

Health Sciences Program Review
Spring 2018



Prepared for the Arkansas Department of Higher Education

TABLE OF CONTENTS

INTRODUCTION

| | |
|---|---|
| Mission | 1 |
| History and Description of the Governing Organization | 1 |

ASSOCIATE OF APPLIED SCIENCE IN HEALTH SCIENCES

| | |
|---|---|
| Goals, Objectives and Activities | 2 |
| Service | 4 |
| Market Demand and State Industry Need | 4 |
| Student Demand | 5 |

CURRICULUM

| | |
|---|----|
| Best Practices and Current Trends | 6 |
| Curricular Pattern and Sequence of Courses | 6 |
| Degree Requirements | 8 |
| Semester and Year Major Nursing and Science Courses Were Last Offered | 10 |
| Science and Nursing Course Syllabi and Respective Student Learning Outcomes | 11 |
| Process for Introducing New Courses | 11 |
| Program Courses Currently Offered by Distance Education | 13 |
| Instructor to Student and Student to Student Interaction for Distance Courses | 15 |

HEALTH SCIENCES FACULTY

| | |
|--|----|
| Full-Time Faculty | 17 |
| Scholarship | 19 |
| Part-Time Faculty Academic Credentials | 26 |
| Process for Orientation and Evaluation | 26 |
| Average Number of Courses and Number of Credit Hours Taught by Full-Time Faculty Teaching Major Health Sciences Courses | 28 |

PROGRAM RESOURCES

| | |
|---|----|
| Institutional Support for Faculty Development in Teaching and Service | 30 |
| Professional Development of Full-Time Faculty | 30 |

| | |
|--|----|
| Library Resources----- | 32 |
| Availability, Accessibility and Adequacy of Campus Resources----- | 35 |
| Program Equipment Purchases----- | 41 |
| INSTRUCTION VIA DISTANCE TECHNOLOGY | |
| Establishing, Organizing, Funding, and Managing Courses Delivered by Distance Technology-- | 42 |
| Procedures to Maintain a Current Technology Infrastructure ----- | 44 |
| Procedures to Assure Security of Personal Information ----- | 44 |
| Support Services for Students Enrolled in Distance Technology Courses ----- | 46 |
| Orientation and Technology Support Services for Students Enrolled in Distance Technology Courses----- | 49 |
| Faculty Course Load, Number of Credit Hours Taught, Compensation ----- | 51 |
| Ownership of Intellectual Property ----- | 52 |
| HEALTH SCIENCES MAJOR | |
| Number of Health Sciences Majors ----- | 52 |
| Strategies to Recruit, Retain, and Graduate Students ----- | 52 |
| Number of Graduates in Health Sciences ----- | 55 |
| PROGRAM ASSESSMENT | |
| Introduction to Program Assessment ----- | 55 |
| Student Achievement of Course Student Learning Outcomes----- | 58 |
| Program Exit Requirements----- | 62 |
| Evaluation of Teaching and Use of Student Evaluations to Maintain Curricular Integrity----- | 63 |
| Transfer Information----- | 63 |
| Graduates Continuing Education After Receiving an AAS in Health Sciences ----- | 64 |
| Student, Alumni, Employer Satisfaction Survey Results----- | 64 |
| Program Alignment with Current Local and State Job Market Needs ----- | 66 |
| Job Placement----- | 66 |
| Names and Location of Companies Hiring Graduates ----- | 67 |
| Average Hourly Rates for Program Graduates ----- | 69 |
| Certificate or Degree Requirements for Initial or Continued Employment ----- | 69 |
| PROGRAM EFFECTIVENESS | |
| Program Strengths ----- | 70 |

| | |
|---|----|
| Area of Program Concern | 70 |
| Program Accomplishments | 70 |
| Planned Program Improvements, Timetable, and Cost | 70 |
| Instructional Review Team | 71 |

TABLES

| | |
|---|----|
| Table 1, Prescribed Curricular Pattern and Sequencing of Courses to Earn an AAS in Health Sciences | 8 |
| Table 2, Semester and Year Science and Nursing Courses Were Last Offered for an AAS in Health Sciences | 10 |
| Table 3, Courses in the Health Sciences Curricular Pattern Currently Offered by Distance Delivery and Face-to-Face | 14 |
| Table 4, Mean Student Ratings for Faculty Delivery and Design of Curriculum | 15 |
| Table 5, Faculty Credentials Meeting Higher Learning Commission, PCCUA, Arkansas State Board of Nursing, and Minimum Requirements for the 2017-2018 Academic Year | 19 |
| Table 6, Faculty Performance Demonstrates Knowledge of Subject Matter from 2014 to 2017- | 24 |
| Table 7, Course Numbers and Titles Taught by Current Nursing and Science Faculty for the Past Two Academic Years..... | 25 |
| Table 8 The Average Number of Courses, Number of Credit Hours, and Semester Taught by Full-Time Faculty During the 2017-2018 Academic Year | 28 |
| Table 9, Examples of Faculty Professional Development and Service Activities from 2015 to 2017 | 33 |
| Table 10, Library Budget for the 2018 Fiscal Year | 33 |
| Table 11, Available Library Electronic Databases and Number of Respective Online References Relevant to Nursing and Human Anatomy and Physiology | 34 |
| Table 12, Major Equipment Purchases from 2015 to 2018 | 41 |
| Table 13, The Amount and Percentage of College Monies Allocated to Each Campus to Support Distance Education in Fiscal Years 2015-2017..... | 44 |
| Table 14, Number of Students Seeking an AAS in Health Sciences from 2011 to 2017 | 52 |

| | |
|---|----|
| Table 15, Number of Graduates Receiving an AAS in Health Sciences Each Year from 2011 to 2017 ----- | 55 |
| Table 16, Correlation between Five College Competencies and Six Curricular Concepts Reflected in Each Set of Course Student Learning Outcomes----- | 57 |
| Table 17, Percentage of Students Progressing from NG 107 to NG 209 and Level NG 312 to NG 412 Who Answered Correctly Imbedded SLO Mastery Item Questions on the NG 107 and NG 312 Final Exams ----- | 59 |
| Table 18, Percentage of Students Progressing from NG 209 to NG 312 Who Answered Correctly Imbedded SLO Mastery Item Questions on the NG 209 Final Exam----- | 60 |
| Table 19, Percentage of Students Progressing from NG 107 to NG 209 Who Passed All Student Learning Outcome Related Practice Competencies on the NG 107 Clinical Evaluation Tool ----- | 61 |
| Table 20, Percentage of Students Progressing from NG 312 to NG 412 Who Passed All Student Learning Outcome Related Practice Competencies on the NG 312 Clinical Evaluation Tool ----- | 61 |
| Table 21, Percentage of Students Progressing from NG 209 to NG 312 Who Passed All Student Learning Outcome Related Practice Competencies on the NG 209 Clinical Evaluation Tool ----- | 62 |
| Table 22, Number of AAS in Health Sciences Graduates from 2011 to 2017 and the Percentage Transferring to a Certificate or Degree Health Occupation Program----- | 64 |
| Table 23, Graduate Satisfaction with PCCUA Occupational Health Programs from 2011 to 2013 ----- | 65 |
| Table 24, Employer Satisfaction with Graduate Preparation Provided by a PCCUA Occupational Health Program for Entry Level Practice----- | 66 |
| Table 25, Number of AAS in Health Sciences Graduates from 2011 to 2017 and the Percentage Employed in a Health Care Occupation ----- | 67 |
| Table 26, Name and Location of Employment for Health Sciences Graduates Completing Occupational Health Care Programs from 2011 to 2017 ----- | 68 |

APPENDICES

| | | |
|---|--|-----|
| A | Health Sciences Degree Audit Form ----- | 72 |
| B | Major Course Syllabi ----- | 74 |
| C | Faculty Profile Table ----- | 160 |
| D | Faculty Vitas----- | 163 |
| E | Faculty Evaluation Appeal Process----- | 205 |
| F | New Faculty Employee Checklist----- | 207 |
| G | Student Evaluation of Instruction Survey----- | 209 |
| H | Faculty Portfolio Matrix ----- | 212 |
| I | Peer Evaluation of Faculty Member Rubric ----- | 217 |
| J | Dean or Department Chair Evaluation of Faculty Member Rubric ----- | 229 |
| K | Faculty Conference with Dean or Chair ----- | 242 |
| L | PCCUA Graduate Survey Results----- | 244 |

INTRODUCTION

Mission

PCCUA is a multi-campus, two year college serving the communities in Eastern Arkansas. The College is committed to helping every student succeed. We provide high-quality, accessible, educational opportunities and skills development to promote lifelong learning, and we engage in the lives of our students and our communities (*2017-2018 College Catalog*, p. 3).

History and Description of the Governing Organization

Phillips County Community College was established as the State's first community college in 1965 through Act 560 of the Arkansas Legislature and an affirmative vote that same year by Phillips County residents to provide financial support for the College. The first class was admitted to the Helena-West Helena campus in September of 1966. Since its inception, the College has increased its curriculum and facilities, recruiting students from surrounding counties in Arkansas and Mississippi as well as Shelby County in Tennessee. In March of 1996, Arkansas County was annexed into the Phillips County Community College taxing district by referendum. The Board of Trustees changed the name of the College to Phillips Community College to recognize service to more than one county. At the same time, plans were being made to send off-campus programs to Stuttgart. In June of 1996, Rice Belt Technical Institute in DeWitt, AR was transferred by the State to Phillips Community College. On July 1st of that same year, Phillips Community College joined the University of Arkansas System. Accordingly, the name of the College was changed to Phillips Community College of the University of Arkansas to denote this relationship.

The main Helena-West Helena campus includes the: (1) Fine Arts Center and Lily Peter Auditorium; (2) Easley Administration building; (3) Nursing and Mitchell Science Annex; (4) Lewis Library; (5) Arts and Sciences building; (6) Gymnasium and Fitness Center; (7) Bonner Student Center; (8) Adult Education building; (9) Maintenance building; and (10) Technical and Industrial Education building. These facilities serve students and have the technical capabilities to allow educational as well as technical programs and courses to be sent via online or synchronous interactive video instruction to distance sites. The historic Pillow-Thompson House owned by the College is located a short distance from the main Helena-West Helena campus

and is used for college and community activities.

Shortly after acquisition, the DeWitt campus facility was renovated to almost double the floor space. This facility currently includes: (1) traditional and distance learning classrooms; (2) computer labs; (3) a library; and (4) student center. The National Guard Armory in DeWitt houses some career and technical programs as well as the agricultural program.

The Stuttgart campus facility includes: (1) traditional and distance learning classrooms; (2) science and computer labs; (3) a library; (4) bookstore; and (5) student center. In 2003, the College entered into a long-term lease agreement with the Grand Prairie War Memorial Auditorium Board to use the auditorium as a technical training center. In 2011, the Grand Prairie Center, a multipurpose facility, was opened to host college and community events in Arkansas County.

Full- and part-time enrollment on all three campuses in the fall of 2017 was approximately 1,636 students. The College is a nonresidential, public institution offering: (1) academic; (2) occupational/technical; (3) community service; (4) continuing education programs; and (5) student development programs to meet the needs of the communities served.

The AAS in Nursing was reconfigured in 2010 to establish an AAS in Health Sciences. Required nursing and science courses in the curricular pattern leading to the later degree are offered on the main Helena-West Helena and Stuttgart campuses. The required general education courses are offered on all three campuses. Since inception of the program, there have been 60 graduates.

AAS IN HEALTH SCIENCES

Goals, Objectives, and Activities

Historically, students, who failed to complete the last semester of the Associate Degree Nursing Program, separated from the College without earning a two-year degree. This occurred even though these students had completed the minimum number of requisite courses in: (1) English and fine arts; (2) social and natural sciences; (3) mathematics; (4) computer technology; and (5) specialty area courses like nursing to meet state requirements for an Associate of Applied Science (AAS) degree. In response to this occurrence, the Dean of Allied Health requested to reconfigure the existing AAS in Nursing to establish an AAS in Health Sciences. This request was approved in 2010. Thus, the overall goal to award an AAS in Health

Sciences to students who separated from the Associate Degree Nursing Program in the fourth semester was realized.

While nursing courses in the required curricular pattern for the Associate Degree Nursing Program teach students to provide and manage nursing care for patients, course content also emphasizes the importance of an interdisciplinary approach to health care. The purpose of other health occupations as well as the role of those providers in the delivery of safe, quality health care is emphasized in each nursing course. Information about other health occupations also exposes students to other health career options. Hence, the overall objective of the AAS in Health Sciences is to recognize information obtained by former fourth semester associate degree nursing students and provide them with an avenue for obtaining a health occupation skill set.

In addition to encouraging students to pursue careers in health occupations, awarding an AAS in Health Sciences has other benefits. First, the percentage of college graduates in Arkansas is increased. Second, credits earned in Health Sciences are transferrable toward two- and four-year health occupation degrees. Third, program graduates are more likely to be employed and earn higher wages than those without a college degree (U.S. Bureau of Labor Statistics 2016). Fourth, earning a college degree fosters individual self-esteem and promotes community productivity.

Graduates in Health Sciences, who participate in respective course activities and meet established course student learning outcomes, possess the following College Core Competencies:

1. Demonstrate adherence to legal and ethical standards established by society.
2. Use tools of the trade to achieve a specific outcome.
3. Display reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.
4. Engage in interactive processes through which there is an exchange of verbal and nonverbal information.
5. Acknowledge that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next (*2017-2018 College Catalog, p. 33*).

Service

All students earning an AAS in Health Sciences are required to take general education courses. This requirement helps students to: (1) explore and consider new ideas; (2) develop a sound knowledge base; (3) obtain creative and critical thinking skills; (4) network with students in other disciplines; and (5) reach their full potential as well-rounded individuals. While opportunities for service learning are limited in a rigorous Health Sciences curriculum, students have conducted health fairs, assisted with mass flu immunization clinics, as well as participated in breast cancer and cardiac disease awareness programs that promote screening for early cancer detection and intervention as well as healthy behaviors to reduce the risk of cardiac disease.

Requisite general education courses in the established curricular pattern also help prepare the Health Sciences graduate for a health occupation. For example, English **Composition (EH 113 and 123) improves students'** ability to communicate health-related information and interact effectively with the interdisciplinary health care team. General **Psychology (PSY 213) enhances the students' knowledge of fundamental concepts, principles, and theories used to comprehend human behavior as well as individuals' adaptation to their** physical and social environments. College Algebra (MS 123) fosters an understanding of numerical numbers, develops the skills necessary to calculate body mass, and correctly interpret health information tables. A computer technology course improves the **students' ability** to use technology associated with distance educational modalities and information technology to promote health. Finally, Anatomy and Physiology I and II (BY 154 and 164), provide a basic understanding of human anatomy and physiology, so students can differentiate between what is normal and abnormal.

Market Demand and State Industry Need

Currently, the health care industry is experiencing an expansive growth to meet the health care needs of aging "Baby Boomers" as well as the increased number of insured individuals accessing health services. Research indicates employment in the health care sector grew by slightly more than 20% between 2004 and 2014. Employment in all other sectors grew by 3% during the same time period. The health occupations projected to grow the most between 2014 and 2024 include: (1) personal care aides (458,100); (2) registered nurses (439,300); (3) home health aides (348,400); (4) nursing assistants (262,000); and (5) medical

assistants (138,900) (http://www.chwsny.org/wp-content/uploads/2016/04/BLS-Health-Care-Employment-Projections_2016.pdf).

Like the nation, Arkansas also has a need for graduates in health care fields. Projections indicate that by 2025 Arkansas will have the fifth largest population of older adults in the nation. The total number of expected vacancies in health care facilities in the next five years is expected to be 16,648. Some of these vacancies include: (1) home health care services (4,044); (2) registered nurses (5,675); (3) practical nurses (2,288); (4) home health aides (1,751); and (5) nursing assistants (5,660) (<http://regionalprograms.uams.edu/wp-content/uploads/2015/06/Workforce-VACANCY-REPORT-2011FINAL.pdf>).

Even though the curricular pattern for an AAS in Health Sciences does not prepare students for a specific health occupation, required courses in the curricular pattern introduce students to interdisciplinary topics that are applicable in **today's** health care industry. Students also have an opportunity to concentrate on **a specialty area such as nursing. This helps students to determine their area of interest. Students who fail to complete an AAS in Nursing are strongly encouraged to complete another health occupation degree or return to the College at a later date to complete a degree or technical certificate in nursing.**

Student Demand

Since 2011, 60 students have failed to complete the last semester of the Associate Degree Nursing Program. Accordingly, they were not awarded an AAS in Nursing. Yet, each had earned enough credits in general education, approved electives, and nursing courses to receive an AAS in Health Sciences. Approximately 62% (37/60) of these graduates went on to complete a degree or certificate in a health occupation program, and these graduates are currently employed in health occupations.

In addition to Health Sciences, the Division of Allied Health offers the following health occupation programs: (1) associate degree nursing; (2) practical nursing; (3) nursing assistant; (4) phlebotomy; and (5) medical laboratory technology. Graduates with an AAS in Health Sciences are encouraged to complete one of these programs to obtain a specific health occupation skill set. The Dean of Allied Health, respective allied health program directors/coordinators, and allied health faculty: (1) work closely with service area health care agencies to determine workforce needs; (2) evaluate employer survey responses to determine

satisfaction with graduate preparation provided by respective PCCUA health programs; (3) consider recommendations made by respective advisory committees when developing, maintaining, and revising college health occupation programs to meet employer needs; (4) participate in appropriate professional development activities to remain abreast of current practices in each health field offered; and (5) work closely with area high schools, Career Pathways, UAMS East, and college personnel to recruit students for health occupation programs.

CURRICULUM

Best Practices and Current Trends

Achievement of course student learning outcomes is heavily reliant upon a contemporary learning environment that supports the structure of the Health Sciences program and addresses student needs. As current course content is taught, it relates to and builds upon **the learner's** previous knowledge base. Learning continually builds, moving from simple concepts and thinking to higher order thinking that is applied to more complex situations.

