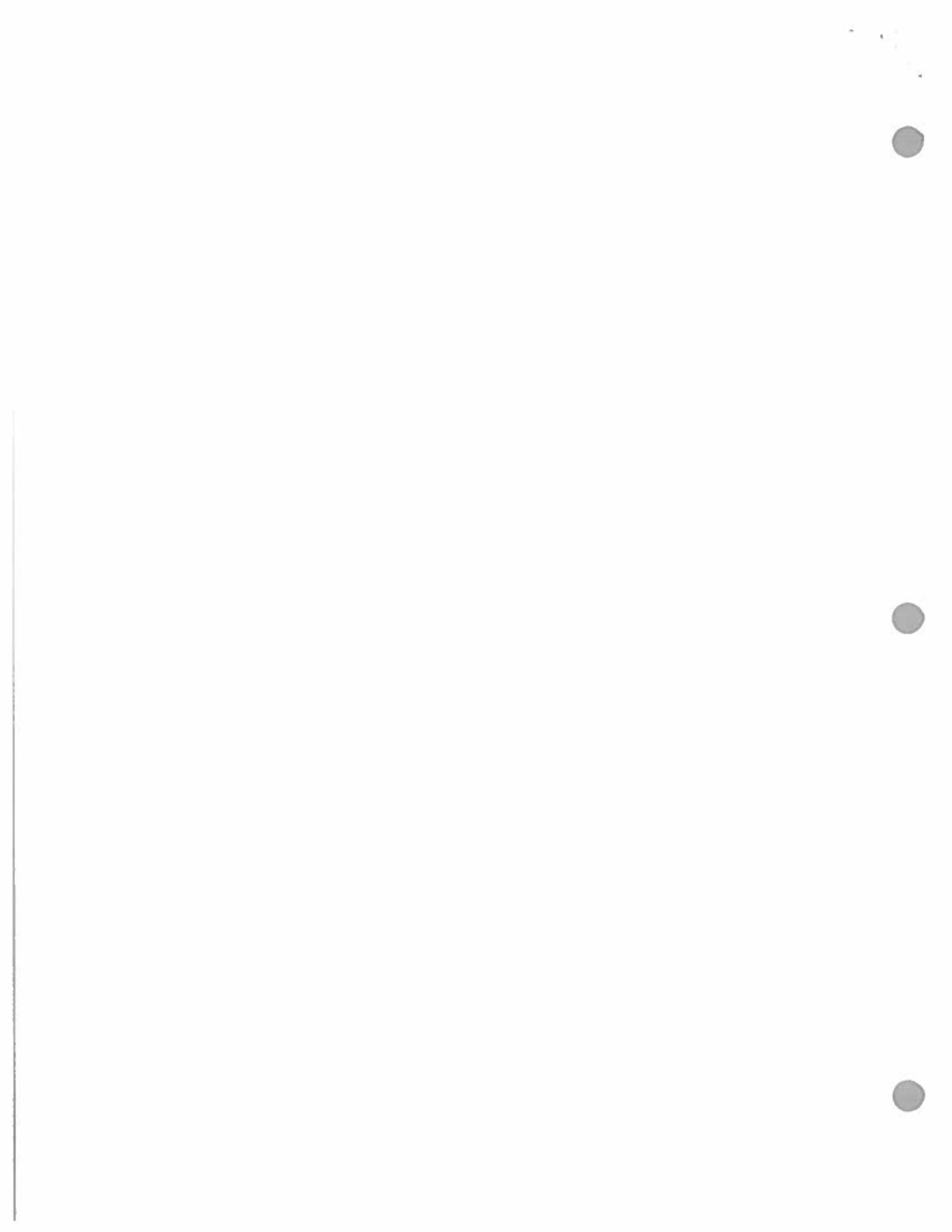
- Ensure the expected level of achievement for program completion reflects the student demographics.
- Ensure the employer and graduate surveys include questions regarding the overall satisfaction.

