



PENINSULA  
COLLEGE

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Peninsula College Nursing Program

National League for Nursing Commission for Nursing Education Accreditation

Self-Study Report

Winter 2024

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## **Executive Summary**

Peninsula College is a public, comprehensive community college. It was founded in 1961 and is one of the 34 community and technical colleges in the state of Washington. The College service district encompasses Clallam and Jefferson Counties--an area of over 3,600 miles of land--and extends from the Pacific Ocean at Neah Bay to Brinnon on the Hood Canal, a distance of about 140 miles. The area is noted for its forests, mountains, lakes, and numerous watersheds, which have been central to its history and culture. The main campus is in Port Angeles, an international harbor, and occupies 75 acres in the foothills of the Olympic Mountains. Extension sites are in Forks, 57 miles west of Port Angeles, and in Port Townsend, 46 miles to the east. Peninsula College is the only resident institution of higher education on the North Olympic Peninsula. Peninsula College is accredited by the Northwest Commission on Colleges and Universities and was last affirmed accreditation to award the associate and baccalaureate degree in 2018.

The region is home to six Native American tribal nations, which are dispersed across the North Olympic Peninsula. The House of Learning “ʔaʔkʷustəŋáwtxʷ” at Peninsula College is the first longhouse in the nation built on a community college campus. The Longhouse opened its doors in 2007 and serves as a cultural and educational resource for understanding, honoring, and sharing the tribal nations’ cultural heritage. It also serves as a tool for recruitment and retention of Native American students. The College offers associate degree programs in liberal arts, business, science, applied sciences and a baccalaureate degree in applied management. Peninsula College healthcare program options lead to an associate degree include nursing, medical assisting, or addiction studies. Healthcare certificate programs are also offered for emergency medical technician and nursing assistant. In 2022-23 there were 3,445 enrolled students at Peninsula College. The median age of students was 32, and the average age was 36. 61% of students were female, 3.9% reported disabilities, 44.7% reported working while attending classes, 13.5% reported having children, and 36% reported being a student of color. Of the 60 students in the

nursing program in 2022-23, 73% are female with 27% reporting being a student of color. All students attend full-time. The age range for nursing students is 19-57, with 35% of nursing students under the age of 25, and 66% under the age of 35.

The nursing program began as a branch of Olympic College, located in Bremerton, in 1972. It became a separate program in the fall of 1976. The program operated as a ladder program until 1982, when the practical nurse option was discontinued. The nursing program has operated as an associate degree registered nurse program since that time. The program sought and received initial NLNAC accreditation in Fall 2005 and was granted renewed accreditation in Fall 2010. The nursing program maintains full approval by the Washington State Board of Nursing. The nursing program operates on the main campus in Port Angeles but utilizes clinical facilities in both Jefferson and Clallam counties. In the fall of 1999, the nursing program signed its formal agreement with University of Washington, Bothell, which facilitated seamless articulation with the registered nurse Bachelor of Science in Nursing (RN-BSN) completion program. Several subsequent articulation agreements were formalized after that time. In fall 2015 the program implemented the statewide Associate in Nursing Direct Transfer Agreement/Major Related Program (DTA/MRP) degree, which standardizes required pre-nursing courses across the state, as well as the number and type of nursing and general education elective credits required for the degree. All state universities and most private universities offering RN-BSN programs in Washington state signed the transfer agreement.

#### **Standard I: Culture of Excellence – Program Outcomes**

**The nursing program engages in ongoing and systematic assessment and evaluation based on data collection processes relative to expected institutional and program outcomes. These data collection processes are used to inform data-based program decisions regarding program integrity and educational achievements. The decisions made by the program demonstrate a commitment to continuous quality improvement in achieving program outcomes. The program's commitment to continuous quality improvement is evident through the achievement of the following associated quality indicators.**

**Quality Indicator I-A. Faculty and staff assess and evaluate achievement of identified program outcomes by engaging in an ongoing, systematic, evidence based process.**

With a commitment to continuous quality improvement, faculty have implemented an ongoing, systematic evidence-based process to demonstrate program effectiveness in achieving program outcomes. Program outcomes are the program completion rate, the first-time licensure pass rate and graduate employment rates. The Curriculum Committee, composed of faculty and student representatives, meets most weeks during the academic year. The Curriculum Committee formally reviews identified program outcomes annually in the fall during a regularly scheduled meeting as demonstrated by meeting minutes (10/26/20, 10/25/21, 11/21/22). Details on benchmark achievement are in subsequent sections below. Additionally, at least twice per quarter nursing faculty meet exclusive of student representatives to discuss current student progression toward course and program outcomes, as well as any student, faculty or facility concerns.