The faculty recognize that students are adult learners, and as self-directed and problem-centered learners, they need and desire useful information that is readily adaptable to the learning situation. Hence, faculty actively engage students in meaningful learning activities.

Faculty also challenge students to make critical decisions. They use case studies, concept mapping, and problem-solving situations in the classroom and laboratory settings to foster growth and help students see the bigger picture as they progress from a novice learner to an advanced beginner.

Science courses and these contemporary nursing courses, NG 107, NG 209, and NG 312, specifically teach students to: (1) provide safe, quality, evidence-based, patient-centered care; (2) make correct clinical judgments/decisions; (3) work as a team and participate in interdisciplinary collaboration; (4) use effectively information technology; (5) engage in quality improvement activities to mitigate error and improve outcomes; (6) possess leadership and management skills; and (7) abide by legal and ethical guidelines in various health care settings.

Curricular Pattern and Sequence of Courses

The Health Sciences curricular pattern requires students to complete five academic semesters. These semesters include required prerequisites. **A minimum grade of "C" is required** in each general education, approved elective, science, and nursing course. Prerequisites must

be completed before a student may enroll in NG 107, Concepts of Nursing Care for Patients with Chronic, Stable Conditions. General education and approved elective courses may be taken earlier than prescribed or as prescribed co-requisites. Required nursing and science courses must be taken in the sequence stipulated. A graduate who earns an AAS in Health Sciences from PCCUA is not eligible to seek licensure as a registered nurse by taking the NCLEX-RN licensure exam because the graduate has not met the mandatory 23 general education and 40 nursing credit hours required for an AAS in Nursing at PCCUA. Table 1 illustrates the prescribed curricular pattern and sequencing of courses to earn an AAS in Health Sciences at PCCUA.

| Table 1: Prescribed Curricular Pattern and Sequencing of Courses to Earn an AAS in Health Sciences | |
|--|--------------|
| Course Titles | Credit Hours |
| Semester I -Prerequisite Courses | |
| BY 154 (BIOL 2404) – Anatomy and Physiology I | 4 |
| EH 113 (ENGL 1013) – Composition I | 3 |
| MS 123 (MATH 1103) – College Algebra | 3 |
| | 10 |
| Semester II | |
| BY 164 (BIOL 2414) – Anatomy and Physiology II | 4 |
| PSY 213 (PSYC 1103) – General Psychology | 3 |
| NG 107 Concepts of Nursing Care for Patients with Chronic, Stable Conditions | 7 |
| | 14 |
| Semester III | |
| Approved Electives | 6 |
| | 6 |
| Semester IV | |
| EH 123 (ENGL 1023) – Composition II | 3 |
| Approved Elective | 3 |
| NG 209 Concepts of Nursing Care for Patients with Acute, Stable Conditions | 9 |
| | 15 |
| Semester V | |
| Computer Technology | 3 |
| NG 312 Concepts of Nursing Care for Patients with Chronic and Acute, Unstable Conditions | 12 |
| | 15 |
| List of Approved Electives | |
| NG 133 – Dosage Calculation for Nurses | 3 |
| NG 123 – Normal Nutrition | 3 |
| NG 223 – Pharmacology for Nurses | 3 |
| SY 213 (SOC 1013) – Fundamentals of Sociology | 3 |
| BY 224 (BIOL 2004) – Microbiology | 4 |
| SP 243 (SPCH 1003) - Speech | 3 |
| PSY 223 (PSYC 2103) – Human Growth and Development | 3 |
| PHIL 153 (PHIL 1103) - Philosophy | 3 |
| HY 213 (HIST 2113) – US History to 1877 | 3 |
| HY 223 (HIST 2123) – US History since 1877 | 3 |
| BMGT 283 (BUSI 2103) – Business Statistics | 3 |
| <i>*When applicable, ACTS transfer course numbers are in parentheses</i> | |

Degree Requirements

A student admitted to the Associate Degree Nursing Program at PCCUA, who does not

complete NG 412, Concepts of Nursing Care for **Patients with Complex Conditions, with a "C" or better** on the first or second attempt, may use prescribed general education, approved elective, and the first three required nursing courses (NG 107, NG 209, and NG 312) in the Associate Degree Nursing curricular pattern to earn an AAS in Health Sciences.

The length and required number of credit hours to earn an AAS in Health Sciences is consistent with college, state, and national standards, as well as best practices. The current Health Sciences curriculum, in 100% time, requires a student to complete 60 credit hours in five semesters to earn an AAS in Health Sciences. This 60 credit hour requirement includes ten credit hours of prerequisite courses. The curriculum consists of 24 credit hours of general education and approved elective courses as well as 36 credit hours of required nursing and science courses. The length of time to complete the curricular pattern may be extended for students who take one or more developmental courses before college level courses.

The College requires students earning an AAS degree to complete the following general education courses: (1) six to nine credit hours in English and fine arts; (2) three credit hours in social science; (3) three credit hours in natural science/mathematics; and (4) three credit hours in computer technology to meet a minimum of 15-18 credit hours. Additionally, students must take six to ten credit hours of approved electives. Students must complete a minimum of 31-38 credit hours in science, their area of study (*College Catalog*, p. 37). The Health Sciences curriculum meets these expectations as outlined in the *College Catalog* (p. 65) and the Degree Audit Form in Appendix A.

The College semester is sixteen weeks in length. Curricular credit hours are determined by a 1:1 credit to clock hour ratio for theory and a 1:3 credit to clock hour ratio for nursing clinical labs as well as nursing and science campus labs.

The total number of credit hours required to complete the AAS in Health Sciences complies with the maximum number of credit hours recommended by the Arkansas Department of Higher Education. The curriculum meets a minimum of 15 semester credit hours of general education courses and has more than 31 semester credit hours in a technical area. Required nursing and science courses comprise 60% of the total credit hours required for program completion.

All general education courses may be transferred from another post-secondary institution provided that: (1) credits are earned at a post-secondary institution having regional

accreditation to award the associate degree; (2) transferred course credits satisfy the same course content and credits required to meet PCCUA course requirements; and (3) the grade **earned for course credits transferred is a "C" or better** (*College Catalog*, p. 15). The last 15 credit hours toward an AAS degree must be earned from PCCUA (*College Catalog*, p. 33). Required nursing courses from another post-secondary program may be transferred toward the AAS in Health Sciences provided that they meet the same criteria previously described for general education courses.

As indicated in the *College Catalog*, three additional nursing courses are offered but are not required for program completion. These approved elective nursing courses include: NG 223, Pharmacology for Nurses (3 cr. hrs.); NG 133, Dosage Calculation for Nurses (3 cr. hrs.); and NG 123, Normal Nutrition (3 cr. hrs.). These courses are offered for students who may need additional credit hours to satisfy elective requirements.

Semester and Year Major Nursing and Science Courses Were Last Offered

Typically, science courses are offered during the fall, spring, and summer semesters. Sequenced nursing courses are offered once each academic year. Table 2 illustrates the semester and year major science and nursing courses were last offered.

| Table 2: Semester and Year Science and Nursing Courses Were Last Offered for an AAS in Health Sciences | | | | |
|--|---|------------|------------------|------|
| Course Number | Course Name | Campus | Semester Offered | Year |
| BY 154 (BIOL 2404) | Anatomy and Physiology I | HWH STG | Spring | 2018 |
| NG 107 | Concepts of Nursing Care for Patients with Chronic, Stable Conditions | HWH STG | Fall | 2018 |
| NG 312 | NG 312, Concepts of Nursing Care for Patients with Chronic and Acute, Unstable Conditions | HWH STG | Fall | 2017 |
| BY 164 (BIOL 2414) | Anatomy and Physiology II | HWH STG | Spring | 2018 |
| NG 209 | Concepts of Nursing Care for Patients with Acute, Stable Conditions | HWH STG | Spring | 2018 |
| *NG 133 | Dosage Calculation for Nurses | HWH STG | Fall | 2017 |
| *NG 123 | Normal Nutrition | Web-Based | Summer | 2017 |
| *NG 223 | NG 223, Pharmacology for Nurses | Web-Based | Summer | 2017 |
| *Approved Elective Nursing Course | | | | |

Science and Nursing Course Syllabi and Respective Student Learning Outcomes

In adherence with course and student policies outlined in the current *PCCUA Faculty Handbook*, all faculty are required to develop a course syllabus for each assigned course. A syllabus template is provided in the Appendix of the *Faculty Handbook* to guide faculty in the development of a course syllabus. Information in each syllabus includes, but is not limited to: (1) course name; number, academic year; (2) faculty information; (3) course description; (4) student learning outcomes; (5) college core competencies; (6) text requirements; (7) grading procedures; (8) policies pertaining to attendance, missed or late assignments, student responsibilities, academic honesty, lab procedures, campus support services, American Disabilities Act, **Family Educational Rights and Privacy Act (FERPA)**, Arkansas Course Transfer System (ACTS), insurance; and (9) calendar. Faculty are advised to distribute the course syllabus to students and thoroughly review the syllabus as well as faculty and course expectations with students during the first class meeting. Each syllabus also includes respective course student learning outcomes.

A copy of each course syllabus is submitted to the appropriate Dean or Chair at the beginning of each semester. The course syllabus is then forwarded to the Vice Chancellor for Instruction for review. Slight alterations to a syllabus may be made during the course provided that students are made aware of the changes well in advance of the change. Faculty are advised to avoid making major syllabus changes while a course is in progress. The syllabi for three required nursing and two required science courses are included in Appendix B for review.

Process for Introducing New Courses

PCCUA Administrative Procedure **420.02 defines a course as a "...composite unit of instruction which constitutes a part of a program or curriculum"**. Faculty, administrators, professional groups, as well as four-year institutions may have input in to course development, revision, and/or deletion. Faculty developing, revising, or requesting to delete courses offered by the College must abide by the following procedures before deleting or offering a new or revised course.

After collaborating with the Vice Chancellor for Instruction, the appropriate Dean or Chair submits a completed Curriculum Change form to the Chair of the Faculty Senate Curriculum Committee. Information on the form includes the: (1) need for course; (2) level of

the course and applicability to the degree or certificate program; (3) course transferability; (4) resources available to support the course; (5) course syllabi information; and (6) scheduling and frequency of course offering.

The Chair of the Faculty Senate Curriculum Committee documents the Committee's recommendation on the Curriculum Change form and then forwards the form to the Vice Chancellor for Instruction for review. The curriculum request is included on the agenda for the next scheduled college Curriculum and Instruction Committee meeting. The appropriate Dean or Chair presents the respective curriculum request to members of the Instruction and Curriculum Committee for review. The Dean or Chair is available to address questions or concerns. After questions and concerns have been addressed, Instruction and Curriculum Committee members vote to approve or deny the requested course addition, revision, or deletion. This recommendation is then forwarded to the Vice Chancellor for Instruction for appropriate action. When a recommendation for course or program deletion is made, the Vice Chancellor for Instruction may confer with the Chancellor before taking action.

In some instances, external constituents must be informed of course changes. For example, the Arkansas State Board of Nursing must approve major changes to nursing courses before the change is implemented. Examples of these changes include, but are not limited to, course student learning outcomes and reorganization of curriculum content within respective courses <http://www.arsbn.org/Websites/arsbn/images/Rules.Chapter6.Effective10.1.13.pdf>, p. 6-8.

In April of 2010, a proposal was developed to reconfigure the existing AAS in Nursing to establish an AAS in Health Sciences. The Dean of Allied Health followed the previously described process to achieve reconfiguration of the AAS in Nursing and establish the AAS in Health Sciences degree. Approval was received sequentially from the; (1) Faculty Senate Curriculum Committee; (2) PCCUA Instruction and Curriculum Committee; and (3) Vice Chancellor for Instruction. The Dean of Allied Health informed the Arkansas State Board of Nursing of the AAS in Health Sciences, and the Vice Chancellor for Instruction sent a Letter of Notification to the Arkansas Department of Higher Education regarding reconfiguration of the existing AAS in Nursing to establish the AAS in Health Sciences. Both external constituencies approved the AAS in Health Sciences.

Program Courses Currently Offered by Distance Education

The College offers a variety of distance education courses to allow students to meet curricular requirements for an AAS in Health Sciences. While most general education and non-required nursing courses are web-based, required nursing courses on the Helena-West Helena and Stuttgart campuses are delivered through the use of synchronous interactive video technology. It is important to note that only the theory component of these required nursing courses (NG 107, NG 209 and NG 312) is sent via synchronous interactive video to one distance campus in Stuttgart, AR. This distance campus is located in Arkansas County approximately 65 miles from the Helena-West Helena campus. The clinical and campus lab components for each of these courses are taught face-to-face in a traditional clinical or campus lab setting by faculty assigned to the distance campus. A maximum of ten freshmen and eight sophomore students may enroll in nursing courses on the distance campus. Table 3 provides a list of courses in the Health Sciences curricular pattern offered via the web, synchronous interactive video, or face-to-face.

| Table 3: Courses in the Health Sciences Curricular Pattern Currently Offered by Distance Delivery and Face-to-Face | | | |
|--|-----------|-------------------------------|--------------|
| Required Courses Health Sciences Curricular Pattern | Web-Based | Synchronous Interactive Video | Face-to Face |
| BY 154 (BIOL 2404) – Anatomy and Physiology I | | | X |
| EH 113 (ENGL 1013) – Composition I | X | | X |
| MS 123 (MATH 1103) – College Algebra | X | | X |
| BY 164 (BIOL 2414) – Anatomy and Physiology II | | | X |
| PSY 213 (PSYC 1103) – General Psychology | X | | X |
| *NG 107 – Concepts of Nursing Care for Patients with Chronic, Stable Conditions | | X | |
| EH 123 (ENGL 1023) – Composition II | X | | X |
| *NG 209 – Concepts of Nursing Care for Patients with Acute, Stable Conditions | | X | |
| Computer Technology | X | | X |
| *NG 312 – Concepts of Nursing Care for Patients with Chronic and Acute, Unstable Conditions | | X | |
| Approved Electives | | | |
| NG 133 – Dosage Calculation for Nurses | | | X |
| NG 123 – Normal Nutrition | X | | |
| NG 223 – Pharmacology for Nurses | X | | |
| SY 213 (SOC 1013) – Fundamentals of Sociology | X | | |
| BY 224 (BIOL 2004) – Microbiology | | | X |
| SP 243 (SPCH 1003) - Speech | X | X | X |
| PSY223 (PSYC 2103) – Human Growth and Development | X | X | X |
| PHIL 153 (PHIL 1103) - Philosophy | X | X | X |
| HY 213 (HIST 2113) – US History to 1877 | X | X | X |
| HY 223 (HIST 2123) – US History since 1877 | X | X | X |
| BMGT 283 (BUSI 2103) – Business Statistics | X | X | X |
| *Required Nursing Course; clinical and campus lab component of course is taught face-to-face. | | | |

College administrators and faculty teaching nursing courses support the use of web-based and synchronous education technologies as appropriate methods for providing educational opportunities to students in surrounding rural, underserved, and impoverished areas. College administrators, the Dean of Allied Health, and faculty teaching nursing courses strongly believe an adequate and skilled workforce is essential for the health and well-being of

the communities it serves. As such, the College and faculty teaching nursing courses provide face-to-face instruction as well as distance education to produce a competent health care workforce. This commitment is reflected clearly in the College Mission, Core Values, and Vision Statements in the *College Catalog* on p. 11 and description of distance learning in the current *College Catalog* on p. 12.

Instructor to Student and Student to Student Interaction for Distance Courses

Through the use of asynchronous and synchronous delivery formats, the faculty ensures that students on all campuses can achieve course student learning outcomes and related competencies in a manner that reflects consistency and fairness. Faculty use effective communication to provide quality, innovative instruction. Ample opportunity exists for interaction among faculty and students in each instructional delivery system, whether in person or via distance education technology. In addition, all students enrolled in a nursing course on the distance campus travel at least once a week to the Helena-West Helena campus to allow personal interaction with faculty and peers. Thus, students are able to grow by acquiring knowledge and skills, as well as establishing connections and networking with peers. All **students engaged in distance education evaluate the faculty’s instructional design and delivery** of program content by completing the College Faculty Evaluation tool each semester. Faculty are expected to receive a mean student rating of two or more. These expected levels of achievement consistently have been met. Table 4 provides the mean student ratings on a scale of one to three for instructional design and instructional delivery for the last academic three years.

| Year | Mean Rating for Faculty Delivering Program Content to Distant Site in “Instructional Design” | Mean Rating for Faculty Delivering Program Content to the Distant Site in “Instructional Delivery” |
|------|---|---|
| 2016 | 2.85 | 2.74 |
| 2015 | 2.80 | 2.67 |
| 2014 | 2.73 | 2.91 |

While course student learning outcomes are the same for both Helena-West-Helena and Stuttgart campus students, the faculty must use a variety of learning activities to develop a

cohesive and positive student cohort on both campuses. Since learning is the responsibility of the learner, students must be self-directed. Thus, learning activities are structured in a manner in which students are able to actively participate and independently identify strengths and weaknesses. Strategies used by faculty teaching nursing courses to foster achievement of course student learning outcomes include: (1) lecture with time for discussions and questions; (2) role playing; (3) case-study simulation; (4) small group work activities; (5) demonstrations; (6) multimedia presentations; as well as (7) interactive software and video materials. The faculty remains abreast of current trends and actively incorporates them in learning activities.

Through BlackBoard, the College educational platform, students enter a username and password to access: (1) PowerPoint presentations; (2) email; (3) discussion boards; (4) grades; and (5) online exams. ATI (1) tutorials; (2) practice and proctored assessments; (3) focused reviews; (4) simulation; and (5) quiz banks also are available online and may be accessed from any computer on- or off-campus.

