1.0: Program Data and Resource Repository

1.1: Program Summary

Provide narrative regarding your program (including information for any options or tracks), its nature, unique characteristics, goals, etc. Please limit to one page. It is appropriate to include the catalog description.

Narrative:

Pre-Nursing is a curriculum for students who are planning to enter the field of nursing and do not have a transfer institution chosen. This degree was created by looking at the surrounding nursing schools required courses and building it into an associates degree. This plan is only good for students who are planning to go four year college to obtain a BSN.
1.2: Quantitative and Qualitative Data

All programs are provided with the most recent three years of data by the Office of Institutional Research (IR) as well as three-year budget data provided by the Business Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscal year.

The data sets provided by the Office of Institutional Research include the following elements for the most recent three (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring
- Number of Graduates Working in Related Field
- Expenditures and Revenues

Additional data may also be available for reporting by the Office of Institutional Research, as applicable. Requests for additional data must be made through the Data Request link on the website.

Narrative:

To complete this degree it takes multiple instructors to teach all the courses required. The students are asked to complete 67 credit hours to gain this degree. The attached documents are the ones that have been pulled from three courses chosen to represent the PRN majors.

Evidence:

- PRN Assessment Data AY 2017
- PRN Assessment Data AY 2016
- PRN sections AY17
- PRN sections AY16
PRN Assessment Data (Looking only at A&P, Microbiology, and Dev Psych classes) AY 2017

Number of Faculty:
3 full time (B. Foreman, B. Gilcrist, A. Lal)
3 part time (M. Byrd, R. Martin, J. Weilert)

Enrollment & Student credit hours by Faculty type:
Full time: 30 total credit hours taught, with 171 total student enrollments
Part time: 10 credit hours taught, 33 total student enrollments

Average Class size:
19.88 students in Face-to-Face classes
22.5 students in online classes
20.4 students across all target courses

Completion rates:
91.19% face-to-face
82.22% online
89.22% all target courses

Pass rates (D or better):
76.73% face-to-face
71.11% online
75.4% all target courses

Number of Majors: 57 (8 returned Fall 2017)

Degrees Awarded: 1
PRN Assessment Data (Looking only at A&P, Microbiology, and Dev Psych classes) AY 2016

**Number of Faculty:**
3 full time (B. Foreman, B. Gilcrist, A. Lal)
2 part time (E. Haynes, N. Sharma)

**Enrollment & Student credit hours by Faculty type:**
Full time: 27 total credit hours taught, with 126 total student enrollments
Part time: 15 credit hours taught, 30 total student enrollments

**Average Class size:**
15.33 students in Face-to-Face classes
18 students in online classes
15.6 students across all target courses

**Completion rates:**
90.58% face-to-face
77.78% online
89.10% all target courses

**Pass rates (D or better):**
84.06% face-to-face
66.67% online
82.05% all target courses

**Number of Majors:** 40 (12 returned Fall 2016)

**Degrees Awarded:** 1
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<p>| 2016          | SUMMER        | FULL             | 03BEH20 03 | 6253    | DEVELOP SYCH           | 3       | 21   | B. Gilcrist    | 19             | 15                | 90.48%      | 71.43% |
| 2017          | SPRING        | FULL             | 03BEH20 03 | 6753    | DEVELOP SYCH           | 3       | 24   | B. Gilcrist    | 18             | 17                | 75.00%      | 70.83% |
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2.0: STUDENT SUCCESS

2.1: DEFINE STUDENT SUCCESS

Provide a definition of how student success is defined by the program. (See Resource C in manual)

Narrative:

The department defines student success as that of acquiring skills used in the medical field; such as a CNA that exhibits ingenuity and self-expression. In addition, student success is defined by acquiring the intellectual foundation to continue in the medical field for degree seeking.

Evidence:

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- PRN Assessment Data AY 2016
PRN Assessment Data (Looking only at A&P, Microbiology, and Dev Psych classes) AY 2017

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Number of Majors: 40 (12 returned Fall 2016)
Degrees Awarded: 1
2.2: ACHIEVE/PROMOTE STUDENT SUCCESS

Describe how the program achieves and promotes student success.