The evidence-based process for evaluating program outcomes is demonstrated in Table I-A below. The process is reviewed by the Curriculum Committee annually (minutes 10/12/20, 10/11/21, 10/3/22).

<b>Table I-A</b> <i>Systematic Evaluation of Program Outcomes</i>			
<b>Program Outcome</b>	Program Completion Rate	First time licensure pass rate	Employment rates
<b>Internal Benchmark</b>	80%	80%	80%
<b>Strategy for Data Collection</b>	Maintain list of entering, withdrawing and graduating students	Faculty contact recent graduates individually (phone, email). Nurse administrator compiles data. Results verified via published data from NCSBN as provided by WA Nursing Board	Program specialist & faculty contact recent graduates individually (phone, email). Nurse administrator compiles data. Alumni survey

<b>Established Timeline</b>	Information updated fall and spring. Rate calculated October.	Contact graduates June-October Verify rates via WA Nursing Board NCSBN reports October and December (or when available)	Contact graduates April-June Alumni survey April
<b>Person Responsible for Recording and Analyzing Data</b>	Nurse administrator, student lists are maintained by Program Specialist on ongoing basis	Nurse administrator	Nurse administrator
<b>Dissemination of Findings</b>	Curriculum Committee Advisory Committee Nursing webpage	Curriculum Committee Advisory Committee Nursing webpage	Curriculum Committee Advisory Committee Nursing webpage
<b>Analysis of Actions</b>	Curriculum Committee would be responsible	Curriculum Committee would be responsible	Curriculum Committee would be responsible

**Level of Achievement:** There is a systematic process for evaluation of program outcomes. The collected data is recorded in the Systematic Evaluation Plan (Appendix E).

**Frequency of Assessment:** Annually

**Results of Assessment:** Benchmark met

**Quality Indicator I-B. Faculty and staff decisions regarding program effectiveness and continuous quality improvement efforts are informed through multiple means of collecting and analyzing data and are inclusive of input from communities of interest.**

The nursing program holds biannual Advisory Committee meetings that includes faculty, students, local registered nurses, and representatives from our community's major employers. The program holds regular Curriculum Committee meetings that include faculty and student representatives. Advisory Committee and Curriculum Committee minutes reflect that these communities of interest review program outcomes, review achievement of benchmarks and provide input into program planning and decision-making processes. Examples of data driven decisions that were inclusive of input from communities of interest are found below in Table I-B.

<p>Table I-B  <i>Examples of Program Outcome Focused Decision Making and Planning</i></p>					
Program Outcome	Community of interest providing feedback	Recommendation from community of interest	Program Action	Results	Reassessment of action
Maintain at least 80% graduate employment rates	Advisory Committee: Faculty, students, local RNs, alumni, representatives from major community employers	There are expanded opportunities for preceptorship in surgical services. Recommendation to expand preceptorship offering in the PACU and surgery. There is a residency program at OMC to support new graduates in these positions. (Advisory Minutes 12/14/20)	Provided opportunity for expanded preceptorships in surgical services (Advisory minutes 5/17/21) Maintain surgical rotations for all students during spring of first year.	-All students had surgical services rotation -2021 Preceptorships: Two in short stay, one in PACU, two in OR. 2022 increased to two in PACU. -Three new grads were hired into a surgical services position. -Student surveys reflect Surgical Services and preceptorship experience was valuable to their learning (minutes 11/29/2021 and Spring 2021 N213 course survey).	Maintain surgical services preceptorship
Maintain a minimum graduate licensure pass rate of 80% among first-time takers	Curriculum Committee: Faculty and student representatives	Based on past years, HESI exit scores generally are predictive of NCLEX pass rate. Curriculum minutes (minutes 10/4/21, 10/5/20)	Monitor and correlate HESI exit scores among those that did not pass NCLEX. Recommend intensive NCLEX prep and remediation for those scoring under 800.	-2014-2018, 2021: All students scoring over 799 passed NCLEX first time. 2019 did not follow pattern, with 3 students scoring under 800 and all passing, while 17% of those scoring over 800 did not pass first attempt. -2020: 2 students scored below 800 on HESI exit exam. 1 did not pass NCLEX the first time. 96% scoring over 800 passed NCLEX. 2021: 8 students scored below 800 on HESI, 2	Continue to monitor. Maintain HESI program testing Maintain recommendation for intensive remediation for those scoring under 800 on exit exam