Concept Media, a comprehensive video collection, is available online to all students enrolled in a nursing course through an established, campus-based server. The complete list of videos and directions for accessing this server are provided to students in the current *ADN Student Handbook*.

Theory content is delivered through TruConference which allows for visual and audio interaction in real time. In the event class is canceled on any campus, the system has the capacity to record the presentation for viewing at a later time. Smart TVs are located on the Helena-West Helena campus and SMARTboards on the Stuttgart campus. Both are compatible with one another and aid in the delivery of course content. All Helena-West Helena and Stuttgart faculty have personal computers allowing for electronic document exchange and email. In addition, voice mail, fax machines, and a courier system enhance communication between the faculty members on both campuses.

Helena-West Helena and Stuttgart faculty teaching nursing courses work together to ensure student learning is evaluated consistently on both campuses. Daily, unit, and final exam items are written by the faculty who deliver the content. To maintain test security, all students take scheduled exams at the same time. Unit and final exams are administered via BlackBoard with all students taking the same exam. Helena-West Helena and Stuttgart course faculty are responsible for proctoring all exams. In addition to individual testing, proctored cooperative

testing is conducted on each campus. Once all exams are submitted for grading, the faculty performs a statistical analysis. The difficulty level and distractor analysis for each item is evaluated. Faculty on both campuses have input into exam analysis. If an item is found to have more than one correct answer or there is a formatting error, credit is awarded for correct answer(s), or the item is credited for all students. Grades are released at the same time to all students. Faculty with items on an exam also conduct group test reviews for all students. Daily exams and other submitted work are usually on paper and graded by the faculty on each campus using the same, established grading rubric. Once a grade is posted, students have five working days to review graded course work.

As the faculty continues to offer distance learning opportunities and technology changes, the delivery of the curriculum to students on the Helena-West Helena and Stuttgart campuses must also evolve. Regardless of the delivery format used, the consistency and appropriateness of the content delivered are important factors that will continue to be considered to ensure students receive sound instruction.

HEALTH SCIENCES FACULTY

Full-Time Faculty

All full-time faculty credentials meet Higher Learning Commission, College, and State of Arkansas requirements. The Higher Learning Commission requires faculty teaching in occupational associate **degree programs to have at least a bachelor's degree in the field and/or** combination of education, training, and tested experience. All faculty teaching required nursing **courses are credentialed with a master's degree** with a major in nursing.

Faculty teaching Anatomy and Physiology, **must hold a master's degree or higher in the** discipline or subfield or have at least 18 graduate credit hours in the discipline in which the faculty teaches. (Higher Learning Commission Guidelines: Faculty Qualifications, p. 4). All faculty teaching Anatomy and Physiology I and II meet this requirement. The faculty on the Helena-West Helena campus is credentialed with a Doctor of Chiropractic degree which includes at least 18 graduate hours in the teaching field. The faculty on the Stuttgart campus is credentialed with **a master's degree in biology.**

In most instances, the College **requires faculty to hold a master's degree or higher with a minimum of 18 hours in the faculty's respective teaching field except in** certain areas such as technical, vocational, and adult education (PCCUA Administrative Procedure 370.02). All

full-time faculty on the Helena-West Helena and Stuttgart campuses are credentialed with a **minimum of a master's degree** in the appropriate major or have required graduate hours in the teaching area as required by the College and Health Sciences program. They also have at least one or more years of clinical or teaching experience before employment.

The Arkansas State Board of Nursing mandates for faculty teaching required nursing courses in the Health Sciences curricular pattern to: (1) hold a current, unencumbered, nursing license to practice in Arkansas; (2) possess a degree above the associate degree; (3) have previous experience in clinical nursing; and (4) complete 15 continuing education contact hours from an Arkansas State Board of Nursing approved provider before each license renewal (<http://www.arsbn.arkansas.gov/lawsRules/Documents/Rules.Chapter6.Effective10.1.13.pdf>).

All faculty teaching required nursing courses on each campus meet mandated Arkansas State Board of Nursing degree requirements to teach the required nursing courses in the Health Sciences program. All faculty maintain active, unencumbered licenses to practice as a registered nurse in Arkansas and Mississippi by state or multi-state, compact licensure. All faculty have a minimum of a baccalaureate degree in nursing and a **master's degree with a major in nursing**. All faculty have one or more years of clinical experience before employment in their current teaching position.

To maintain licensure, all faculty licensed in Arkansas must have at least 15 practice-focused contact hours of continuing education for each two-year licensure cycle (<http://www.arsbn.org/Websites/arsbn/images/Rules.Chapter02-%20Effective%2001-01-2018.pdf>). These hours may be obtained by: (1) completing an Arkansas State Board of Nursing approved continuing education provider course; (2) earning certification or recertification from an Arkansas State Board of Nursing approved certifying provider; and (3) completing a nursing course in an approved academic setting (Arkansas State Board of Nursing Rules and Regulations, pp. 2-6 and 2-7). Table 5: **illustrates each faculty's compliance with minimum** Higher Learning Commission, PCCUA, and Arkansas State Board of Nursing requirements for faculty teaching nursing courses. Faculty licensed in Mississippi must have at least 20 practice-focused continuing education hours for each two year licensure cycle (<https://www.nurse.com/state-nurse-ce-requirements/mississippi>).

| Table 5: Faculty Credentials Meeting Higher Learning Commission, PCCUA, Arkansas State Board of Nursing, and Minimum Requirements for the 2017-2018 Academic Year | | | | | |
|---|------------------------------|-----------------------|---|---|--|
| Faculty | Date Nursing License Expires | Highest Degree Earned | Total Number of Years of Clinical Experience as a Nurse | Total Number of Years of Clinical Experience Prior to Employment at PCCUA | Earned Minimum Number of Required Contact Hours/ Certification/Recertification/ Advanced Nursing Education for Licensing Renewal |
| Ashe | MS 12-31-18 | MSN | 39 | 39 | Yes |
| Barnes | AR 5-31-19 | MSN | 10 | 10 | Yes |
| Gentry | AR 11-30-18 | MSN | 31 | 4 | Yes |
| Marley | AR 8-31-18 | MNSc | 27 | 14 | Yes |
| McGee | AR 5-31-19 | MNSc | 20 | 9 | Yes |
| Pryor | AR 1-31-19 | MNSc | 16 | 12 | Yes |
| Roberts | AR 1-31-19 | MSN | 14 | 7 | Yes |
| Spoon | AR 4-30-18 | MNSc | 15 | 13 | Yes |
| Williams | MS 12-31-18 | MSN | 34 | 26 | Yes |

A Faculty Profile Table included in Appendix C provides each full-time faculty's name, employment status, date of initial appointment to the College, academic rank, degree earned, institution granting the degree, and areas of clinical experience, as well as areas of academic teaching and other areas of responsibility.

Scholarship

The faculty's definition of scholarship is derived from Boyer's (1990) work on scholarship.

Thus, these four categories of scholarship are recognized:

1. *Discovery of Knowledge* – imparting to others evidence-based clinical practice that is derived from research, analysis of data to improve health-related education and practice, and acquiring new knowledge through graduate education, and local, regional, or national conferences.
2. *Application of Knowledge* – accomplished through health-related service to academic, professional, and community organizations or groups as well as clinical practice outside of

the academic setting.

3. *Teaching* – dissemination of health-related information to professionals, students, and the lay public through publications, presentations, and development, implementation, and evaluation of curriculum.
4. *Integration of Knowledge* – collaboration or communication with colleagues and/or other disciplines to improve health-related practices which include, but are not limited to, grant writing and doing presentations (Billings & Halstead 2008).

Discovery of Knowledge

While the faculty's primary focus is on teaching theory as well as clinical practice and/or laboratory skills, the faculty acknowledges the importance of using research findings to establish a scientific body of knowledge. For example, students are introduced to the concept of evidence-based care beginning with the first nursing course, NG 107. The faculty emphasizes to students the importance of integrating information based on research into theory and clinical practice. Students are taught across the curriculum to use evidence to make sound clinical decisions and provide safe, quality care for diverse patient populations. This practice is applicable to all allied health care occupations.

The faculty routinely uses surveys to obtain data about required science and nursing courses included in the Health Sciences curricular pattern as well as the learning resources used to assist students to meet major course student learning outcomes. Data is analyzed, aggregated, and trended by the faculty to make evidence-based decisions pertaining to course development, maintenance, and revision.

Furthermore, the faculty believes academic preparation at the graduate level or higher is imperative to effectively fulfill the educator role, and that effective faculty and health care providers model lifelong learning and value ongoing professional development and service.

The faculty teaching required nursing courses in the Health Sciences curriculum work collectively to improve opportunities for distance education. The faculty is committed to developing and strengthening distance education opportunities. As such, they attend local, regional, or national conferences that include new information pertaining to instruction, evaluation, and distance education. Information gleaned is shared with their peers.

Application of Knowledge

The faculty applies knowledge by disseminating information to other professionals and

the lay public to enhance community health and excellence in the delivery of health care. The nursing and science faculty have presented local community health workshops pertaining to: (1) healthy eating for faculty and students; (2) home safety; (3) child medication safety awareness for parents; (4) hygiene for elementary school children; (5) mandatory reporting for child maltreatment; and (6) a health awareness forum. Faculty also have participated in programs to improve awareness of career opportunities in the health care field and encourage high school students to pursue science, technology, engineering, and mathematics (STEM) professions. Recently, faculty teaching nursing courses in the health sciences curricular pattern helped to establish a PCCUA Walk and Run Club.

Academic service is evident through faculty leadership activities in college, division, and program committees. Faculty who teach nursing courses in the Health Sciences curriculum hold memberships in one or more of these professional organizations: (1) American Nurses Association; (2) Arkansas Nurses Association; **(3) Association of Women's Health, Obstetric, and Neonatal Nurses**; (4) Mississippi Nurses Association; (5) National Alliance of Certified Legal Nurse Consultants; (6) National League for Nursing; (7) Organization for Associate Degree Nursing; (8) American Heart Association Instructor Network; (9) Sigma Theta Tau; (10) American Association of Nurse Practitioners; (11) Arkansas Chiropractic Physicians Association; and (12) Arkansas Chiropractic Society.

The faculty serves their respective profession by contributing to the integrity of education and practice in varying roles that include, but are not limited to: (1) acting as a preceptor for graduate students enrolled at the University of Arkansas at Fayetteville and UAMS; (2) mentoring new graduates or hires in the clinical setting; as well as (3) offering these community health education classes on these topics: (a) American Heart Association Basic Life Support CPR; (b) breast and cervical cancer awareness; (c) the importance of hand washing, and (d) **Alzheimer's awareness**.

To address the shortage in the health care workforce, the faculty actively recruits individuals from surrounding areas to pursue health occupations. When students fail to meet Associate Degree Nursing Program requirements in the last semester of the program, the faculty encourages these students to use credits earned toward an AAS in Nursing to attain an AAS in Health Sciences. Students are also encouraged to continue to pursue a new health occupation or seek readmission in to the Associate Degree Nursing program. The faculty supports

community organizations and events by providing knowledge and expertise as well as actively participating in: (1) mass flu immunization drives; (2) Susan G. Komen Race for the Cure; (3) Breast Cancer Awareness; (4) Relay for Life; (5) St. Jude Marathon; (6) local health fairs; (7) **the Stork's Nest**; (8) **St. Jude Hospital Volunteer Program**; (9) **Boy Scout projects**; (10) The Longest Day-**Alzheimer's Association**; and (11) a safety baby shower to decrease the risk for Sudden Infant Death Syndrome.

Faculty, who teach nursing and science courses, are employed in practice positions outside of the academic setting for personal and professional growth. Personal clinical practice enhances instruction when actual clinical scenarios are applied and correlated with information presented in the theory and clinical/lab component of a nursing or science course. Benefits of practice include: (1) maintaining competency in areas of expertise; (2) providing colleagues with access to new or changing practice information; and (3) receiving additional compensation to augment academic salaries.

Teaching

The faculty imparts information to meet diverse learning needs of individuals through a variety of methods. The faculty uses innovative teaching strategies in the classroom as well as clinical and campus settings to accommodate various learning styles. Examples of these strategies include, but are not limited to: (1) flipped classrooms; (2) games; (3) clinical simulation; (4) case studies such as ATI Real Life; (5) movies; (6) iPads; (7) Smart TVs; and (8) faculty-led tutoring sessions to promote active student involvement and responsibility in the learning process.

In addition, the faculty is actively engaged in the development, maintenance, and revision of nursing and science courses. There is an established Curriculum Committee for the Associate Degree Nursing Program which develops, maintains, and revises required and approved elective nursing courses included in the Health Sciences curricular pattern. All nursing faculty are members of this committee. Science faculty work collectively to develop, maintain, and revise content to ensure course currency, relevancy and integrity.

Integration of Knowledge

Through current and previous service on multidisciplinary community boards and professional groups such as the: (1) Phillips and Arkansas County Advisory Committees; (2) Hometown Health Improvement Coalition; (3) The College Wellness Committee;

(4) Health Advisory Board for Coahoma Opportunities; and (5) Phillips County Chamber of Commerce, **the faculty's expertise is used to meet the health** care needs of communities served. Some have been involved in helping to write grants to obtain additional resources for: (1) innovative teaching strategies; (2) equipment and learning resources; (3) faculty development; and (4) student scholarships.

Each faculty engages in scholarship activities congruent with personal strengths and areas of expertise. The faculty recognizes the importance of individual diversity and uses each **individual's unique strengths to collectively comprise a faculty unit that provides a strong** foundation for achieving course student learning outcomes. A vitae for each faculty is included in Appendix D for review **of each faculty's scholarly activities**.

All full-time faculty participate in an annual, mandatory evaluation process in accordance with Administrative Policy 370.05. Faculty evaluation is based upon evidence from three sources: (1) a student evaluation of instructional delivery and design skills; (2) a teaching portfolio reviewed by the division dean and a peer review committee; as well as (3) the Dean or **Chair's** evaluation of course management skills.

Each semester, students on each campus complete a college survey to evaluate each **faculty's instructional design and delivery of a course. An appointed college staff member** conducts the survey to maintain student anonymity. Data for faculty on each campus is tabulated by the Director of Student Success and Institutional Effectiveness and results are sent to the respective Dean or Chair. Survey evaluation findings are reviewed and distributed by the appropriate Dean or Chair to respective faculty for review.

Annually in January, faculty submits a personal portfolio to the appropriate Dean or Chair. Each faculty developed portfolio must address four components: (1) teaching; (2) college service; (3) professional development; and (4) community service. An established matrix directs the faculty on what should be included for each component.

Every faculty's portfolio is evaluated by the Peer Review Committee. Membership on this committee is determined by: (1) the faculty member being evaluated selecting one faculty member from the **individual's** division; (2) the Dean or Chair selecting a second faculty member from the **individual's division**; and (3) the PCCUA Faculty Senate Faculty Development Committee selecting a third faculty member from a division other than the designated division for the faculty being evaluated.

Evaluation of a portfolio is based on four criteria: (1) teaching; (2) college service; (3) professional development; and (4) community service. An established Peer Evaluation Tool on exhibit is used by each member of the Peer Review Committee to evaluate the portfolio. The Peer Evaluation tool is the same matrix used by faculty to develop the portfolio. Peer evaluators also use this tool to assign points for each component included in the portfolio.

The Dean or Chair uses an established **Dean's or Chair's** Evaluation of Faculty Member Tool to evaluate the faculty portfolio. This tool includes the same criteria as the one used by peer evaluators and also includes additional criteria for evaluation of course management skills. Points are accrued and weighted by the matrix. In addition to the Dean or Chair and peer evaluations, student evaluations are included in the total rating for overall faculty performance.

At the end of each academic year, the faculty receives a copy of his/her individual overall composite rating. An annual conference is scheduled with the appropriate Dean or Chair to discuss faculty performance. Faculty may either concur with or appeal evaluation results. A copy of the faculty evaluation appeal process and timeline is available for review in Appendix E. Confidential faculty evaluations are maintained in the Office of the Student Success and Institutional Effectiveness. Table 6 confirms all faculty teaching science and nursing courses have a mean evaluation rating of two or above on a scale of zero to three for demonstrating knowledge of subject matter for the past three academic years.

| Faculty | 2014-2015 | 2015-2016 | 2016-2017 |
|---------|-----------|-----------|-----------|
| 1 | 2.96 | 2.86 | 2.97 |
| 2 | 2.63 | 2.71 | 2.86 |
| 3 | 2.57 | 2.94 | 2.93 |
| 4 | 2.63 | 2.97 | 2.93 |
| 5 | 2.33 | 3.00 | 2.76 |
| 6 | 2.80 | 2.94 | 2.74 |
| 7 | 2.96 | 2.94 | 2.30 |
| 8 | 3.00 | 2.89 | 3.00 |
| 9 | 3.00 | 2.82 | Vacant |
| 10 | 2.88 | Vacant | Vacant |
| 11 | 2.98 | 2.98 | 3.00 |
| 12 | 3.00 | 3.00 | 2.98 |

Table 7 lists the course numbers and titles taught by current, full-time, nursing and science faculty for the past two academic years.

| Table 7: Course Numbers and Titles Taught by Current Nursing and Science Faculty for the Past Two Academic Years | | | | |
|--|---------------|---|--------------|--------------|
| Faculty Name | Course Number | Course Name | 2016-2017 | 2017-2018 |
| Ashe, Betty | NG 312 | Concepts of Nursing Care for Patients With Chronic and Acute, Unstable Conditions | Not Employed | X |
| Barnes, Betsy | NG 107 | Concepts of Nursing Care for Patients With Chronic, Stable Conditions | Not Employed | X |
| | NG 209 | Concepts of Nursing Care for Patients With Acute, Stable Conditions | | X |
| Gentry, Shelby | NG 107 | Concepts of Nursing Care for Patients With Chronic, Stable Conditions | X | X |
| | NG 209 | Concepts of Nursing Care for Patients With Acute, Stable Conditions | X | X |
| | NG 123 | Normal Nutrition | X | Offered SU 1 |
| | NG 223 | Pharmacology for Nurses | X | Offered SU 1 |
| Hartsell, David | BY 154 | Anatomy and Physiology I | X | X |
| | BY 164 | Anatomy and Physiology II | X | X |
| | BY 224 | Microbiology | X | X |
| Marley, LeAnne | NG 312 | Concepts of Nursing Care for Patients With Chronic and Acute, Unstable Conditions | X | X |
| McGee, Brandy | NG 312 | Concepts of Nursing Care for Patients With Chronic and Acute, Unstable Conditions | X | X |
| Pryor, Shanna | NG 107 | Concepts of Nursing Care for Patients With Chronic, Stable Conditions | X | X |
| | NG 209 | Concepts of Nursing Care for Patients With Acute, Stable Conditions | X | X |
| | NG 133 | Dosage Calculation for Nurses | | X |
| Roberts, Kelly | NG 107 | Concepts of Nursing Care for Patients With Chronic, Stable Conditions | X | X |
| | NG 209 | Concepts of Nursing Care for Patients With Acute, Stable Conditions | X | X |
| | NG 133 | Dosage Calculation for Nurses | X | X |
| Smith, Tarsha | BY 154 | Anatomy and Physiology I | X | X |
| | BY 164 | Anatomy and Physiology II | X | X |
| | BY 224 | Microbiology | X | X |
| Spoon, Heather | NG 312 | Concepts of Nursing Care for Patients With Chronic and Acute, Unstable Conditions | X | X |
| Williams, Flora | NG 312 | Concepts of Nursing Care for Patients With Chronic and Acute, Unstable Conditions | X | X |

Part-Time Faculty Academic Credentials

Part-time and adjunct faculty are not employed to teach required nursing and science courses in the Health Sciences curricular pattern. All full-time nursing faculty are responsible for delivering nursing course theory, campus lab, and clinical instruction, as well as evaluating student performance. All full-time science faculty are responsible for delivering the theory and laboratory components of each science course. All faculty, regardless of employment status, are expected to meet the same academic credentials previously described.