III. RECOMMENDATION FOR ACCREDITATION STATUS:

Recommendation:

Initial Accreditation:

Initial accreditation as the program is in compliance with all Accreditation Standards. Next review in five (5) years.





February 15, 2017

Curriculum Committee
UNM Gallup

Reference: AS Science Nursing program review.

Please accept this letter in strong support of the AS Science Nursing program in its review.

The program review documentation is thorough and very well presented which is a reflection of the professionalism of the Nursing program Director, Ms. Sabrina Ezzell. The program is accredited and well respected because of Ms. Ezzell's tireless work.

The reasons to continue to support this program are best summed up by a paragraph in the self-evaluation report:

Approximately 80% of graduates remain in the area and work at local hospitals, clinics, schools, and detention centers. Several UNMG nursing program graduates have gone on for advanced degrees and fill local nursing faculty and nurse practitioner positions.

Truly,

Professor Kenneth R. Roberts. Dean of Instruction.

cc: Ms. Irene Den Bleyker, Chair EHHS
Ms. Sabrina Ezzell, Director Nursing

Document 8 – Summary report or recommendations from respective Department members

Shawnadine Becenti MSN,RN

The UNM-Gallup Nursing Program benefits Gallup and the surrounding rural areas because it helps to fill the many open positions for nurses. Given the fact that the nation is facing a nursing shortage crisis, this problem is even more pronounced in this region. Having this nursing program allows local students to get an education close to home and increases the number of minority nurses, more specifically Native American nurses.

Kelley Schukar, MSN, RN

The University of New Mexico – Gallup Nursing Program is a source of pride for the surrounding community. Our community, including area healthcare facilities, patients and students hold a high degree of trust for this ACEN accredited program. This is due to tuition affordability, high standards for both students and faculty, our high fidelity simulation suite (available to area hospitals and EMS for training), and faculty who have in fact received their initial degrees from UNM- Gallup. Recently the UNM – Gallup Nursing Program was ranked 5th for nursing programs in the state of New Mexico. Personally, I appreciate my job here due to the opportunities for degree advancement and faculty camaraderie. We function as a team, not always agreeing, but always finding a solution that works best for students and faculty alike. Our student and faculty population exemplify diversity, helping to balance the lack of cultural variety within the nursing population in the United States.

Jonathan Lumibao, MSN, RN

The UNMG Nursing Program is an essential program in this area. Our local healthcare facilities are always in need of registered nurses. People hired from outside to work at our facilities do not stay in our area. The program serves the rural areas by training local students to become registered nurses who will fill the jobs left by outside contractors. Students can stay close to their families and friends while they are at UNMG. Because these students are local, they are willing to stay and work at our facilities. Most of the nurses working at our local hospitals, GIMC and RMCH, are graduates of this program. I am also a graduate of this program. I have worked for RMCH for three years as a nurse, and I am now part of this program as a nursing educator, teaching and training the next batch of nurses to serve our community.

Sabrina Ezzell, MSN, RN, CNE

The UNMG nursing program helps the college achieve its vision for the community and its mission as an educational institution. UNMGs nursing program graduates reflect the rich cultural background of the community and surrounding area. This outcome addresses the cultural awareness of the UNMG vision as well as the educational and professional goals of the mission. Native and non-native students can graduate and work in their own communities, providing a path out of poverty and giving youth positive role models. UNMG nursing graduates also help meet the healthcare provider needs of two large hospitals, nursing homes, multiple walk-in clinics, schools, and dialysis clinics. Alumni surveys show the majority of graduates stay and work in the Gallup area. The nursing program provides UNMG with a reliable number of credit hours in both the prerequisite

and nursing core courses. As part of the systematic plan of evaluation and continuous improvement, the UNMG nursing program plans to expand its degree offerings to include the BSN by fall of 2019. The UNMG nursing program strives to maintain ongoing improvement measures recognizing its value to the college campus and the community.