Narrative:

The way our students achieve success is by their dedication to obtaining the knowledge required to continue in the medical field. Faculty, SSS, navigators, friends and family, employment are just a few of the tools that aid our students in gaining/retaining knowledge. Currently this programs general education courses can be transferred but currently does not have a 2+2 or a transfer school.
3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.1: REFLECTION ON PROGRAM/COURSE OUTCOMES

Provide a narrative reflection on the assessment of program curriculum. Please provide an individual chart for student learning outcomes at both program and course level. Once the chart has been completed by the program, it can be updated in each cycle to reflect changes in assessment initiatives.

Narrative:

There has been no set way to assess this program's curriculum. The only data we have pulled is from three general education courses sections A & P, Microbiology, and Developmental Psych that most nursing schools require and happen to be on our degree checklist. When looking at the data from our three general education courses the final observation shows our students seem to struggle with Developmental Psychology.

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3.2: SIGNIFICANT ASSESSMENT FINDINGS

Provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. (See Appendix 2 for ICC SLO's and Resource C- for more information.)

Narrative:

This degree will hit many of the general education outcomes. However; there is no specific outcomes set for PRN. This process has not inhibited student learning, but has facilitated numerous exchanges of discussion. I propose these three outcomes

1. Provide safe, competent care and evidence based nursing care to individuals, families, groups, communities, and populations through promotion, maintenance, and restoration of health; prevention of illness, and physical, emotional, and spiritual support throughout the lifespan and across the continuum of health care communities.
2. Provide compassionate, ethical care to individuals of diverse cultures, values, beliefs, and lifestyles.
3. Uphold the standards and values of the profession including accepting responsibility for learning and personal growth.

These will tie to ICC by the following outcomes

- **Thinking**: Stakeholders will demonstrate the ability to think critically, to evaluate information analytically, and to use ideas in creative and innovative ways.
- **Communication**: Stakeholders will demonstrate the ability to express ideas and information effectively.
- **Responsibility**: Stakeholders will demonstrate the ability to reason ethically as responsible citizens.
3.3: ONGOING ASSESSMENT PLANS

Describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

Narrative:

Currently there are no set assessment plans. I propose that one of the three general education courses Anatomy and Physiology, Microbiology, Developmental Psychology pick up the PRN degree since they work more with the students and can provide more data. Or we can use the General Studies degree plan since the current PRN could easily fall in that category.

Evidence:

- degree assessment
**Fourth Semester:**
Arts/Humanities Elective* 3  
Social/Behavioral Science Elective* 3  
Elective 3  
Elective 3  
Elective 3  
Elective 3  
Elective 3  
Term Total 18  
TOTAL 64  
*See Courses that meet General Education Graduation Requirements for a list of courses meeting the math/science, arts/humanities, and social/behavioral science requirements.

**Pre-Nursing (PRN)** 3 credits of arts/humanities needed for Gen. Studies Degree

Degree: Associate of Science

The following is a pre-nursing curriculum for students who are planning to enter the field of nursing and do not have a transfer institution chosen. Students considering nursing as a career should consult the catalog of the college they wish to attend to ensure transfer of all courses. Different schools may have different requirements than those listed below.

Suggested Four-Semester Plan

**First Semester:**
Anatomy & Physiology (BIO 2045) 5  
English Composition I (ENG 1003) 3  
College Algebra (MAT 1023) 3  
General Psychology (BEH 1003) 3  
Term Total 14

**Summer Session:**
Certified Nurse Aide (HEA 1216) 6  
Term Total 6
Second Semester:
General Chemistry (PHS 1015) 5
Developmental Psychology (BEH 2003) 3
English Composition II (ENG 1013) 3
Arts/Humanities Elective* 3
Term Total 17

Third Semester:
General Biology (BIO 1005) 5
Nutrition (BIO 2053) 3
Public Speaking or Interpersonal Communication (COM 1203 or COM 1233)** 3
Computer Concepts & Applications (CIT 1003) 3
Ethics (SOC 1073) 3
Term Total 17

Fourth Semester:
Microbiology (BIO 2055) 5
Introduction to Sociology (SOC 1003) 3
Elementary Statistics (MAT 1103) 3
Arts/Humanities Elective* 3
Term Total 14

TOTAL 67

*See Courses that meet General Education Graduation Requirements for a list of courses meeting the math/science, arts/humanities, and social/behavioral science requirements.
4.0: EXTERNAL CONSTITUENCY AND SIGNIFICANT TRENDS

External Constituency and Significant Trends - An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following. (See Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.)