Process for Orientation and Evaluation

Orientation

Upon employment, all new employees are oriented to PCCUA policies and procedures. A PCCUA New Faculty Employee Checklist in Appendix F is given to each individual and his/her supervisor. Together these individuals discuss each item on the checklist. When the new employee understands a respective item, the item is signed and dated by both individuals. The supervisor returns the completed checklist to the Director of Human Resources for inclusion in the employee's personnel file. **The Director of Human Resources provides new faculty with a PCCUA Employee Handbook**; shows the new employee how to access the *PCCUA Policy Manual* on the College Webpage; and enrolls the individual in appropriate college benefit programs.

Immediately before the beginning of each academic year, the Vice Chancellor for Instruction conducts an orientation session specifically designed to familiarize new faculty to college instructional policies and procedures. During this session, the Vice Chancellor for Instruction provides each new faculty with a personal copy of the *PCCUA Faculty Handbook* (http://www.pccua.edu/images/uploads/content_files/PCCUA_FACULTY_HANDBOOK_2017-18_Final.pdf). This handbook is revised annually and distributed to all returning faculty at the beginning of each academic year.

Evaluation

All full-time faculty participate in an annual, mandatory evaluation process in accordance with Administrative Procedure 370.05 (*PCCUA Board Policies and College Procedure Manual*). Faculty evaluation is based upon evidence from three sources: (1) a student evaluation of instructional delivery and design skills; (2) a teaching portfolio reviewed by the division dean or chair and a peer review committee; as well as (3) the **Dean's** or **Chair's** evaluation of course

management skills.

Every fall and spring semester, students on each campus complete a college survey (Appendix G) to **evaluate each faculty's instructional design and delivery of a course. An** appointed college staff member conducts the survey to maintain student anonymity. Data for faculty on each campus is tabulated by the Director of Student Success and Institutional Effectiveness and results are sent to the **faculty's** Dean or Chair. Survey evaluation findings are reviewed and distributed by the **faculty's** Dean or Chair to the appropriate faculty member for review.

Annually in January, the faculty submits a personal portfolio to his/her Dean or Chair. Each faculty developed portfolio must address four components: (1) teaching; (2) college service; (3) professional development; and (4) community service. An established matrix included in Appendix H directs the faculty on what should be included for each component.

Every faculty's portfolio is evaluated by the Peer Review Committee. Membership on this committee is determined by: (1) the faculty member being evaluated selecting one faculty member from his/her division; (2) the Dean or Chair selecting a second faculty member from the **faculty's division**; and (3) the PCCUA Faculty Senate Faculty Development Committee selecting a third faculty member from another division.

Evaluation of a portfolio is based on four criteria: (1) teaching; (2) college service; (3) professional development; and (4) community service. An established Peer Evaluation Tool (Appendix I) is used by each member of the Peer Review Committee to evaluate the portfolio. The Peer Evaluation tool is the same matrix used by faculty to develop the portfolio. Peer evaluators also use this tool to assign points for each component included in the portfolio.

The Dean or Chair **uses the Dean's** or Department **Chair's** Evaluation of Faculty Member Tool included in Appendix J to evaluate the faculty portfolio. This tool includes the same criteria as the one used by peer evaluators and also includes additional criteria for evaluation of course management skills. Points are accrued and weighted by the matrix. In addition to Dean or Chair and peer evaluations, student evaluations are included in the total rating for overall faculty performance.

At the end of each academic year, the faculty receives a copy of his/her individual overall composite rating. An annual conference is scheduled with the **individual's** Dean or Chair

to discuss faculty performance. Faculty may either concur with or appeal evaluation results. The faculty evaluation appeal process and timeline in Appendix K is available to all faculty.

Average Number of Courses and Number of Credit Hours Taught by Full-Time Faculty Teaching Major Health Sciences Courses in 2017-2018

Excluding general education courses, the AAS Health Sciences curricular pattern requires students to complete 36 credit hours of nursing and science courses and nine credit hours of approved electives which may include three non-required nursing courses. Faculty utilization is determined by: (1) faculty/student ratios, (2) faculty placement within the curriculum; (3) areas of interest; (4) expertise; (5) experience; and (6) geographic location. Assignments for teaching required nursing and science courses for the Health Sciences degree are divided equitably among the faculty. All participate in curricular design, delivery, and evaluation.

Faculty assigned to teach science and elective nursing courses for the Health Sciences degree teach alone. Whereas, faculty assigned to teach required nursing courses in the Health Sciences curriculum team teach by taking turns delivering course content. For example, four faculty are assigned to teach the theory component of NG 107. Class responsibilities are divided equitably among these four faculty. This approach allows faculty time for class preparation, other scholarly activities, as well as college and departmental responsibilities. Students benefit from a team teaching approach since the nursing faculty typically teach content in areas of experience and familiarity. Table 8 depicts the average number of courses, number of credit hours, as well as semester taught by full-time faculty during the 2017-2018 academic year.

| Table 8: The Average Number of Courses, Number of Credit Hours, and Semester Taught by Full-Time Faculty During the 2017-2018 Academic Year | | | | |
|---|----------------------------------|---|------------------------|-------------------------|
| Faculty Assigned to Teach Course | Average Number of Courses Taught | Nursing Course in Health Sciences Curricular Pattern | Number of Credit Hours | Semester Course Offered |
| Ashe, Betty | 1 | NG 312, Concepts of Nursing Care for Patients With Chronic and Acute, Unstable Conditions | 12 | Fall |
| | | NG 209, Concepts of Nursing Care for Patients With Acute, Stable Conditions | 9 | Spring |
| Barnes, Betsy | 2 | NG 107, Concepts of Nursing Care for Patients With Chronic, Stable Conditions | 7 | Fall |
| | | NG 209, Concepts of Nursing Care for Patients With Acute, Stable Conditions | 9 | Spring |

| Table 8 Continued: The Average Number of Courses, Number of Credit Hours, and Semester Taught by Full-Time Faculty During the 2017-2018 Academic Year | | | | |
|---|--------------------------|---|------------------------|--------------------------|
| Faculty Assigned to Teach Course | Number of Courses Taught | Nursing Course in Health Sciences Curricular Pattern | Number of Credit Hours | Semester Course Offered |
| Gentry, Shelby | 4 | NG 107, Concepts of Nursing Care for Patients With Chronic, Stable Conditions | 7 | Fall |
| | | NG 209, Concepts of Nursing Care for Patients With Acute, Stable Conditions | 9 | Spring |
| | | NG 123, Normal Nutrition | 3 | Summer I |
| | | NG 223, Pharmacology for Nurses | 3 | Summer I |
| Hartsell, David | 5 | By 154, Anatomy and Physiology I | 4 | Summer Fall Spring |
| | | BY 164, Anatomy and Physiology II | 4 | Fall Spring |
| | | BY 224, Microbiology | 4 | Spring |
| | | BY 114, Biology | 4 | Fall Spring |
| | | BY 144, Botany | 4 | Fall |
| Pryor, Shanna | 3 | NG 107, Concepts of Nursing Care for Patients With Chronic, Stable Conditions | 7 | Fall |
| | | NG 209, Concepts of Nursing Care for Patients With Acute, Stable Conditions | 9 | Spring |
| | | NG 133, Dosage Calculation for Nurses | 3 | Fall |
| Roberts, Kelly | 3 | NG 107, Concepts of Nursing Care for Patients With Chronic, Stable Conditions | 7 | Fall |
| | | NG 209, Concepts of Nursing Care for Patients With Acute, Stable Conditions | 9 | Spring |
| | | NG 133, Dosage Calculation for Nurses | 3 | Fall |
| Marley, LeAnne | 1 | NG 312, Concepts of Nursing Care for Patients With Chronic and Acute, Unstable Conditions | 12 | Fall |
| McGee, Brandy | 1 | NG 312, Concepts of Nursing Care for Patients With Chronic and Acute, Unstable Conditions | 12 | Fall |
| Smith, Tarsha | 4 | BY 103, Intro to Anatomy and Physiology | 3 | Fall |
| | | BY 154, Anatomy and Physiology I | 4 | Summer Fall Spring |
| | | BY 164, Anatomy and Physiology II | 4 | Summer Fall Spring |
| | | BY 224, Microbiology | 4 | Spring |
| Spoon, Heather | 1 | NG 312, Concepts of Nursing Care for Patients With Chronic and Acute, Unstable Conditions | 12 | Fall |
| Williams, Flora | 1 | NG 312, Concepts of Nursing Care for Patients With Chronic and Acute, Unstable Conditions | 12 | Fall |

PROGRAM RESOURCES

Institutional Support for Faculty Development in Teaching and Service

As indicated in PCCUA Administrative Procedure 370.02, college administrators recognize that faculty members must participate in continuing education programs to remain current in their respective disciplines. As such, faculty members are encouraged to attend professional conferences, workshops, and meetings as well as participate in other events that foster professional growth. Each division has money allocated to support faculty travel. Typically, this money is used for professional development activities that are within driving distance. When these resources have been exhausted, all faculty may request to receive faculty development monies to attend: (1) national; (2) regional; (3) state; or (4) local professional development activities. All requests are sent to the Vice Chancellor for Instruction on the Helena-West Helena campus. Requests are fulfilled on a first-come, first-served basis and on the merit of the request until all resources are exhausted. One science faculty has been granted professional development monies to attend a science forum and national conference. Since Carl Perkins grant money and the Associate Degree Nursing Program budget have provided the fiscal resources to send nursing faculty to a self-selected, professional activity for the past two academic years, nursing faculty have not requested to use college faculty development money.

In addition to educational activities, faculty are encouraged to engage in professional service activities at the regional and national level. Faculty may request monetary support to present scholarly papers or speak at regional or national meetings. These requests are honored until funds are exhausted. Faculty may take leave time as college representatives to serve on peer evaluation teams for institution and program accreditation visits.

Professional Development of Full-Time Faculty Over the Past Two Years

All science and nursing faculty have participated in college or grant funded professional development activities over the past two years. Table 9 provides specific examples of these college or grant funded faculty development activities from 2015 to 2017.

| Table 9: Examples of Faculty Professional Development and Service Activities from 2015 to 2017 | | |
|--|--|--|
| Faculty | 2015-2016 | 2016-2017 |
| Ashe, Betty | <ul style="list-style-type: none"> The Organ Tissue Donation Choice Emergency Trauma Assessment Safety First: The Joint Commission's National Patient Safety Goals for 2016 Advanced Directives: Conversations Matter Difficile Threatens, Betty Hospitalized Pts. | <ul style="list-style-type: none"> MRSA May be Waiting Around the Corner Emerging Infectious Diseases Reducing the Risk of Surgical Site Infections with the Surgical Care Project Fall Prevention for Older Adults Malignant Hyperthermia |
| Barnes, Elizabeth | <ul style="list-style-type: none"> Acute Respiratory Distress Syndrome Cardiovascular Pharmacology Anticoagulant, Antiplatelet, and Thrombolytic Medications Curriculum Design and Evaluation in Nursing-PhD course The Nurse Educator: Faculty Roles and Responsibilities-PhD course | <ul style="list-style-type: none"> Introduction to Incident Command Situations-FEMA National Incident Management Systems-FEMA Transforming Care at the Bedside Prescription Drug Abuse: Scope, Prevention, and Management Considerations Management of Chronic, Persistent Pain |
| Gentry, Shelby | <ul style="list-style-type: none"> Seven Tips for Using Web 2.0 Tools to Facilitate Learning Interactive Testing Technologies Building Curriculum with a QSEN Framework Concept Mapping: Active Learning for Transformative Nursing Education National Nurse Educator Summit | <ul style="list-style-type: none"> ACEN: Making Accreditation Work for You Electronic Health Records in Every Class Lab, Simulation, and Clinical NLN Certified Nurse Educator Certification Grading Papers and Care Plans- Fast and Effective Feedback Accreditation Success: Writing a Winning Self-Study |
| Hartsell, David | <ul style="list-style-type: none"> Mandatory Reporter Child Maltreatment Workshop PCCUA Fall Faculty In-Service PCCUA Spring Faculty In-Service | <ul style="list-style-type: none"> Mandatory Reporter Child Maltreatment Workshop PCCUA Fall Faculty In-Service PCCUA Spring Faculty In-Service |
| Marley, LeAnne | <ul style="list-style-type: none"> NLN Education Summit EFM-Pre-Term Labor EFM-Oxygen Therapy for Nurses EFM-pH Implications for Nurses EFM-Triage for Nurses | <ul style="list-style-type: none"> 2017 AWHONN Convention Arkansas Faculty Sharing Day ACEN Self Study Forum Neonatal Resuscitation Certification Heart Code ACLS Online Course |
| Pryor, Shanna | <ul style="list-style-type: none"> NLN Education Summit Northwest MS Regional Medical Center Orientation Workshop Mandatory Reporter Child Maltreatment Workshop PCCUA Spring In-Service | <ul style="list-style-type: none"> ACEN Self-Study Forum Arkansas Faculty Sharing Day AHA CPR Certification Mandatory Reporter Child Maltreatment Workshop ATI Proctor Certification |

| Table 9 Continued: Examples of Faculty Professional Development and Service Activities from 2015 to 2017 | | |
|--|--|--|
| Faculty | 2015-2016 | 2016-2017 |
| Roberts, Kelly | <ul style="list-style-type: none"> • 2016 ANA Annual Conference • ACEN Self-Study Forum • Mandatory Reporter Child Maltreatment Workshop Presenter • AHA BLS Instructor Certification | <ul style="list-style-type: none"> • Arkansas Faculty Sharing Day • ATI Proctor Certification • Flipping the Classroom: A Magical Approach to Learning Parts I and II • Clinical Grading Roundtable • The NCSBN National Simulation Study Results |
| Smith, Tarsha | <ul style="list-style-type: none"> • Mandatory Reporter Child Maltreatment Workshop • Diabetes, Chemotherapy and Statin-Induced Neuropathy • The Shifting Boundary between Chiropractic and Medicine • Instrument Assisted Soft Tissue Mobilization • Promoting Health and Longevity with Proper Nutrition/Applications in Chiropractic Practice • The Structural Management Program • Documentation and HIPAA Compliance | <ul style="list-style-type: none"> • Mandatory Reporter Child Maltreatment Workshop • Inflammation, Food Sensitivities, Hormones & Chiropractic Care • Just Pregnancy Care - The INs and OUTs • Unraveling the Science of Weight Loss • How to Speak to a Millennial • Ethics and Jurisprudence: 4 hours • Marketing to and Treating the Fitness Enthusiast |
| Spoon, Heather | <ul style="list-style-type: none"> • Succeeding as a Nurse Educator • ACEN Self-Study Forum • NCLEX Camp for Nurse Educators: Tips and Strategies to Promote Student Success • Understanding the Development of the NCLEX Detailed Test Plan • AANP National Conference | <ul style="list-style-type: none"> • Arkansas Faculty Sharing Day • AHA CPR Certification • Mandatory Reporter Child Maltreatment Workshop • Wellness Committee Co-Chair, Stuttgart Campus • ANCC Board Certification-Family Nurse Practitioner-Practice Hours |
| Williams, Flora | <ul style="list-style-type: none"> • National Nurse Educator Summit • ACEN Self-Study Forum • Understanding the Development of the NCLEX Detailed Test Plan • Elsevier Faculty Development Conference • ATI National Nurse Educator Summit | <ul style="list-style-type: none"> • Arkansas Faculty Sharing Day • Bringing the NCLEX Test Map to Life During Course Orientation Through the Final Exam • Mandatory Reporter Child Maltreatment Workshop • Improving Difficulty, and reliability of NCLEX Style Questions • Making the Most of Simulation in Your Curriculum |

Library Resources

The Library has an established budget for the library on each campus. Budgeted categories include supplies and services, holdings, and travel. Excluding personnel, Table 10

provides the amount of money allocated by campus to each budget category for fiscal year 2018.

| Campus | Helena-West Helena | DeWitt | Stuttgart |
|-----------------------|--------------------|----------|-----------|
| Supplies and Services | \$19,800 | \$12,375 | \$12,375 |
| Holdings | \$26,601 | \$22,275 | \$22,275 |
| Travel | \$1,500 | \$700 | \$800 |
| Total | \$47,901 | \$35,350 | \$35,450 |

The PCCUA Interim Library Director is responsible for managing and overseeing the libraries on all three campuses which includes the Helena-West Helena and Stuttgart libraries. The Interim **Library Director's office is located on the** Helena-West Helena campus. She travels at least once a month to libraries on the distance campuses to manage library operations and services. The Interim Director also is available to distance campus libraries by phone and email. The Helena-West Helena Lewis Library staff consists of one full-time interim library director, two full-time library technicians, and two part-time circulation desk/general information personnel. The library staff on the Stuttgart campus includes one full-time library technician. Summer hours for the Stuttgart Library are posted on the webpage.