				did not pass. 100% scoring over 800 passed.	
Maintain a program completion rate of 80%	Curriculum Committee: Faculty and student representatives	Students who struggle on tests should be identified early and provided with faculty support. Referrals for additional outside support should be made as needed (tutoring, personal counseling, housing assistance, medical assistance, etc).	All students scoring less than 81% on a unit exam are required to meet individually with nursing faculty and complete a Personal Improvement Plan (PIP). Faculty discuss plans for support for at risk students at biquarterly faculty meetings.	As an example, during Winter of 2022 we found the following: NURS 102: 9 students were at risk at midterms based on test grades. Faculty met with students per protocol and made plans for support. By end of quarter all students were passing, with two PIPs on the final test and two continuing to be considered at risk. NURS 202: At midterm 2 failing with 8 PIPs after the last test. Faculty met with students per protocol and made plans for support. By end of quarter all students were passing, with one student continuing to be considered at risk. Faculty Minutes 2/7/22 and 3/14/22	Continue to identify students at risk of failure early and provide support in a systematic way. Continue to monitor factors that may influence program completion and NCLEX pass rate.

**Level of Achievement:** The nursing program will hold biannual Advisory Committee meetings and regular Curriculum Committee meetings. Each of these committees will review annual program outcome data and have the opportunity to provide feedback in support of continuous nursing program improvement.

**Frequency of Assessment:** Annually

**Results of Assessment:** Quality indicator is met. The nursing program can continue to explore factors that may be influencing graduate employment, NCLEX pass rate, and program completion.

**Quality Indicator I-C.** The program achieves expected program outcomes related to program completion rates.



The program completion rates reflect an average of 97% graduating within three years from beginning nursing courses. Table I-C demonstrates recent program completion rates. We have maintained completion rates above 90% since 2017.

The faculty's goal is to maintain a program completion rate above 80%. Faculty considered student demographics which are summarized in the Executive Summary above, as well as historical data for the nursing program in setting this benchmark. For example, the 2010 Self-Study reflects average graduation rates from 1999-2010 at 71.5%, with a range of 60-83%. As recently as 2016, completion rates dipped to 81%. Community college students have complex lives and obligations, and the faculty realize that some students will face academic, personal, family, or medical challenges to their success. The faculty maintain that 80% is a reasonable expected level of completion.

Table I-C <i>Program Completion Rates</i>	
Year	Program Completion Rate
2020	100%
2021	97%
2022	94%
Three-year average: 97%	

**Level of Achievement:** Maintain program completion rates of 80% or higher

**Frequency of Assessment:** Continue to monitor program completion rates for each cohort

**Results of Assessment:** Benchmark met

**Quality Indicator I-D. The program achieves expected program outcomes related to graduates' performance on licensure and certification examinations.**

The Washington Board of Nursing (WABON, previously known as the Nursing Care Quality Assurance Commission, NCQAC) reports pass rates for each program in Washington on their [website](#). Faculty and staff also reach out to recent graduates via text, phone, and email from June-October to track this information from graduates directly at an earlier interval than the WABON, and to offer congratulations. The data is later confirmed by WABON published data. Table I-D demonstrates graduate licensure pass rates.