4.1: PROGRAM ADVISORY COMMITTEE

Please list or attach all Advisory member’s Name/Title/Organization/Length of Service on committee; note the Committee Chair with an asterisk (*). Upload meeting minutes from the previous spring and fall semesters.

Narrative:

There is no PRN advisory committee.
4.2: SPECIALIZED ACCREDITATION

Include the following information: Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.

Upload the most recent self-study and site visit documents.

Upload agency correspondence which confirm accreditation status.

**Narrative:**

ICC is currently accredited and on notice with HLC.
4.3: OTHER

See Resource B for examples of external constituencies that may apply.

Narrative:

This program and courses are aligned with KBOR and are easily transferred to other schools.
5.0: CURRICULUM REFLECTION

5.1: REFLECTION ON CURRENT CURRICULUM

Provide a narrative reflection that describes the program’s curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how “internationalized” is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

Narrative:

The curriculum set for this degree remains up to date with surrounding four year schools on Nursing school prerequisites. Our courses easily transfer to our surrounding schools as they are aligned with KBOR. Job placement for students in this degree path can range from Walmart employee to CNA.
5.2: DEGREE AND CERTIFICATE OFFERINGS OR SUPPORT

List what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

The degree for PRN is shown in evidence compared to the General Education degree. The only certification one could get with this degree is the CNA certification.

Evidence:

- [degree checklist](#)
Fourth Semester:
Arts/Humanities Elective* 3
Social/Behavioral Science Elective* 3
Elective 3
Elective 3
Elective 3
Elective 3
Elective 3
Term Total 18
TOTAL 64
*See Courses that meet General Education Graduation Requirements for a list of courses meeting the math/science, arts/humanities, and social/behavioral science requirements.

Pre-Nursing (PRN)
Degree: Associate of Science

The following is a pre-nursing curriculum for students who are planning to enter the field of nursing and do not have a transfer institution chosen. Students considering nursing as a career should consult the catalog of the college they wish to attend to ensure transfer of all courses. Different schools may have different requirements than those listed below.

Suggested Four-Semester Plan

First Semester:
Anatomy & Physiology (BIO 2045) 5
English Composition I (ENG 1003) 3
College Algebra (MAT 1023) 3
General Psychology (BEH 1003) 3
Term Total 14

Summer Session:
Certified Nurse Aide (HEA 1216) 6
Term Total 6
Second Semester:
General Chemistry (PHS 1015) 5
Developmental Psychology (BEH 2003) 3
English Composition II (ENG 1013) 3
Arts/Humanities Elective* 3
Term Total 17

Third Semester:
General Biology (BIO 1005) 5
Nutrition (BIO 2053) 3
Public Speaking or Interpersonal Communication (COM 1203 or COM 1233)** 3
Computer Concepts & Applications (CIT 1003) 3
Ethics (SOC 1073) 3
Term Total 17

Fourth Semester:
Microbiology (BIO 2055) 5
Introduction to Sociology (SOC 1003) 3
Elementary Statistics (MAT 1103) 3
Arts/Humanities Elective* 3
Term Total 14

TOTAL 67

*See Courses that meet General Education Graduation Requirements for a list of courses meeting the math/science, arts/humanities, and social/behavioral science requirements.
6.0: FACULTY SUCCESS

Before completing the Faculty Success sub-sections, the program should reflect on a program pedagogy of success that identifies activities (publications, presentations, awards, and service) that promote success and why these specific activities were chosen. This philosophy or statement of pedagogy should be used as a framework for structuring future activities based on measurable outcomes in other sections of the program review.

6.1: PROGRAM ACCOMPLISHMENTS

Please highlight noteworthy program accomplishments.

Narrative:

The most noteworthy accomplishment this degree has is 2 graduates. The other accomplishments are that the courses offered under this degree are transferable to other schools.
6.2: FACULTY ACCOMPLISHMENTS

Highlight noteworthy accomplishments of individual faculty.