Lewis Library holdings include traditional print materials such as: (1) books; (2) journals; (3) newspapers; and (4) an increasing assortment of electronic resources that include video and audio books. Currently, there are 35,727 printed volumes on the library shelves excluding audio books and videos. [There are 461 nursing and 116 science titles, 17 allied health titles, and 63 printed periodical subscriptions with 17 titles specific to nursing and allied health.](#)

Science references are located on the upper level. Nursing references are located centrally on the lower level of the Lewis library. On the lower level, space is designated for students to provide a separate, quiet area conducive to learning.

Stuttgart library holdings complement those holdings in the Lewis Library. Currently, there are 8,376 volumes on the shelves, excluding audio books and videos. There are 252 nursing and 15 science titles as well as 35 printed periodical subscriptions with 12 titles specific to nursing and allied health.

In addition to printed resources, the Lewis and Stuttgart libraries have an online catalog. This resource is accessible on- and off-campus via the Internet. Students and faculty also have access via the Internet to EBSCOhost, an online reference system that provides a variety of proprietary, full-text and popular databases from leading information providers (<http://www.pccua.edu/students/resources/library/>). A summary of these electronic databases and the number of respective online references specific to nursing and human anatomy and physiology is presented in Table 11.

| Table 11: Available Library Electronic Databases and Number of Respective Online References Relevant to Nursing and Human Anatomy and Physiology | | |
|--|-------------------------------------|--|
| Database | Number of Online Nursing References | Number of Online Human Anatomy and Physiology References |
| PsycINFO | 123,499 | 6,987 |
| R2 Digital Nursing Library Collection | 1,388 | NA |
| CINAHL with Full Text | 528,323 | 58 |
| EBSCO eBook Academic Collection | 1,403 | 206 |
| NA=Not Applicable | | |

In the fall of 2014, grant money was used to establish an R2 Digital Library (<http://www.r2library.com/Browse#include=1&type=publications>) that was specific to nursing. This web-based library offers students on- and off-campus access to medical, nursing, and allied health scholarly references. This collection includes 25 nursing, one medical, and one allied health reference. References are expensive to add to this collection. The EBSCO eBook Collection is sufficient to meet student needs and also can be accessed on- and off-campus. Consequently, additions have not been made to this collection. The Lewis library also houses a microfilm archive of local newspapers.

In the Lewis Library, two library computers are reserved for catalog and database searches. Ten additional seated computer workstations with Windows 10, Microsoft Office 2013, Internet access, and two printers are available for public use. The Stuttgart campus library has 12 computers with Windows 10, Office 2016, and Internet access through a windows multipoint server 2012. Ten computers are at seated workstations, and two are at standing workstations

for quick access. All have printing capability and are available for faculty and student use. Both libraries offer students copy services for a nominal fee.

Science and nursing faculty regularly review the currency of references. Nursing resources with a publication date older than five years are purged annually. Resources older **than five years chosen by the faculty to remain in the collection, are labeled, "This reference is for historical and research purposes only and is not intended as a current health care reference." A horizontal slash is marked on the spine of any text older than five years that is the latest publication and also is a current holding in the University of Arkansas Medical Sciences (UAMS) library. This reference remains on the shelf and is reevaluated in one year for continued inclusion in the collection. An "H" is marked on the spine of any text selected to remain in the collection for historical purposes.**

The Dean of Allied Health as well as nursing and science faculty recommend to the Interim Library Director new references for purchase. **AJN's Book of the Year Award list, books reviewed in *NLN's Nursing Education Perspectives*, and *Doddy's Core Titles in the Health Sciences*** are some resources used to select requests. On occasion, references are given to the libraries in memoriam or as an honorarium.

Availability, Accessibility, and Adequacy of Campus Resources

Library

Library hours are posted on the door and published on the College webpage. The Lewis Library on the Helena-West Helena campus is open to patrons during the fall and spring semesters Monday through Thursday from 7:45 am to 8:00 pm and on Friday from 7:45 am to 4:30 pm. Summer hours are Monday through Thursday 7:00 am to 5:00 pm. The library on the Stuttgart campus is open to patrons on Monday and Tuesday from 9:30 am to 6:30 pm, Wednesday and Thursday from 8:00 am to 5:00 pm, and Friday from 8:00 am to 2:00 pm. Summer hours for this campus are posted on the College webpage.

All library patrons have access to library holdings on each campus as well as global libraries through interlibrary loan. This service is free to users unless the lending library requires a service fee. In this case, the charge is incurred by the person requesting the loan. Resources typically arrive within five business days.

The College has a daily courier service to the three campuses. Library patrons on each campus may contact a library employee on another campus to request to have a resource sent

to another campus via courier. Library patrons are advised to allow one business day for this service.

In addition to the Lewis Library, all faculty and students have access to the nearby Helena-West Helena Victor A. Juengel Library located at UAMS East. This library has one full-time librarian to assist individuals to use library computers to conduct free, electronic database searches. Library patrons, including science and nursing students and faculty, may access a wide range of full-text and abstract material through online, searchable, databases. The EBSCO database provides access to other databases containing information relevant to health sciences such as in-house and electronic materials. UAMS East has videos, CDs, teaching models, and over 100 brochures available for faculty and student use (<http://regionalprograms.uams.edu/regional-centers/uams-east/uams-east-library/>).

Faculty and students on each campus annually complete a Library Satisfaction Survey. This survey measures overall satisfaction with the library as well as library accessibility. Faculty and students consistently have expressed overall satisfaction with and accessibility to the libraries on both campuses.

Science Laboratory Classrooms

There is one large anatomy and physiology laboratory classroom on each campus. Each has a: (1) podium; (2) personal computer with Windows 10, Office 2013, video conferencing capabilities, and Internet access; (3) a SMARTboard; as well as (4) tables and laboratory benches. Each anatomy and physiology laboratory classroom is furnished with: (1) appropriate lighting; (2) sinks; (3) safety shower with eye wash; (4) soap; (5) paper towel dispenser; (6) biohazard glass disposal containers; (7) waste receptacles; and (8) fire extinguisher. Additional equipment onsite to foster learning includes: (1) microscopes; (2) human anatomy models; (3) dissection specimens; and (4) LabQuest for data collection during anatomy and physiology experiments.

Nursing Laboratory Classrooms

There are two large nursing laboratory classrooms on the Helena-West Helena campus. Each has a: (1) podium; (2) personal computer with Windows 10, Office 2013, video conferencing capabilities, and Internet access; (3) a Smart TV; (4) ELMO digital visual presenter; (5) phone; (6) chalkboard; as well as (7) tables and chairs. Within each nursing laboratory classroom, there are two private and two semi-private simulated patient rooms. Each

room is furnished with: (1) appropriate lighting; (2) wall consoles with simulated suction and oxygen capabilities; (3) dry erase board, (4) over-bed and bedside tables; (5) sink; (6) soap; (7) paper towel dispenser; (8) glove box; (9) biohazard needle disposal container; (10) privacy curtain and shade; (11) waste receptacles; (12) low and/or high fidelity mannequins; and (13) new Hill-Rom Affinity beds. Additional equipment onsite for simulated clinical learning experiences includes: (1) a Haptic IV Virtual Simulator; (2) SimCart Rx with SimEMR; (3) crash cart; (4) medication cart; (5) chart rack; (6) one PCA, four infusion, and two enteral feeding pumps; and (7) one electrocardiogram machine. Four of eight patient rooms are isolation rooms with personal protective equipment located at the entrance to the room. Two of three patient rooms with high fidelity mannequins have cameras for recording student activities and behaviors during simulated scenarios. Located between each large nursing laboratory classroom is a locked storage room with simulation supplies. In addition, a half bath with a sink is shared between the two nursing laboratory classrooms. These laboratory classrooms are open from 8:00 am to 4:15 pm Monday through Friday and support achievement of student learning outcomes by providing space and equipment for faculty to demonstrate and students to practice skills.

There is one large nursing laboratory classroom on the Stuttgart campus. This lab is furnished with: (1) a faculty workstation; (2) a personal computer with Windows 10, Office 2013, video conferencing capabilities, and Internet access; (3) a SMARTboard multimedia system; (4) phone; (5) ELMO digital visual presenter; as well as (6) tables and chairs to accommodate all students. This room also is used as a traditional and distance learning classroom. Within this laboratory classroom, there are five patient bays. Each bay is furnished with: (1) appropriate lighting; (2) a bed; (3) dry erase board; (4) over bed and bedside tables; (5) glove box; (6) biohazard needle disposal container; (7) privacy curtain and shade; (8) waste receptacle; and (9) a low fidelity or basic care mannequin. All bays have wall consoles with simulated suction and oxygen capabilities. One large sink, soap, and a paper towel dispenser is located in close proximity to each patient bay. Additional equipment onsite for simulated clinical learning experiences includes: (1) Haptic IV Virtual Simulator; (2) SimCart Rx with SimEMR; (3) medication cart; (4) two chart racks; (5) two intravenous pumps; (6) one enteral feeding pump; and (7) one PCA pump. Faculty and students on the Stuttgart campus travel to the HWH campus for simulation learning experiences with high fidelity mannequins. This provides an

opportunity for HWH and Stuttgart faculty and students to work together as one cohort. The lab is available for student use outside of designated class times Monday through Friday from 8:00 am to 4:15 pm. A large, locked, storage room is located within the nursing laboratory classroom.

Faculty and students on each campus annually complete a Laboratory Classroom Satisfaction Survey. This survey measures overall satisfaction with and availability of laboratory classrooms. Faculty and students on both campuses consistently have expressed overall satisfaction with and availability of laboratory classrooms for the past three years.

Simulation

High and low fidelity National League for Nursing and faculty generated simulated scenarios: **(1) strengthen students' knowledge, skills, and attitudes; (2) provide opportunities in a safe setting for making clinical judgments; and (3) facilitate development of self-confidence before providing direct patient care.** Since initiating assessment of simulated clinical learning experiences in the fall of 2015, faculty and students on both campuses consistently have expressed biannually overall satisfaction with this type of learning experience.

Equipment Bags

All students enrolled in NG 107 and NG 312 purchase an equipment bag at the beginning of each respective course. The content of each bag is specified by the faculty. Students use required equipment for practice and evaluation of critical skills.

Computer Labs

Within the Nursing Building on the Helena-West Helena campus, there are two computer labs available for student use and testing. All labs were updated in the fall of 2017. Computers in each lab are equipped with Windows 10, Office 2013, and Internet access. Except for scheduled testing and review, computer labs are available to students from 8:00 am to 4:15 pm on weekdays. Extended hours are available upon request.

A computer lab also is located within the Nursing Suite on the Stuttgart campus. This open lab has 12 computers. Within this same computer lab, there is one additional small room with a computer workstation reserved for students requiring accommodations. Computer software is equivalent to that on the Helena-West Helena campus. This lab was updated with new CPUs during the 2014-2015 academic year. On both campuses, free printing services are available in respective learning centers or campus libraries for a nominal fee.

Faculty and students annually complete a Computer Lab Satisfaction and Accessibility Survey. This survey measures faculty and student overall satisfaction with computer labs and accessibility to these labs. Excluding Level II students on the Stuttgart campus lab in the spring of 2015, faculty and students consistently have expressed overall satisfaction with the computer labs and their ability to access these labs. In the spring of 2015, Level II students wanted to have access to a printer in the computer lab. To conserve cost, students on both campuses were asked to use free printing services available to students on each campus. Faculty also made provisions for the computer lab on the Stuttgart campus to remain unlocked during working hours.

Concept Media Videos

Students have access to a comprehensive list of faculty selected Concept Media Videos. All videos are on a college server that is accessible only while on campus. A campus-wide server provides all faculty and students with equal access to this learning resource. Faculty and students annually complete a Concept Media Video Satisfaction Survey. This survey measures overall satisfaction with assigned Concept Media Videos. Excluding Level II students on the Stuttgart campus in the spring of 2017, faculty and students consistently have expressed overall satisfaction with Concept Media Videos. In spring of 2017, several students commented on the survey that they never received any instructions on how to access Concept Media Videos despite specific log in instructions provided to all students in the *2016-2017 ADN Student Handbook* on p. 33. Shortly after survey results were received, students were reminded about these log in instructions. Faculty provided more in-depth instructions for accessing Concept Media Videos during the fall 2017 orientation session.

iClickers

iClickers are available for faculty and student use in the classroom settings on both campuses. This innovative classroom response system fosters peer discussion and allows faculty **to evaluate students' understanding of content presented**. iClickers are an active teaching **strategy that can enhance students' comprehension and learning**.

Technology Resources

All required nursing courses in the Health Sciences curricular pattern are web-enhanced via BlackBoard. This platform may be accessed on- and off-campus to facilitate student learning. BlackBoard is used to publish course documents, communicate course content and

information, and assess student learning via computerized testing. Faculty are oriented to BlackBoard upon employment and students upon entry into the program. Faculty and students biannually complete a BlackBoard Satisfaction Survey to determine satisfaction with Blackboard. Faculty and students on both campuses consistently have expressed overall satisfaction with BlackBoard for the past three years. Free Wi-Fi access is available to faculty and students on both campuses.

Three classrooms in the Nursing Building on the Helena West Helena campus are equipped for faculty to deliver synchronous distance education to the Stuttgart campus. Two classrooms in the Nursing Suite on the Stuttgart campus are equipped to receive distance instruction. The synchronous interactive video conferencing system allows Helena-West Helena faculty and students to interact with faculty and students on the Stuttgart campus. Faculty and students biannually complete a Distance Learning Satisfaction Survey. Faculty and students on both campuses consistently have expressed biannually overall satisfaction with the distance learning technology used for the past three years.

On-campus technology support is available to assist faculty and students on both campuses. Individuals having difficulty accessing: (1) WebAdvisor; (2) their college email account; (3) BlackBoard; or (4) the College emergency response system must submit a "Help Desk" ticket to obtain assistance. To complete a ticket, an individual must: (1) go to www.pccua.edu; **(2) click on the "MyRidgeNet" link; and (3) click on to the respective faculty or student "Help Desk" link and complete required information. The individual's ticket is then** assigned to the appropriate technician for assistance. Typically, an email or phone response is received within 24 hours indicating the issue has been resolved or further information is needed. Depending on the extent of the issue, resolution occasionally may take longer than 24 hours.

Bookstore

The BBA Solutions Bookstore is a privately owned business contracted by the College to provide textbook services for students and faculty. The Bookstore is located in the Bonner Student Center on Helena-West Helena campus and in the **"A" wing of the main building** on the Stuttgart campus. Required textbooks, iPads, supplemental learning resources, and supplies are available for purchase. The Bookstore is open Monday through Thursday from 8:30 am to 4:30

pm and on Friday from 8:30 am to 12 noon. At the beginning of each semester, operating hours are extended for two weeks until 6:00 pm. Textbook ISBN numbers are published on the appropriate college webpage. This information gives students an opportunity to compare prices and purchase textbooks from another vendor to manage expenses

(<http://www.pccua.edu/academics/divisions/allied-health/associate-degree-nursing/adn-program-textbook-and-ipad-requirements/>). Students on both campuses annually complete a Bookstore Satisfaction Survey. All students consistently have expressed overall satisfaction with services provided by the Bookstore for the past three years.