Table I-D <i>Graduate Performance on Licensure Exam</i>	
Year	Pass rate among first time test takers
2021	93%
2022	78%
2023	93%
Three-year average: 88%	

With the 2022 three-year average of 88%, we continue to meet our goal of a three-year average above 80%. However, there was a concerning drop in pass rates in 2022. We have engaged in long discussions about factors that may have influenced the pass rate and are continuing to monitor closely. We completed a thorough 38-page assessment report per WABON protocol which is available for review. Faculty suspect that the pandemic and pandemic learning environment may have contributed to the drop in first pass rates both locally and nationally. There were many absences during the two-year program related to quarantine, isolation, as well as increased psychosocial concerns. Initial assessment of our cohort reveals a bifurcation of HESI test scores in that cohort, with most of those that failed scoring under 800. Our HESI representatives indicated this was a national pattern, which they thought may be due in part to testing integrity issues. Although we did our best to maintain testing integrity in the temporarily remote learning environment, faculty wondered whether this may have been an issue for some students. We were aware of bifurcation of test scores in the spring of 2022 and attempted to implement a remediation plan for low scoring students. The lead faculty for HESI remediation indicated he had tried a different remediation assignment than in previous years and was concerned it unfortunately may not have been as effective. Additionally, several students in the 2022 graduating class were known to have testing challenges including speaking English as a second language, test anxiety, and disability related accommodations. The program first time pass rate has returned to 93% for the 2023 graduating cohort, but we will continue to monitor closely.

**Expected Level of Achievement:** The nursing program's goal is to maintain a minimum graduate licensure pass rate of 80% among first-time takers, averaged over the most recent three-year academic period.

**Frequency of Assessment:** Continue to track NCLEX-RN pass rates for each graduating class.

**Results of Assessment:** The program has met this benchmark as demonstrated above. However, we are monitoring this closely given the recent concerning drop in first time NCLEX pass rates in 2022.

**Quality Indicator I-E. The program achieves expected program outcomes related to graduate employment rates in the area of nursing program preparation.**

Graduate employment rates demonstrated in Table I-E have remained high for the past three years. Faculty and staff reach out to recent graduates via phone and email from March-June the year following graduation to inquire about their employment and remind them of their alumni survey. The alumni survey is sent in early spring the year following graduation and includes follow up questions about employment.

The program expects that graduates will have employment rates above 80%. The faculty considered workforce data for our area, which currently demonstrates a high demand for registered nurses. The faculty recognizes that some graduates choose to pursue further education prior to employment or choose not to work for personal reasons for some time after graduation. 80% is considered a reasonable level of achievement in this context, particularly given our small class sizes.

Table I-E <i>Graduate Employment Rates Within 6 to 12 Months of Graduation</i>	
Graduation Year	Employment rate
2020	100%
2021	100%
2022	91% (29/32 working, 1/32 unknown, 2/32 not working as an RN pending licensure)
Three-year average: 97%	

**Level of Achievement:** Maintain a 3-year average employment rate >80%

**Frequency of Assessment:** Continue to track employment rates for each graduating class.

**Results of Assessment:** Continue to meet standard.

**Quality Indicator I-F. Faculty, students, alumni and employers express satisfaction with program effectiveness.**

Faculty complete an annual faculty satisfaction survey. Students complete an exit survey just before graduation that assesses their satisfaction with the program. Alumni are surveyed 9-12 months after graduation and asked about their achievement of competencies appropriate to role preparation. Employers are surveyed 9-12 months after graduation and asked about their employee's achievement of role competencies appropriate to role preparation. All surveys include qualitative and quantitative data gathering. Response rates for 2021-22 were 100% for the faculty satisfaction survey and exit survey, 59% for the alumni survey, and 41% for the employer survey. The Curriculum Committee reviews this data during fall (minutes 11/26/20, 10/25/21, 11/21/22), and would be responsible for any areas needing improvement.

Table I-F <i>Faculty, student, alumni, and employers' satisfaction</i>		
Survey Question	Quantitative Data Compilation	Qualitative Excerpts
2022 Faculty satisfaction survey: "All things considered, how satisfied are you with your job?"	100% satisfied 5/5 responding	No comments made
2022 Exit student satisfaction survey: "Overall, I am satisfied with my nursing education at Peninsula College"	29/30 or 97% agree 30/30 students responding to survey	"I really appreciate the education I have received here!!! There are so many amazing aspects of this program and if I had to choose I would come here again."  "Beautiful campus! Exceptional staff!"
2022 Exit student satisfaction survey: "If you could do it all over again, would you choose Peninsula College Nursing Program?"	29/30 or 97% agree 30/30 students responding to survey	
2022 Alumni survey (2021 grads): "I feel I have met the Peninsula College Nursing Program's Student Learning Outcomes."	100% agree for the following: Clinical decision making, caring interventions, safety, communication, holistic assessment, teaching and learning, managing care, collaboration 94% agree for the following: Professional behaviors	"I am able to fly through many of my BSN courses because of how well-prepared we are from PC - especially in regard to ethics, nursing theory, older adults, and nutrition." "I'm so glad I finished the PC 2-year program and have a job for the time being that works with my family life."