Narrative:

There are no full time faculty in this area.
6.3: INNOVATIVE RESEARCH, TEACHING, AND COMMUNITY SERVICE,

In this section the program should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

All faculty have their own professional development training they attend. They use the knowledge gained and share with our students. Also new strategies have been shared by administration during in-service.
7.0: PROGRAM PLANNING & DEVELOPMENT FOR STUDENT SUCCESS

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Thoughtful reflection on the available assessment data is key to effective and meaningful action planning. In this section provide a narrative reflection on trends observed in the data from section 1.0. (See Resource C)

**Narrative:**

Of the three general education we focused on we have continued enrollment and the courses remain easily transferable.

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7.2 Academic Program Vitality Reflection, Goals and Action Plans

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (See Resource D for detailed descriptions of the vitality recommendation categories.

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. (See Resource E on S.M.A.R.T. goal setting; Resource F on Action Plans for Student Success; and Resource C- for more information.

Narrative:

When looking at the courses in this degree there is no doubt that those courses are needed; however, the degree itself is not managed in a way that benefits our students or data of completer's/retention. Out of the list of students who have declared PRN as their major 1 will graduate this May. 3 students listed as PRN could receive a LTC (Long Term Care certificate, 6 have not enrolled for Spring courses, 1 is actually an EMT major, and 9 are following more of the General Studies degree. This degree falls in **Category 3: Revitalization Opportunities or Needs** there is a declining pattern in majors when closely looked at along with qualitative date giving insufficient data to suggest it is a quality degree.
7.3 Mission and Strategic Plan Alignment

In this section, indicate the ways in which the program's offerings align with the ICC mission (Appendix 3). Also, in this section provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan, KPI’s (Appendix 4) or Higher Learning Commission (HLC) accreditation AQIP categories (Appendix 1). It is not necessary to consider an example for each HLC category, but programs are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC.

Narrative:

The degree asks the students to gain cultural enrichment and gives them opportunity to assist with economic development by obtain a job. Helping students learn is obvious in requiring 67 credits to obtain PRN degree. Students and faculty use these outcomes to guide teaching/learning:

- **Arts and Humanities**: The student will be able to appreciate and understand the arts and the humanities.
- **Civic Responsibility**: The student will be able to develop a civic identity that promotes the quality of life in a community.
- **Communication**: The student will be able to communicate effectively.
- **Computer Literacy**: The student will be able to demonstrate proficiency in a variety of digital technologies.
- **Information Literacy**: The student will be able to locate, evaluate, and use information.
- **Quantitative and Scientific Reasoning**: The student will be able to use processes, procedures, data, or evidence to solve problems.
- **Social and Behavioral Sciences**: The student will be able to apply knowledge about people to solve problems.
8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, complete the budget worksheet to identify proposed resource needs and adjustments. These worksheets will be available in October. (See Resource G for more details on possible items to include.)

Narrative:

There is no specific budget tied to this degree.
9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

Mallory Byrd, current Long Term Care Instructor, took hours going through transcripts to see how many true PRN majors are there. The findings showed there needs to be a better process in labeling students under specific majors. I believe now with navigators in place the declaring of majors will be more accurate with an extra set of eyes and trends of that specific student.
9.2 Dean and/or Administrative Designee Response

After review and reflection of the program review, planning and development, the Division Chair and CAO will complete the Summative Assessment form. The Division Chair and CAO’s response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

Division Chair: I agree with the finding of this report as there seems to be little information to recommend changes to the program at this time.

Program Review Committee: Program Review Committee agrees with the assessment that this program is intended for students planning to transfer to a 4 year school with the intention of obtaining a BSN degree, and that this program remains an effective option for such transfer students.

VPAA: While there may not be many graduates of this program, it has high enrollment because it serves the needs of students transferring to a four-year college to complete their Bachelor of Science in Nursing. To make the program more successful, Navigators should work to complete Reverse Transfers with those students actually pursuing a BSN. At this time since advisement and correct major placement seem to be the only issues, I believe the program should instead be placed at Category 2: Maintain current levels of support/continuous improvement. Mallory should work in the next year to gather the needed program assessment data for her newly established outcomes so that we have more data to review to make changes.