Program Equipment Purchases from 2015-2018

The program has budgeted money to support expenses incurred on each campus for: (1) supplies and services; (2) travel; (3) capital outlay requests, and (4) personnel. Budgeted money is adequate to meet program needs and student learning outcomes. Supplies and services money is used to pay for: (1) maintenance and improvement of laboratory classroom equipment; (2) instructional equipment less than \$10,000; (3) office and instructional supplies; (4) postage; (5) copier and fax machine rental fees; and (6) supplemental testing materials for students. Travel money is used to reimburse faculty for expenses incurred for travel to and from out of town clinical facilities when a college vehicle is not available and college-related professional activities. Capital outlay money is used to make equipment or other major one time purchases that exceed \$10,000. Table 12 includes a list of these purchases from 2015 to 2018.

| Table 12: Major Equipment Purchases from 2015 to 2018 | | |
|---|--|---|
| 2014-2015 | 2015-2016 | 2016-2017 |
| <ul style="list-style-type: none"> • Microbiology Lab <ul style="list-style-type: none"> ○ 30 Microscopes • Anatomy & Physiology <ul style="list-style-type: none"> ○ Articulated Skeletal Model ○ Dearticulated Skeletal Models ○ Heart Model ○ Brain Model • Nursing Lab Classrooms <ul style="list-style-type: none"> ○ 2 Patient Service Consoles | <ul style="list-style-type: none"> • Microbiology Lab <ul style="list-style-type: none"> ○ 1 SMARTboard ○ 1 Flat Screen TV ○ LabQuest Learning System • Anatomy & Physiology <ul style="list-style-type: none"> ○ 1 SMARTboard ○ 1 Flat Screen TV • Science Faculty <ul style="list-style-type: none"> ○ 2 Surface Pros • Nursing Computer and Skills Labs <ul style="list-style-type: none"> ○ 1 Chester Chest Model ○ 1 Nasco Advanced IV Simulator White Arm ○ 1 Nasco Advanced IV Simulator Black Arm ○ 1 Laerdal Haptic IV device | <ul style="list-style-type: none"> • Nursing Computer and Skills Labs <ul style="list-style-type: none"> ○ 15 Hill-Rom Affinity Hospital Beds ○ 1 SimCart Rx ○ 56 Computers to Update Computer Labs in the Nursing Building- HWH Campus ○ 2 Computer Lab Printers to Update Computer Labs in Nursing Building |

| Table 12 Continued: Major Equipment Purchases from 2015 to 2018 | | |
|---|--|---|
| 2014-2015 | 2015-2016 | 2016-2017 |
| | <ul style="list-style-type: none"> ○ 1 SimCart Rx- ○ 2 Smart TVs to Replace Lab Classroom SMARTboard ○ 12 Computers to Update Computer Lab in the Nursing Suite on the Stuttgart Campus ○ SimMan Essential Manikin and Accessories | <ul style="list-style-type: none"> ○ 4 Smart TVs for Lecture Auditorium in the Nursing Building ○ 2 Cameras for Simulation Activities ○ 3 Patient Service Consoles |

In addition to these equipment purchases, grant monies have been used to support the development of a new contemporary curriculum for the Associate Degree Nursing Program. This curriculum includes three nursing courses, NG 107, NG 209, and NG 312, which are required in the Health Sciences curricular pattern. It is also important to note that the College used building and maintenance funds in the summer of 2016 to renovate theory and lab classrooms in the Nursing Building. Both nursing and science courses are taught in this building.

[INSTRUCTION VIA DISTANCE TECHNOLOGY](#)

Establishing, Organizing, Funding, and Managing Courses Delivered by Distance Technology

The College is a member of the University of Arkansas Online Consortium (<http://aaonline.uacch.edu/>). This consortium is accredited by the Higher Learning Commission. Consortium members are responsible for establishing a universal schedule for delivery of web-based courses. Distribution of these courses is equitably divided among all members of the consortium. In addition to face-to-face consortium meetings each summer, fall, and spring semester, individuals are available for web-based conferences and/or personal conversations when necessary.

The University of Arkansas System maintains a system-wide agreement with BlackBoard, a learning management system, to provide managed hosting services to each college in the system. BlackBoard is used to: (1) communicate with faculty, students, and peers; (2) deliver course content; and (3) assess student achievement of learning outcomes. This learning management system is available for faculty and student use in: (1) traditional; (2) hybrid; (3) synchronous interactive video; and (4) web-based courses.

Faculty are required to teach a hybrid course before teaching a solely delivered web-based course. Each faculty developed web-based course must be approved by a committee composed of consortium peers before the web-based course may be offered for the first time to students. Typically, faculty teach a maximum of two online courses per semester.

All web-based courses are held to the same standard as on campus courses. These courses are evaluated by faculty and students annually. At the end of each web-based course, students complete an anonymous online survey to evaluate course delivery and design. A committee composed of three consortium peers uses a Course Assessment Tool to annually evaluate the design of each web-based course. Both evaluation findings are used to develop, maintain, or revise web-based courses.

All faculty teaching courses delivered by distance learning technology are offered training opportunities each academic year. These opportunities are provided to ensure that faculty teaching web-based, hybrid, or synchronous interactive video courses can effectively use distance learning technology resources to deliver course content.

College funds support the salary and benefits for: (1) a Distance Learning Coordinator; (2) distance multimedia technicians; (3) an Institutional Technology Director; and (4) information technology support personnel for all campuses. Each campus has a budget for distance learning. Resources are used to maintain classroom equipment and software licenses required for distance education such as: (1) Respondus; (2) BlackBoard; (3) Microsoft Office 365; (4) TruConference; and (5) Arkansas Research and Education Optical Network (AR-EON) charges for Internet connection. Table 13 depicts college money allocated to each campus to support distance education from fiscal years 2015 to 2017.

| Table 13: The Amount and Percentage of College Monies Allocated to Each Campus to Support Distance Education in Fiscal Years 2015-2017 | | | | | | |
|--|----------|--|----------|--|----------|--|
| Campus | FY 15 | Percent of College Distance Education Money Allocated to Each Campus | FY 16 | Percent of College Distance Education Money Allocated to Each Campus | FY 17 | Percent of College Distance Education Money Allocated to Each Campus |
| HWH | \$52,000 | 65% | \$49,500 | 76% | \$53,500 | 86% |
| DeWitt | \$12,100 | 15% | \$7,550 | 12% | \$4,000 | 7% |
| Stuttgart | \$15,855 | 20% | \$7,550 | 12% | \$4,000 | 7% |
| Total | \$79,955 | 100% | \$64,600 | 100% | \$61,500 | 100% |

College memberships in AR-EON and a statewide contract for BlackBoard significantly reduced expenses incurred by the College for these two services. Consequently, the money allocated for distance learning was adjusted accordingly in fiscal years 16 and 17.

Procedures to Maintain a Current Technology Infrastructure

To maintain the same integrity as traditional courses, the College is dedicated to maintaining a current technology infrastructure. As previously stated, college resources are available to support the College's and Program's commitment to distance education. College funds also are allocated to purchase new computers and printers on each campus through the line item for Building and Maintenance. There is an established rotation schedule for replacing faculty computers. College and grant funds are used to maintain and update student computer labs. The computer lab in the Nursing Suite on the Stuttgart campus was updated during the 2014-2015 academic year. Two computer labs in the Nursing Building on the Helena-West Helena campus were updated in the fall of 2017. In partnership with AR-EON, the College provides a 100 mbps Internet connection. This sufficiently supports Internet access on all campuses. Additionally, the bandwidth between campuses is adequate for sending and receiving classroom instruction.

Procedures to Assure Security of Personal Information

College procedure requires all faculty teaching any web-based course to administer either a proctored midterm or final exam. Before a student on any campus is allowed to take a proctored exam, a proctor verifies the **student's** identity by checking a state or college-issued

photo ID. In addition, the faculty uses Respondus LockDown Browser and Safe Assign software to maintain test security.

Through Blackboard, the college educational platform, students enter a username and password to access: (1) PowerPoint presentations; (2) email; (3) discussion boards; (4) grades; and (5) online exams. ATI (1) tutorials; (2) practice and proctored assessments; (3) focused reviews; (4) simulation; and (5) online quiz banks may be accessed from any computer on- or off-campus.

College personnel faithfully adhere with Family Educational Rights and Privacy Act (FERPA) federal guidelines by treating all student records as confidential information. A **student's record is available only for the student's personal inspection and upon the student's** personally authorized release to another individual or agency. Information pertaining to FERPA is published in the *College Catalog*, p. 34; *2017-2018 PCCUA Student Handbook*, p. 8, and on the College webpage at <http://www.pccua.edu/students/resources/family-educational-rights-and-privacy-act-ferpa/>. Information pertaining to FERPA also is included in all course syllabi and the college webpage at <http://www.pccua.edu/students/resources/family-educational-rights-and-privacy-act-ferpa/>. Each semester, the Vice Chancellor for Student Services and Registrar sends an email to all students reiterating their FERPA rights.

All student educational records are maintained in the Office of Admissions and Records on the Helena-West Helena campus. The records are kept indefinitely in a locked, fire-proof vault. Students have a right to inspect their records and may copy any information in their student file. However, original material must remain in the student file maintained by the College.

Student academic files contain: (1) graded course material excluding online exams; (2) clinical, skill, and/or lab performance evaluations; and (3) communication between faculty and students. An academic file is maintained for each semester in which the student is enrolled in a course. **These files are housed in a secured file cabinet in the appropriate instructor's office** until final semester grades are submitted. These files then are maintained for a minimum of one additional semester before they are shredded. Exams in science courses are given on paper. Exams in nursing courses are given online via BlackBoard. At the end of each semester, the Distance Learning Coordinator archives the respective nursing course which allows future access to graded exams. These archives are kept indefinitely. In accordance with Board Policy

404, all course grades are kept in either an electronic or paper grade book. These grade books are kept for three years. After this time interval, faculty shred, electronically delete, or destroy grade books.

College administrators determine who has access to the various types of information available in the Datatel Colleague Administrative System, an educational platform that houses student information. Advisors have access to this educational platform. A confidentiality statement on exhibit appears whenever Datatel is accessed in compliance with federal student privacy guidelines. Through this platform, advisors have access to: (1) personal information; (2) schedules; (3) transcripts; and (4) the degree audit for their advisees.

Support Services for Students Enrolled in Distance Technology Courses

The same support services are available to students taking courses delivered face-to-face or through distance technology. These same services are available on each campus for students in Health Sciences. Student service programs are designed to support and foster academic success. As outlined in the *2017-2018 College Catalog* on pp. 14-18 and 22-29, support services include, but are not limited to: (1) admissions; (2) testing and placement; (3) academic advising; (4) disability services; (5) orientation; (6) registration and records; (7) student activities and organizations; as well as (8) other support services such as: (a) Student Support Services (TRIO), (b) Arkansas Career Pathways, (c) campus designated learning centers, (d) financial aid, (e) scholarships, and (f) veteran's benefits.

The Vice Chancellor for Student Services and Registrar is responsible for and oversees all student services. This individual serves all campuses in this capacity. Descriptions of available student support services are available in the *College Catalog* (pp. 14-17), *2017-2018 PCCUA Student Handbook* (pp. 23-25). This information also is posted on the College webpage at <http://www.pccua.edu/students/student-assistance/student-support-services/> and bulletin boards. Professional staff, providing student services on each campus, are identified for students in the *2017-2018 College Catalog* (pp. 144-148).

An advisement office is located on each campus. The Vice Chancellor for Student Services and Registrar coordinates advising services on all campuses. The College has two types of advisors, professional and academic. A professional advisor is located on each campus. Their primary responsibility is to advise all college students, which includes those taking courses delivered face-to-face or by distance technology. Each campus also has designated academic

advisors who advise students in addition to other teaching or college responsibilities. Both professional and academic advisors attend advising in-services and have a copy of the current *PCCUA Advising Handbook*. All advisors have access to student records and files through Datatel, a college-wide educational platform.

Advisors meet with students interested in enrolling in courses at the College. During these meetings, advisors discuss the admission process. Students also are directed to test for placement when indicated. During registration, all students are assigned an academic or **professional advisor on the individual's respective campus. This advisor assists students with** course recommendations and the registration process. Courses are added and dropped as appropriate. A Change of Major form is completed when a student finishes developmental work, completes required prerequisites, or changes a major. Advisors listen to student concerns, complete graduation and degree audit forms, as well as contact students at risk for academic failure.

All students, who intend to withdraw from a program or drop a course, are encouraged to first meet with an advisor to discuss their options and how their decision will affect their financial aid, scholarship award, and/or tuition and fees owed to the College. Once the decision is made to withdraw from the College or drop a class, the advisor begins the process by giving the student a drop form. The student is directed to have the faculty sign the drop form in the appropriate place for each course being dropped. Students are told to submit the completed drop form to Admission Office personnel to complete the drop process. When students are not able to meet with an advisor, they may submit their intent in writing along with personal proof of identity to personnel in the Admission Office.

A mandatory college orientation session is provided at the beginning of each fall semester. During this session, all new and returning students are made aware of college: (1) policies; (2) procedures; (3) available support services; and (4) programs offered.

The College complies with the American Disabilities Act of 1990 and the Rehabilitation Act Section 504 (173) by providing all students with accommodation services as outlined in Administrative Procedure 363.07. Each campus has a designated Disability Coordinator who assists students to obtain reasonable accommodations for self-disclosed and documented disabilities. Examples of reasonable accommodation previously provided by faculty teaching major Health Sciences courses include, but are not limited to: (1) private testing; (2) untimed

testing; (3) paper testing; and (4) provision of an electronically amplified stethoscope.

The Office of the Registrar maintains an official copy of: (1) admission paper work; (2) transfer credit awarded; (3) all official college transcripts; and (4) the degree conferred at PCCUA. Students must request copies of their transcripts in writing. Within the State of Arkansas, transcripts are sent electronically. Paper transcripts are sent out of state. No charge is incurred for requesting an official PCCUA transcript.

Student activities and organizations are viewed as an integral part of student life and are open to all students. Examples of activities offered include: (1) Baptist Collegiate Ministry; (2) Book Club; (3) intramural sports; (4) Men Enrolling Toward Advancement (META); (5) Phi Theta Kappa; and (6) Student Ambassadors (*2017-2018 College Catalog*, pp. 17-18).

Title IV Student Support Services is a federal program. Services are directed toward promoting the success of low income, disabled, and first-generation college students on each campus. Specifically, the goals of this service are to increase retention and graduation rates as well as encourage students to transfer to four-year institutions (*2017-2018 College Catalog*, p. 18).

Arkansas Career Pathways supports all students on each campus who are Arkansas residents. To qualify, these students must have an underage child and meet additional program requirements. Students are provided with: (1) additional advising services; (2) assistance with employment; (3) supplemental tutoring; (4) employment skills; (5) access to additional computer labs; and (6) financial support. For example, students who participate in this program have received stipends for gas and childcare services (*2017-2018 College Catalog*, p. 18).

A designated learning center is available on each campus. These centers may provide all students with: (1) computer access for studying; (2) printing; (3) tutoring; (4) testing; and (5) other student support services. The location of each center is published in the *2017-2018 PCCUA Student Handbook* on p. 25.

A variety of federal, state, and local financial assistance opportunities are available to all students (*2017-2018 College Catalog*, pp. 22-28). All students are encouraged to apply for scholarships and assistance from area organizations to finance their educational endeavors. Even though the faculty teaching nursing and science courses is not directly involved with the allocation of monetary awards, these faculty assist students to procure scholarships. For example, the faculty may refer or write a letter of support for students seeking financial

assistance.

The Office of Veteran's Affairs provides veterans and their eligible dependents assistance in seeking educational benefits. Assistance also is available for procuring payment for educational expenses (*2017-2018 College Catalog*, p. 23). This office is located within the Office of the Registrar on the Helena-West Helena campus.

In addition to these support services, the *2017-2018 College Student Handbook* (p. 21) clearly outlines the procedures for all students to obtain a student email account. Accounts are generally created within 24 hours after students register for one or more courses. Detailed instructions are provided for students to access their email account as well as what to do if they are not able to access their account for any reason.

Access to library resources are the same for students enrolled in courses delivered by the web, synchronous interactive video, and face-to-face. Refer to the section on program resources to review previously described library access.

Orientation and Technology Support Services for Students Enrolled in Distance Technology Courses

All students on each campus are orientated to technology and are provided with a current *PCCUA Student Handbook* (pp. 21-23) that contains technological guidelines and instructions for using and managing student email accounts and other web services such as WebAdvisor. This handbook also includes information on how to enroll in online general education and approved elective courses. In addition, all students enrolled in a nursing course are provided with an *ADN Student Handbook* which includes information on: (1) support browsers; (2) BlackBoard testing guidelines; (3) BlackBoard online orientation; (4) distance education guidelines specific to students enrolled in nursing courses; as well as (5) WebAdvisor login instructions. BlackBoard online orientation includes information pertaining to: (1) course access; (2) navigation; (3) email and links; (4) attachments; and (5) testing. The testing policy for students enrolled in nursing courses includes information about: (1) the purpose of online testing; (2) the exam format; (3) time allowed for testing; (4) consequences for failing to submit a test on time; and (5) grading procedures. BlackBoard testing guidelines provide information specific to using BlackBoard to take nursing courses unit and final exams. These guidelines include: (1) accessing the server; (2) privacy protection; (3) troubleshooting for server malfunction; and (4) policies for ensuring exam integrity if the server fails. Student

distance education guidelines include: (1) availability of distance learning faculty and/or proctor; (2) expected professional behavior; (3) the means for student participation; (4) availability of handouts and materials; (5) process for submitting course work; (6) the policy for submitting late course work; and (7) management of equipment malfunctions.

The Distance Learning Coordinator formally orients all students to BlackBoard use and testing during the mandatory college orientation for freshman and sophomore students at the beginning of each fall semester. BlackBoard online orientation is offered fall, summer, and spring semesters for students who need additional assistance. The nursing faculty provides additional orientation to BlackBoard and distance learning equipment use during the mandatory orientation session for students enrolled in nursing courses. All students enrolled in a nursing course are required to attend this orientation session at the beginning of each fall semester. The faculty assists new and readmission students to use these technologies throughout the semester and when students have questions or need further clarification.

When a distance campus faculty member is absent, a full-time multimedia technician is available on each distance campus to provide technology support. This support is available on each campus from 8:00 am to 4:30 pm Monday through Friday. Students and faculty also can submit a "Help Desk" ticket at any time, day or night, and it will be addressed as soon as possible (<https://portalguard.pccua.edu/sso/default.aspx>).

Students enrolled in nursing courses on the Helena-West Helena and Stuttgart campuses are asked biannually to complete a Distance Learning and BlackBoard survey. These surveys are administered online through BlackBoard and include items related to orientation and technical support. Since 2015, students on each campus consistently have expressed satisfaction with orientation and technology support for Distance Learning and BlackBoard.

Students in Health Sciences who enroll in a nursing course with a clinical component may be assigned to a clinical rotation at: (1) Jefferson Regional Medical Center (JRMC); (2) Baptist Memorial Hospital Northwest Mississippi (BMHNM); (3) Baptist Health Medical Center-Stuttgart (BHMC-S); (4) CHI St. Vincent Infirmary (SVI); and (5) Helena Regional Medical Center (HRMC) use an electronic medical record (EMR) system. A JRMC Clinical Coordinator trains the faculty assigned to this facility to use this system. The faculty then assumes responsibility for training students to the EMR system. The Clinical Coordinator is available to answer questions or address problems from 8:00 am to 5:00 pm Monday through Friday. After

hours and on weekends, assistance is available through the Department of Information Systems. Numbers for this department are posted on all units for easy accessibility.