2022 Employer Survey (2021 grads): “Please tell us whether you feel that the Class of 2021 RN graduates have met the following Student Learning Outcomes”	100% agree for the following: Clinical decision making, caring interventions, safety, communication, professional behaviors, holistic assessment, teaching and learning, managing care, collaboration Average for all outcomes: 100% agree 4 employers responding representing 12/29 graduates	“They are a strong group of RNs!”
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**Level of Achievement:** The nursing program expects 75% satisfaction with program effectiveness from all communities of interest (students, faculty, alumni, and employers). Data analysis demonstrates overall program effectiveness in achieving expected outcomes. Survey returns rate goal of 50%. Return rate benchmark met except for employers at 41%.

**Frequency of Assessment:** Annually

**Results of Assessment:** Continue to meet standard. Continue to work to maintain response rates for students and alumni and improve rates for employers.

**Strengths of the Program Related to Standard I**

- Exceeding program outcome goals for program completion and graduate employment
- Multiple means of data collection and engaging communities of interest: Advisory Committee, Curriculum Committee, multiple surveys (faculty, student, alumni, employers), HESI testing data, phone calls to graduates. Systematic, frequent process evaluating formative and summative data points. Changes and adjustments are made based on data.
- Strong community support and engagement with community partners.

**Areas of the Program Needing Improvement Related to Standard I**

- Continue to closely monitor NCLEX pass rates. This may be an area where further intervention is warranted.
- Continuing to improve survey return rates for employers and alumni
- Plan to review and consider minor revisions to alumni, employer, and student satisfaction/exit survey questions for Spring 2024 survey period

## **Standard II: Culture of Integrity and Accountability – Mission, Governance, and Resources**

A culture of organizational integrity and accountability exists within the institution and program with regard to mission, governance, and resources as reflected in their core values. The missions of the institution and nursing program are aligned, creating an environment in which the program can effectively establish program goals and achieve expected program outcomes. Institutional and program governance support the attainment of the program's expected outcomes and reflect faculty and student participation. Communities of interest are engaged in providing input into program planning. There is demonstrated institutional and program commitment and accountability to providing resources critical to maintaining the operational integrity of the nursing academic unit and supporting continuous quality improvement efforts designed to meet the program's expected outcomes. This shared institutional and program perspective related to mission, governance, and resource allocation is evidenced through the achievement of the following associated quality indicators.

**Quality Indicator II-A.** Faculty and staff define the core values, mission, and goals for the nursing program, ensuring they are aligned with institutional mission and goals; expected program outcomes are derived from the established mission and goals.

The nursing faculty endorses the mission, goals and Guiding Principles of Peninsula College and adheres to its policies. The core values reflected in the Guiding Principles, mission and goals are found respectively in the college catalog and nursing handbook. Additionally, the mission and goals are available on the public website. Core values, mission, goals and expected program outcomes were found to have continued relevance and reaffirmed by Curriculum Committee 10/3/22. The mission statement was updated slightly to highlight our commitment equity during 2021-22.

The Guiding Principles represent the core values of the College and the nursing program. They are important to the everyday functioning of Peninsula College and set the tone of the campus as a work and learning environment. The nursing faculty, in support of the College's Guiding Principles, have adopted a very similar set of Guiding Principles. Guiding Principles are posted in the nursing handbook and framed on classroom walls. They help guide our interaction with students, clients, community organizations, and with each other. Table II-A-1 below demonstrates the alignment of our core values between Peninsula College's Guiding Principles, and the nursing program's Guiding Principles.