During the orientation session at BMHNM, each faculty and student has an account set **up to access the facility's EMR system. Personnel from the Education Department** introduce individuals to this system during a scheduled orientation session conducted before the first clinical rotation. An in-house Help Line is available Monday through Friday from 8:00 am to 4:30 pm to assist students and faculty with EMR issues. Technical assistance is available after hours and on weekends by contacting the house supervisor.

Faculty and students attending clinical at BHMC-S travel to Baptist Health School of Nursing in Little Rock to receive orientation to the EMR system used by this facility. A Help Desk number is provided for faculty and students to use to resolve any issues with the system. This service is provided 24 hours a day, seven days a week.

An SVI clinical nurse educator orients students assigned to SVI to use the EMR system. Students and faculty are provided with written information as well as the contact number for IT. They are able to call IT for any problems or questions. Unit staff nurses also help students and faculty if there is a problem accessing information within the EMR.

At HRMC, only the faculty is given access to the EMR. Students access the EMR through **the faculty's account. Technical assistance is provided onsite Monday through Friday from 8:00 am to 5:00 pm.** Support on weekends and after hours is provided by calling the "Help Desk" number provided during orientation to the facility.

Faculty Course Load, Number of Credit Hours Taught, and Compensation

As described in PCCUA Administrative Procedure 364.01, a **faculty's teaching load** is determined by both credit and student contact hour. A point system delineates when a faculty meets or exceeds the expected teaching load of 30 points per fall or spring semester. Total points equal the number of credit hours taught plus the number of contact hours taught. **Points to determine a faculty's teaching load are allocated as follows: (1) one point for each contact hour in the classroom (non-lab courses); (2) one point for each credit hour taught; (3) six points per semester for student advising; (4) two-thirds of a point for each laboratory hour.** When a faculty exceeds 30 points per semester, and all full-time-faculty teaching in the same discipline have 30 points, the faculty who exceeds 30 points receives an overload compensation of \$250 for each point over 30. Faculty members have the option to accept or decline an

overload when offered.

Faculty teaching via synchronous interactive video receive one point for each distance site and one point for the first ten students enrolled at each remote site. Faculty are compensated \$250 for sending a course to each distance site and another \$250 per site when more than ten students are enrolled in a course delivered to a distance site.

Faculty teaching a web-based course with a maximum of 30 students are compensated \$1,500 per course. On occasion, faculty assigned to teach two online courses may have a total enrollment that exceeds 60 students. When this occurs, the faculty is compensated an additional \$50 per student.

Ownership of Intellectual Property

PCCUA Administrative Procedure 365.02, outlines the process for determining intellectual property rights. Faculty, who solely create scientific and technological developments and personally finance these endeavors on **the individual's** own time, are considered to be the sole owner and beneficiary. Whereas, faculty who create college funded scientific and technological developments for the College on college time are owned by the College. In some instances, joint ownership may be authorized.

HEALTH SCIENCES MAJOR

Number of Health Sciences Majors from 2011 to 2017

Since inception of the AAS in Health Sciences, 63 individuals have separated from the Associate Degree Nursing Program during the last semester. Of these, 95% (60/63) changed their major from Nursing to Health Sciences. Table 14 provides the number of students who changed their major from Nursing to Health Sciences from 2011 to 2017.

| Table 14: Number of Students Seeking an AAS in Health Sciences from 2011 to 2017 | | | | | | | |
|--|------|------|------|------|------|------|------|
| Academic Year | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
| Health Sciences Degree | 14 | 2 | 7 | 10 | 17 | 3 | 7 |

Strategies to Recruit, Retain, and Graduate Students

Recruitment

The Vice Chancellor for College Advancement and Resource Development is responsible for organizing college-wide recruitment activities. While the focus is primarily on recruiting local

high school students to enroll in health occupation programs, an effort also is made to encourage adults interested in pursuing a second career to consider these programs. Examples of college recruitment activities include, but are not limited to: (1) sponsoring a PCCUA College Career Day; (2) hosting college day activities for local high school students; (3) partnering with **UAMS to host a "Day in the Life"**; and (4) providing health occupation information to Secondary Center students.

Retention

A variety of activities have been implemented to foster student retention and program completion. Examples of these activities include, but are not limited to:

(1) Academic Advising

Advisors are available to discuss individual placement testing results and career choices. They also assist Helena-West Helena and Stuttgart campus students to register for program specific courses, complete graduation applications, and explore transfer options to two- and four-year colleges (*College Catalog*, p. 17).

(2) Student Orientation

As previously discussed, a mandatory orientation session is offered every fall semester on each campus for new and returning students. During these sessions, students are made aware of available resources to facilitate student success and program completion (*College Catalog*, p. 17).

(3) Early Alert/Warning System

This campus-wide electronic system provides a way for faculty to communicate with a **student's advisor** about issues that may result in a poor academic outcome for the student. The advisor then contacts the student to discuss the faculty's concerns. This early intervention process provides an opportunity to resolve academic or personal issues before they interfere with a **student's** academic success

(http://www.pccua.edu/images/uploads/content_files/PCCUA_FACULTY_HANDBOOK_2017-18_Final.pdf p. 7-8).

(4) Student Email Accounts

Each student is provided with a college email account to improve communication among the student, faculty, and/or college staff (*College Catalog*, p. 29).

(5) GroupMe Social Application

This is a software application that students in Helena-West Helena science courses are encouraged to download on their mobile devices. This application provides an avenue for communication between faculty members and peers. Students use this app to: (1) clarify muddy points, develop study groups; (2) receive class announcements; (3) share notes; and (4) encourage peers to complete assignments and course requirements.

(6) Student Support Services

This trio program motivates and supports all eligible students in their academic endeavors through: (1) academic advising; (2) financial aid advising; (3) transfer information; (4) career exploration, peer and computer-assisted tutoring; and (5) peer mentoring (*College Catalog*, p. 18).

(7) Arkansas Career Pathways

This program assists eligible students on each campus with: (1) making career and educational decisions; (2) obtaining employment during school and after graduation; (3) accessing tutorial services; (4) developing employment skills; and (5) accessing computer labs to fulfill academic responsibilities (*College Catalog*, p. 18).

(8) Study Labs/Tutoring

Each campus has a designated area for studying, tutoring, and other academic support services. Student support staff is available on each campus to assist students. Hours of service are posted on each campus (*PCCUA Student Handbook*, pp. 24-25).

(9) Disability Services

A Disability Coordinator is available on each campus to help students obtain reasonable accommodations for self-disclosed disabilities. The process for accessing these services is published on the College web page at <http://www.pccua.edu/students/student-assistance/students-with-disabilities/at> and in the *PCCUA Student Handbook*, p. 25.

(10) Faculty Office Hours

Helena-West Helena and Stuttgart faculty hold weekly office hours. In addition to using this time to meet academic and college responsibilities, faculty are available to meet with students individually or in small groups to discuss course and/or program issues. This time allows faculty to discern student needs and implement a personalized plan to address identified needs.

(11) Physical Learning Environment

Each classroom and laboratory setting is equipped with the appropriate technology to support quality instruction and student achievement of specific course student learning outcomes. Faculty carefully select clinical and laboratory learning experiences that allow students to apply theoretical knowledge and develop a deeper understanding of course content.

Graduation

Since an AAS in Health Sciences is only awarded to eligible students who fail to complete the last semester of the Associate Degree Nursing Program at PCCUA, the process for graduating students is unique (*College Catalog*, pp. 64-65). Every student that separates from the Associate Degree Nursing Program, is required to complete an Exit Interview. During this interview, the **student's** options for program readmission or transfer to another health occupation program are discussed. **The student's transcript** also is evaluated to determine if requirements for an AAS in Health Sciences have been met. If requirements are met, the student is assisted to submit a graduation application for an AAS in Health Sciences.

Number of Graduates in Health Sciences from 2011 to 2017

Since 2011, 60 students have met curricular requirements for an AAS in Health Sciences. Table 15 provides the number of graduates receiving an AAS in Health Sciences each year from 2011 to 2017.

| Table 15: Number of Graduates Receiving an AAS in Health Sciences Each Year from 2011 to 2017 | | | | | | | |
|---|------|------|------|------|------|------|------|
| Academic Year | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
| AAS in Health Sciences | 14 | 2 | 7 | 10 | 17 | 3 | 7 |

PROGRAM ASSESSMENT

Introduction to Program Assessment

The College has an established college-wide assessment plan. All students receiving an associate degree from PCCUA possess these five competencies: (1) social and civic responsibility; (2) technological utilization; (3) analytical and critical thinking; (4) communication; and (5) cultural awareness (*College Catalog*, p. 33).

Nursing courses included in the Health Sciences curricular pattern focus on six major curricular concepts: (1) patient-centered care; (2) clinical judgment; (3) quality improvement;

(4) collaboration and teamwork; (5) information management; and (6) leadership, management, legal, and ethical issues. These concepts are the basis for six clearly articulated course student learning outcomes included in the NG 107, NG 209, and NG 312 syllabi found in Appendix B. The related competencies for each respective course student learning outcome are measurable behaviors that students must engage in to demonstrate achievement of each course student learning outcome. Each nursing course is leveled by course student learning outcomes and related competencies as well as a specific population of patients across the lifespan. Sequencing of nursing courses reflects higher cognitive levels, a different patient population, and a more encompassing scope of practice as a nurse. Hence, students who achieve NG 107, NG 209, and NG 312 course student learning outcomes and related competencies also possess the five established PCCUA competencies for all graduates earning an associate degree from PCCUA. Table 16 shows the correlation between the five college competencies and the six curricular concepts reflected in the course student learning outcomes included in NG 107, NG 209, and NG 312 course syllabi.

Table 16: Correlation Between Five College Competencies and Six Curricular Concepts Reflected in Each Set of Course Student Learning Outcomes.

| College Competencies | NG 107 Course Student Learning Outcomes | NG 209 Course Student Learning Outcomes | NG 312 Course Student Learning outcomes |
|--|--|--|---|
| Social and Civic Demonstrate adherence to legal and ethical standards established by society | Quality Improvement Explain how quality improvement processes are used to improve patient care. Leadership, Management, Legal, and Ethical Summarize how information management principles, techniques, and systems, and patient care technology are used in the health care setting. | Quality Improvement Relate quality improvement processes to improve patient care. Leadership, Management, Legal, and Ethical Describe information management principles, techniques, and systems, and patient care technologies used to communicate, manage knowledge, mitigate error, and support decision-making. | Quality Improvement Select quality improvement processes to improve patient care. Leadership, Management, Legal, and Ethical Analyze the role of information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making when caring for patients with chronic and acute, unstable conditions. |
| Technology Utilization Use tools of the trade to achieve a specific outcome. | Information Management Summarize how information management principles, techniques, and systems, and patient care technology are used in the health care setting. | Information Management Describe information management principles, techniques, and systems, and patient care technologies used to communicate, manage knowledge, mitigate error, and support decision-making. | Information Management Analyze the role of information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making when caring for patients with chronic and acute, unstable conditions. |
| Analytical and Critical Thinking Display reasoning, including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes. | Clinical Judgment Discuss clinical judgment used to make patient-centered care decisions at the fundamental level. | Clinical Judgment Demonstrate clinical judgment to make patient-centered care decisions. | Clinical Judgment Apply clinical judgment to make patient-centered care decisions for patients. |

| Table 16 Continued: Correlation Between Five College Competencies and Six Curricular Concepts Reflected in Each Set of Course Student Learning Outcomes. | | | |
|--|---|--|--|
| College Competencies | NG 107 Course Student Learning Outcomes | NG 209 Course Student Learning Outcomes | NG 312 Course Student Learning Outcomes |
| Communication Engage in the interactive process through which there is an exchange of verbal and/or nonverbal information. | Collaboration and Teamwork Recognize the importance of collaboration and teamwork with members of the interprofessional team, the patient, and the patient's support persons. | Collaboration and Teamwork Contribute to collaboration and teamwork with members of the interprofessional team, the patient, and the patient's support persons. | Collaboration and Teamwork Engage in collaboration and teamwork with members of the interprofessional team, the patient, and the patient's support persons when caring for patients with chronic and acute, unstable conditions. |
| Cultural Awareness Acknowledge that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next. | Patient-Centered Care At the basic level, provide safe, quality, evidence-based, patient-centered nursing care to diverse patient populations experiencing chronic, stable conditions. | Patient-Centered Care Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care to diverse patients with acute, stable conditions. | Patient-Centered Care Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care in a variety of health care settings to diverse patients with chronic and acute, unstable conditions. |

Student Achievement of Course Student Learning Outcomes

From 2014 to 2017, preselected mastery items on each faculty developed NG 107, NG 209, and NG 312 course final exam have been used to evaluate student achievement of course student learning outcomes. Seventy-five percent or more of the students are expected to answer each preselected mastery item correctly to meet the established benchmark for each student learning outcome. The clinical evaluation tool for each nursing course has been used to evaluate student achievement of related competencies for each respective course student learning outcome. Students are expected to pass all related competencies for each course student learning outcome to progress to the next course.

Based on data obtained from 2014 to 2016, the faculty has determined that using one mastery item to measure achievement of a course student learning outcome has not been meaningful or reliable. When 74% or less of the students answer the preselected mastery item on the final exam correctly, an intervention plan is implemented to improve student

achievement of the respective course student learning outcome.

Beginning with the 2017-2018 academic year, the faculty will use customized ATI exams to measure student achievement of respective course student learning outcomes. Table 17 provides the percentage of students progressing from NG 107 to NG 209 and NG 312 to NG 412 who answered correctly imbedded mastery item questions on the NG 107 and NG 312 final exams.

| Table 17: Percentage of Students Progressing from NG 107 to NG 209 and Level NG 312 to NG 412 Who Answered Correctly Imbedded SLO Mastery Item Questions on the NG 107 and NG 312 Final Exams | | | | | | | | | |
|---|-----------|------|------|-----------|-------|-------|-----------|-------|-------|
| SLO Mastery Item | Fall 2014 | | | Fall 2015 | | | Fall 2016 | | |
| | NG 107 | | | NG 107 | | | NG 107 | | |
| | All | HWH | STG | All | HWH | STG | All | HWH | STG |
| Patient-Centered Care | 100% | 100% | 100% | 67.7% | 68% | 66.7% | 100% | 100% | 100% |
| Clinical Judgment | 69% | 69% | 71% | 80.6% | 84% | 66.7% | 100% | 100% | 100% |
| Quality Improvement | 36% | 41% | 14% | 22.6% | 28% | 0% | 86.1% | 92.8% | 62.5% |
| Collaboration and Teamwork | 97% | 97% | 100% | 93.5% | 92% | 100% | 94.4% | 96.4% | 87.5% |
| Information Management | 86% | 83% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Leadership, Management Legal and Ethical | 92% | 97% | 71% | 38.7% | 44% | 16.7% | 80.6% | 82.1% | 75% |
| SLO Mastery Item | NG 312 | | | NG 312 | | | NG 312 | | |
| | All | HWH | STG | All | HWH | STG | All | HWH | STG |
| Patient-Centered Care | * | * | * | 100% | 100% | 100% | 91.3% | 94.4% | 80% |
| Clinical Judgment | * | * | * | 100% | 100% | 100% | 100% | 100% | 100% |
| Quality Improvement | * | * | * | 100% | 100% | 100% | 100% | 100% | 100% |
| Collaboration and Teamwork | * | * | * | 81.3% | 81.3% | 75% | 82.6% | 88.9% | 60% |
| Information Management | * | * | * | 87.5% | 91.6% | 75% | 86.9% | 88.9% | 80% |
| Leadership, Management Legal and Ethical | * | * | * | 93.8% | 91.6% | 100% | 100% | 100% | 100% |

Table 18 provides the percentage of students progressing from NG 209 to NG 312 who answered correctly imbedded mastery item questions on the NG 209 final exam.

| Table 18: Percentage of Students Progressing from NG 209 to NG 312 Who Answered Correctly Imbedded SLO Mastery Item Questions on the NG 209 Final Exam | | | | | | | | | |
|--|-------------|------|------|-------------|------|------|-------------|------|------|
| SLO Related Competencies | Spring 2015 | | | Spring 2016 | | | Spring 2017 | | |
| | NG 209 | | | NG 209 | | | NG 209 | | |
| | All | HWH | STG | All | HWH | STG | All | HWH | STG |
| Patient-Centered Care | 56% | 50% | 80% | 100% | 100% | 100% | 100% | 100% | 100% |
| Clinical Judgment | 76% | 80% | 60% | 53% | 54% | 50% | 76% | 77% | 71% |
| Quality Improvement | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Collaboration and Teamwork | 96% | 100% | 80% | 77% | 70% | 67% | 79% | 91% | 43% |
| Information Management | 96% | 95% | 100% | 90% | 92% | 83% | 93% | 100% | 71% |
| Leadership, Management Legal and Ethical | 100% | 100% | 100% | 53% | 67% | 0% | 100% | 100% | 100% |

To pass the clinical component of each nursing course, students must pass all related practice competencies for each student learning outcome. Table 19 provides the percentage of students progressing from NG 107 to NG 209 who passed all student learning outcome related practice competencies on the NG 107 Clinical Evaluation Tool.

| Table 19: Percentage of Students Progressing from NG 107 to NG 209 Who Passed All Student Learning Outcome Related Practice Competencies on the NG 107 Clinical Evaluation Tool | | | | | | | | | |
|---|-----------|------|------|-----------|------|------|-----------|------|------|
| SLO Related Competencies | Fall 2014 | | | Fall 2015 | | | Fall 2016 | | |
| | NG 107 | | | NG 107 | | | NG 107 | | |
| | All | HWH | STG | All | HWH | STG | All | HWH | STG |
| Patient-Centered Care | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Clinical Judgment | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Quality Improvement | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Collaboration and Teamwork | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Information Management | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Leadership, Management Legal and Ethical | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Table 20: provides the percentage of students progressing from NG 312 to NG 412 who passed all student learning outcome related practice competencies on the NG 312 Clinical Evaluation Tool.