Table II-A-1

*Alignment of Peninsula College and Nursing Program Guiding Principles*

Peninsula College Guiding Principles	Nursing Program Guiding Principles
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The teaching/learning process is at the center of the mission of Peninsula College	Teaching/learning process is central to the mission of the Nursing Program.
Members of the campus community will treat each other with mutual respect and dignity.	Members of the Nursing Program community treat each other, the campus community, clinical partners and patients with mutual respect and dignity
Members of the campus community will be open and honest in their communications	Members of the Nursing Program are open and honest in their communication
Members of the campus community shall promote a positive work environment and avoid adversarial relationships.	Members of the Nursing Program promote a positive work and learning environment that avoids adversarial relationships
Each member of the campus community shall act ethically and with integrity.	Members of the Nursing Program act ethically and with integrity
The campus will engage in collaborative decision-making processes.	Members of the Nursing Program engage in collaborative decision-making processes within our college and program, and with our clinical partners and patients

As demonstrated in the Peninsula College mission statement below in Table II-A-2, the College seeks to educate diverse populations of learners through community engaged programs that advance student equity and success. The Nursing Program mission is to provide an equitable and high-quality education program whose graduates help meet the health care needs of the community. Community engagement through clinical experiences is imperative to nursing student success. The Nursing Program, through fair admission practices and intensive faculty support of students, works to provide an equitable education experience for diverse populations with a focus on student success.

Table II-A-2 <i>Alignment of Peninsula College and Nursing Program Mission Statement</i>	
Peninsula College Mission Statement	Nursing Program Mission Statement
Peninsula College educates diverse populations of learners through community-engaged programs and services that advance student equity and success.	<p>The mission of the Nursing Program is to provide an equitable and high-quality nursing education program whose graduates help meet the health care needs of the community.</p> <p>The goal of the Associate Degree Nursing Program is to provide an organized curriculum, which prepares a student achieve the following:</p> <ul style="list-style-type: none"> <li>● Receive an Associate in Nursing Direct Transfer Agreement/Major Related Program Degree (DTA/MRP)</li> <li>● Obtain a registered nurse license after passing the licensure exam</li> <li>● Function in the role as a novice registered nurse</li> </ul>

A selection of Peninsula College's stated goals is excerpted from the college's Core Themes (Peninsula College Course Catalog 2020-21, pg. 4) and compared with the Nursing Program's mission,

goals and guiding principles in Table II-A-3. Again, there is seamless alignment between the parent institution and the Nursing Program goals.

Table II-A-3 <i>Alignment of Peninsula College Goals with Nursing Program Goals and Outcomes</i>		
Peninsula College Goals	Nursing Program Mission & Goals	Derived Program Outcome
Advancing Student Success	<p>Program Goal 1: Receive an Associate in Nursing Direct Transfer Agreement/Major Related Program Degree (DTA/MRP)</p> <p>Students with the Associate in Nursing DTA/MRP need only to complete senior level courses at select universities in the state of Washington to achieve a Bachelor's of Science in Nursing.</p>	Maintain program completion rates of 80% or higher. Students must complete their degree in order to transfer and meet their terminal education goals.
Achieving Academic Excellence	Program Goal 2: Obtain a registered nurse license after passing the licensure exam	Maintain a minimum graduate licensure pass rate of 80% among first-time takers. The excellent nursing curriculum supports graduates in passing their licensure exam.
Strengthening Communities	<p>Program Goal 3: Function in the role as a novice registered nurse</p> <p>Registered nurses enter the community workforce with great demand.</p>	Graduates will have employment rates above 80%. Graduates working as registered nurses support the health of the community.
Fostering Equity and Inclusion	<p>From the Guiding Principles:</p> <p>Members of the Nursing Program community treat each other, the campus community, clinical partners and patients with mutual respect and dignity. Members of the Nursing Program engage in collaborative decision-making processes within our college and program, and with our clinical partners and patients.</p>	The program works to support diverse individuals in meeting all program goals.

**Level of Achievement:** There is 100% alignment between the values, mission and goals of Peninsula College and the nursing program. Nursing program outcomes are derived seamlessly from the mission and goals.

**Frequency of Assessment:** For alignment between college and nursing program mission, review every 5 years or as needed. Assess nursing program mission, goals, expected program outcomes, and core values annually.

**Results of Assessment:** Quality indicator met, continue to monitor. Recorded in Systematic Evaluation Plan (Appendix E).