| Table 20: Percentage of Students Progressing from NG 312 to NG 412 Who Passed All Student Learning Outcome Related Practice Competencies on the NG 312 Clinical Evaluation Tool | | | | | | | | | |
|---|-----------|-----|-----|-----------|------|------|-----------|------|------|
| | Fall 2014 | | | Fall 2015 | | | Fall 2016 | | |
| SLO Related Competencies | NG 312 | | | NG 312 | | | NG 312 | | |
| | All | HWH | STG | All | HWH | STG | All | HWH | STG |
| Patient-Centered Care | * | * | * | 100% | 100% | 100% | 100% | 100% | 100% |
| Clinical Judgment | * | * | * | 100% | 100% | 100% | 100% | 100% | 100% |
| Quality Improvement | * | * | * | 100% | 100% | 100% | 100% | 100% | 100% |
| Collaboration and Teamwork | * | * | * | 100% | 100% | 100% | 100% | 100% | 100% |
| Information Management | * | * | * | 100% | 100% | 100% | 100% | 100% | 100% |
| Leadership, Management, Legal and Ethical | * | * | * | 100% | 100% | 100% | 100% | 100% | 100% |
| * New curriculum introduced in the Fall 2014. NG 312 taught for the 1 st time in the F of 15 | | | | | | | | | |

Table 21: provides the percentage of students progressing from NG 209 to NG 312 who passed all student learning outcome related practice competencies on the NG 209 Clinical Evaluation Tool.

| Table 21: Percentage of Students Progressing from NG 209 to NG 312 Who Passed All Student Learning Outcome Related Practice Competencies on the NG 209 Clinical Evaluation Tool | | | | | | | | | |
|---|-----------|------|------|-----------|------|------|-----------|------|------|
| SLO Related Competencies | Fall 2014 | | | Fall 2015 | | | Fall 2016 | | |
| | NG 209 | | | NG 209 | | | NG 209 | | |
| | All | HWH | STG | All | HWH | STG | All | HWH | STG |
| Patient-Centered Care | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Clinical Judgment | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Quality Improvement | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Collaboration and Teamwork | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Information Management | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Leadership, Management, Legal and Ethical | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

In addition to nursing courses, science and general education support courses in the required curricular pattern for Health Sciences focus on assisting students to meet course student learning outcomes which are also linked to one or more established college core competencies. **Since students must earn a grade of "C" or better** in each course in the health Sciences curricular pattern, all graduates who complete requirements for an AAS in Health Sciences possess established college core competencies.

Program Exit Requirements

Students who earn an AAS in Health Sciences are not required to meet a capstone course requirement. However, these students must earn a **grade of "C" or better** in each course in the required curricular pattern and have a 2.0 grade point average to progress to graduation. Students, who fail to meet this requirement, are not awarded an AAS in Health Sciences.

Evaluation of Teaching and Use of Student Evaluations to Maintain Curricular Integrity

As previously stated, students on each campus complete a college survey every semester to evaluate **each faculty's instructional design and delivery of a course**. An appointed college staff member conducts the survey to maintain student anonymity. Data for faculty on each campus is tabulated by the Director of Student Success and Institutional Effectiveness and results are sent to the appropriate Dean or Chair. Survey evaluation findings are reviewed and distributed by the appropriate Dean or Chair to respective faculty for review.

Faculty who receive a score of 2 or less on a zero to three scale in instructional design and/or delivery meet with the appropriate Dean or Chair to develop an intervention plan to improve instructional delivery and/or design. If faculty receive poor performance ratings from students consistently, a change in **the faculty's** teaching assignment or termination from assigned teaching responsibilities may occur. Faculty teaching required science and nursing courses in the Health Sciences curriculum consistently have received high student ratings for instructional design and delivery.

Transfer Information

All general education courses and some nursing courses may be used to meet associate degree or technical certificate requirements. These courses may be applied toward degree or certificate requirements provided that: (1) the credits are earned at a post-secondary institution having regional accreditation to award the degree or certificate; (2) transferred course credits satisfy the same course content and credits required to meet PCCUA course requirements; and (3) the grade earned **for course credits transferred is a "C" or better** (*College Catalog*, p. 15). The last 15 credit hours toward an AAS degree must be earned from PCCUA (*College Catalog*, p. 33).

ACTS contains information about the transferability of courses within Arkansas public colleges and universities. Students are guaranteed transfer of applicable credits and equitable treatment in the application of credits for the admission and degree requirements. Course **transferability is not guaranteed for courses listed in ACTS as "No Comparable Course."** **Additionally, courses with a "D" frequently do not transfer and institutional policies may vary.** ACTS may be accessed on the Internet by going to the ADHE Website and selecting Arkansas

Course Transfer (<http://acts.adhe.edu/secure/institutiontransferinfo.aspx> and *College Catalog*, p. 38).

Graduates Continuing Education After Receiving an AAS in Health Sciences

Since inception of the AAS in Health Sciences, 60 individuals have earned a degree. Of these graduates, 62% (37/60) went on to pursue a certificate or degree in a new or previously enrolled health occupation program at PCCUA. Table 22 provides the number of graduates since 2011 who transferred to a certificate or degree health occupation program after completing an AAS in Health Sciences.

| Table 22: Number of AAS in Health Sciences Graduates from 2011 to 2017 and the Percentage Transferring to a Certificate or Degree Health Occupation Program | | | | | | | |
|---|------|------|------|------|------|------|------|
| Academic Year | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
| Health Sciences Degree | 14 | 2 | 7 | 10 | 17 | 3 | 7 |
| AAS-Nursing | *4 | | 4 | 2 | 8 | 2 | |
| Technical Certificate -Practical Nursing | 1 | | 1 | 3 | 3 | | 4 |
| Technical Certificate-Pharmacy Technician | | | | | | | 1 |
| Certificate of Proficiency-Nursing Assistant | 1 | 1 | | | | | |
| Technical Certificate-Phlebotomy | 2 | | | | | | |
| Percentage Transferring to a Specific Health Program | 57% | 50% | 71% | 50% | 65% | 67% | 71% |
| *Also completed a phlebotomy program | | | | | | | |

Student/Alumni/Employer Satisfaction Survey Results

PCCUA Graduates

Immediately before graduation, all graduates complete a College Graduate Survey to determine satisfaction with their college experience as it pertains to: (1) the quality of instruction received; (2) the program of study; (3) development of leadership skills; (4) attainment of technology skills; (5) achievement of oral and written communication skills; and (6) the ability to think critically and relate knowledge and skills to daily life experiences.

Survey results from each campus are aggregated and reported as an entire graduation cohort, which includes those graduates earning an AAS in Health Sciences. A percentile score less than 80 in each area requires further investigation to improve graduate satisfaction in the

low performing area. College Graduate Survey results from 2013 to 2017 are included in Appendix L for review.

PCCUA Health Occupation Program Graduates

As previously stated, all graduates earning an AAS in Health Sciences are encouraged to transfer to a health occupation program. When these graduates transfer to another PCCUA health occupation program, they are tracked in the respective health occupation program from admission to graduation. Three to six months after the graduates complete a respective health occupation program, they are surveyed to determine their satisfaction with preparation by that program. Table 23 provides survey results for graduates completing another health occupation program at PCCUA from 2011 to 2013.

| Table 23: Graduate Satisfaction with PCCUA Occupational Health Programs from 2011 to 2013 | | | | | | |
|---|------|------|------|-------|------|------|
| PCCUA Health Occupation Program | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Associate Degree Nursing | 90% | NA | 100% | 91.7% | 100% | 100% |
| Practical Nursing | 100% | NA | 100% | 100% | 100% | NA |
| Nursing Assistant | 100% | 100% | NA | NA | NA | NA |
| Phlebotomy | 100% | NA | NA | NA | NA | NA |
| NA- Not Applicable | | | | | | |

Employers

Employers hiring graduates who only earn an AAS in Health Sciences are not queried about preparation provided by the program. However, employers hiring graduates in Health Sciences who went on to complete another health occupation program at PCCUA are asked to complete an Employer Satisfaction Survey three to six months after they separate from the respective health occupation program. The purpose of this survey is to determine **employers'** overall satisfaction with graduate preparation by the respective health occupation program for entry level practice in a health care setting. The faculty uses survey results for program development, maintenance, and revision. Table 24 provides survey results for employer satisfaction with graduate preparation by a PCCUA health occupation program for entry level practice.

| Table 24: Employer Satisfaction with Graduate Preparation Provided by a PCCUA Occupational Health Program for Entry Level Practice | | | | | | |
|--|------|------|------|-------|------|------|
| PCCUA Health Occupation Program | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Associate Degree Nursing | 90% | NA | 100% | 91.7% | 100% | 100% |
| Practical Nursing | 100% | NA | 100% | 100% | 100% | NA |
| Nursing Assistant | 100% | 100% | NA | NA | NA | NA |
| Phlebotomy | 100% | NA | NA | NA | NA | NA |
| NA- Not Applicable | | | | | | |

Program Alignment with Current Local and State Job Market Needs

As previously stated, graduates completing an AAS in Health Sciences do not obtain a specific occupational skill set. These graduates are exposed to nursing information as well as an interdisciplinary approach to delivery of health care. After completing an AAS in Health Sciences, program graduates are encouraged to enroll in a specific health occupation program.

Like the rest of the nation, Arkansas has an aging population and this increases the demand for a competent health care workforce in Arkansas. According to the Arkansas Department of Workforce Services, employment opportunities are expected to grow 10% for registered nurses and 5% for licensed practical nurses (LPNs) by 2020. Less skilled nursing support jobs like nursing assistants are predicted to grow by 8%

(<http://www.arkansasnext.com/post/94572/where-the-jobs-are-check-out-these-4-thriving-arkansas-industries#Health>). Hospitals, private labs, and dialysis clinics in Arkansas also are seeking to employ phlebotomist (<https://www.ihiremedtechs.com/t-phlebotomist-s-arkansas-jobs.html>).

At the end of each health occupation program, graduates are asked if they are seeking employment, and if they have accepted a job in their respective field. Survey results indicate that all graduates seeking employment in the graduates' health occupation field have been offered employment within six months of graduation. Most of these graduates are employed in Arkansas.

Job Placement and Area of Employment

Since inception of the AAS in Health Sciences, 60 individuals have earned a degree. Of these graduates, 63% (38/60) are currently employed in a health care occupation. Table 25 provides

the number of AAS in Health Sciences graduates between 2011 and 2017 and the percentage employed in a health care occupation.

| Table 25: Number of AAS in Health Sciences Graduates from 2011 to 2017 and the Percentage Employed in a Health Care Occupation | | | | | | | |
|--|------|------|------|------|------|------|------|
| Academic Year | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
| Health Sciences Degree | 14 | 2 | 7 | 10 | 17 | 3 | 7 |
| Registered Nurse | *5 | | 5 | 2 | 8 | 2 | |
| Practical Nurse | 1 | | | 3 | 3 | | 4 |
| Pharmacy Technician | | | | | | | 1 |
| Nursing Assistant | 1 | 1 | | | | | |
| Phlebotomist | 2 | | | | | | |
| Percentage Employed in Health Care Occ. | 64% | 50% | 71% | 50% | 65% | 67% | 71% |
| * Also completed a phlebotomy program | | | | | | | |

Names and Location of Companies Hiring Program Graduates at Time of Separation from Program

Since the purpose of the AAS in Health Sciences is to award a degree for credits earned in courses containing information that can be used in a variety of health occupation programs, only employment of program graduates completing a certificate or degree in another health occupation program has been tracked. Table 26 provides the name and location of known employment for graduates in Health Sciences who completed another certificate or degree health occupation program from 2011 to 2017.

Table 26: Name and Location of Employment for Health Sciences Graduates Completing Occupational Health Care Programs from 2011 to 2017

| Academic Year | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|---------------------|--|--------------------------|--------------------------------------|----------------|------------------------------|-----------------|----------------------------------|
| Registered Nurse | DeWitt Hospital and Nsg. Home-DeWitt, AR | | CNH-M-Marianna, AR | CRCH Wynne, AR | NWMMC Clarksdale, MS | HRMC Helena, AR | |
| | RMC Memphis, TN | | DMH Monticello, AR | FDC Helena, AR | BHN - Oxford, MS | | |
| | ACM Helena, AR BSD Nurse-Barton, AR | | AR Dept. of Public Health-Helena, AR | | BMH Memphis, TN | | |
| | | | NWMMC Clarksdale, MS | | FCPSS Nurse Forrest City, AR | | |
| | | | FCMC Forrest City, AR | | HRMC-Helena, AR | | |
| | | | | | BMH Little Rock, AR | | |
| | | | | | JRMC Pine Bluff, AR | | |
| | Practical Nurse | Pillow Clinic-Helena, AR | | | NWMMC Clarksdale, MS | | |
| SHH Clarksdale, MS | | | | | HRMC-Helena, AR | | |
| CNH Helena, AR | | | | | CNH-M Marianna, AR | | |
| Nursing Assistant | | HRMC-Helena, AR | | | | | |
| Pharmacy Technician | | | | | | | Hickory Hill Pharmacy-Helena, AR |
| Phlebotomist | VA Clinic-Helena, AR | | | | | | |

Legend: Table 26

ACM- Absolute Care Management
BMH-Memphis- Baptist Memorial Hospital
BHN-Baptist Hospital Northwest
BHN- CRCH- Cross Ridge Community Hospital
BSD- Barton School District Nurse
DMH- Drew Memorial Hospital
FCMC- Forrest City Medical Center
FCPSS- Forrest City Public School System Nurse
FDC- Fresenius Dialysis Center
HRMC- Helena Regional Medical Center
JRMCM- Jefferson Regional Medical Center
NWMCM- Northwest Mississippi Medical Center
SHH- Sunflower Home Health
CNH-H- Crestpark Nursing Home- Helena
CNH-M- Crestpark Nursing Home- Marianna

Average Hourly Rates for Program Graduates

As previously discussed, an AAS in Health Sciences is awarded to recognize information obtained by former nursing students and provide them with an avenue for pursuing a career in health care. It is also possible that these individuals may be employed in occupations other than health care while they are waiting to enroll in a specific health occupation program. The full-time, median, weekly income for individuals credentialed with an associate degree is \$819 (https://www.bls.gov/emp/ep_chart_001.htm). Graduates who go on to pursue an associate degree or technical certificate in a health occupation may earn the following full-time, median, weekly wage in these fields: (1) registered nurses, \$1,154; (2) licensed practical nurses \$749; (3) nursing assistant, \$503; (4) phlebotomist, \$586; and (5) pharmacy technician, \$594 (<https://www.bls.gov/cps/cpsaat39.pdf> and <https://www.bls.gov/ooh/healthcare/pharmacy-technicians.htm>).

Certificate or Degree Requirements for Initial or Continued Employment

A major concern confronting community colleges today is a high dropout rate. The goal of awarding an AAS in Health Sciences is to foster program completion and degree attainment. By comparison, individuals credentialed with a two-year degree have lower unemployment rates than high school dropouts. Graduates with a two-year academic degree have a 4.8% unemployment rate compared to a 4.0% unemployment rate for graduates with a two-year occupational degree. Hence, graduates with an AAS in Health Sciences are encouraged to obtain a two- or four-year health occupation degree to improve employability

(<https://www.nytimes.com/2014/05/29/upshot/the-jobless-rate-for-community-college-graduates-is-also-low.html>).

PROGRAM EFFECTIVENESS

Program Strengths

- Administrative support
- Adequate fiscal support
- Faculty credentials
- Faculty professional development and service activities
- Current, contemporary curriculum
- Instructional resources
- Student resources
- Physical classroom and campus learning environments
- Accessible in distant locations
- Provides an opportunity for program completion and degree attainment
- **Improves the population's educational level** in communities served

Areas of Program Concern

- Limited number of employment opportunities without advancing **one's** education to obtain a specific health occupational skill set
- Economically depressed service area that fails to guarantee full-time hours for health occupation employees
- Unknown changes that may affect the future delivery of health care services
- High-risk student population
- Limited number of eligible program participants

Program Accomplishments

- Recruitment of program graduates
- Nursing courses revised to reflect current, contemporary information
- Aggregated and trended assessment data for program development, maintenance, and revision
- Increased number of college graduates in areas served

Planned Program Improvements, Timetable, and Estimated Costs

- Beginning in the spring of 2018, all graduates earning an AAS in Health Sciences will be asked to complete a program Graduate Satisfaction Survey. A minimal cost will be incurred for survey duplication and distribution.
- Beginning in the spring of 2018, employers who hire graduates earning only an AAS in Health Sciences will be asked to complete a survey. This survey will ask employers to

rate their satisfaction with graduate preparation for employment by the program. A minimal cost will be incurred for survey duplication and distribution.

- Beginning in the spring of 2018, job placement for all graduates earning an AAS in Health Sciences will be tracked. No additional labor cost will be incurred.
- The faculty will continue to: (1) monitor courses within the Health Sciences curricular pattern; (2) evaluate program and learning resources; as well as (3) obtain graduate and employer feedback to maintain program integrity. No additional labor cost will be incurred.

INSTITUTIONAL REVIEW TEAM

Mrs. Amy Hudson, RN, MSN (Chair)
Dean of Allied Health and
Associate Degree Nursing Program Director
Phillips Community College of the University of Arkansas

Dr. Tarsha Smith
Science Faculty
Phillips Community College of the University of Arkansas

Mrs. Michelle Waites
Distance Learning Coordinator
Phillips Community College of the University of Arkansas