**Quality Indicator II-B. The organizational structure of the parent institution and the nursing program provide opportunities for faculty and students to demonstrate involvement in institutional and program governance, enabling achievement of expected program outcomes.**

The organizational structure of the parent institution and the nursing program is demonstrated in Appendix A. The nursing program is part of the Allied Health Division which reports to the Dean of Workforce Education and Vice President for Instruction, who in turn report to the President and Board of Trustees. The Peninsula College Board of Trustees provide regular and open meetings, advertised in a variety of locations, at which college personnel, students and the public are invited to attend and provide advice to the Board of Trustees. A public forum period is present on the agenda of every meeting during which Peninsula College personnel and the public may address comments to the Board. Recent agendas and minutes for the Board of Trustees are on the college website.

One of the Guiding Principles of Peninsula College is that “the campus will engage in collaborative decision-making processes.” College governance is a shared responsibility, and faculty have a variety of opportunities for participation. One important committee is the college Faculty Senate. As found in the Faculty Senate constitution, the Senate “shall serve as the source of faculty representation and participation in matters pertaining to the shared governance of the college and to related policy making. This Senate shall therefore serve to enable the faculty to participate effectively in the operations of Peninsula College and to act as a collective, accountable voice in these operations as they apply to the formulation and application of policy and in other matters relative to the general welfare of the College.” All faculty are eligible to be part of Faculty Senate and can speak at every Faculty Senate meeting. Faculty also have an opportunity to participate in a variety of other College Committees such as College Council, Curriculum Committee, Education and Training Committee, Faculty Professional Development Committee, Guided Pathways Steering Committee, and periodic Hiring Committees.

Nursing program governance is implemented through the Nursing Faculty Committee and the Nursing Curriculum Committee. Faculty members have an equal voice in governance of the program,

and decisions are made by consensus. The nurse administrator's role is organizer and liaison. The Nursing Faculty Committee is composed of nursing faculty and the nurse administrator and focuses on monitoring individual student progression towards course and program outcomes, as well as faculty topics such as professional development and evidence-based practice. The Nursing Curriculum Committee includes nursing faculty, the nurse administrator and student representatives and focuses on evaluating the curriculum, evaluating program outcomes, program planning and program policy. The nursing program specialist attends in an administrative support role, and lab staff are welcome to attend, but neither participate in consensus decision making. Nursing faculty participation in institutional and program governance is found in II-B below

Table II-B <i>Nursing Faculty Participation in Institutional and Program Governance</i>	
Full Time Tenure Faculty Name	2021-23 Committee Membership
██████	Faculty Senate, Allied Health Division, Tenure Committee, Prof/Tech Curriculum Committee Guided Pathways Steering Committee, Ad Hoc Hiring Committees Nursing Faculty Committee, Nursing Curriculum Committee, Nursing Advisory Committee Faculty Advisor Alpha Delta Nu Nursing Honor's Society
██████	Faculty Senate, Allied Health Division, Prof/Tech Curriculum Committee Guided Pathways Allied Health Work Group Nursing Faculty Committee, Nursing Curriculum Committee, Nursing Advisory Committee Faculty Advisor Nursing Club Outcomes Committee, Tenure Committee, Post-Tenure Review Committee
██████	Faculty Senate, Allied Health Division Guided Pathways Allied Health Work Group Nursing Faculty Committee, Nursing Curriculum Committee, Nursing Advisory Committee Assessment Committee Medical assisting hiring committee
██████	Faculty Senate, Allied Health Division, Prof/Tech Curriculum Committee Nursing Faculty Committee, Nursing Curriculum Committee, Nursing Advisory Committee Tenure Committee, Sabbatical Review Committee Honor's student mentoring program

Nursing students can run for the campus wide Associated Student Council, though no nursing students have chosen to participate in the recent past. The president of the Associated Student Council

reports to the Board of Trustees. Two nursing students are elected from each cohort by their peers to serve as a liaison between nursing faculty and their class. Student representatives serve as spokespeople for the class, advocate for classroom issues and concerns, attend biannual advisory committee meetings, and attend nursing curriculum meetings. Student representative participation has been excellent. Several examples of input into program governance are documented in the nursing meeting minutes and advisory committee minutes (curriculum 10/11/21, 10/25/21, 1/10/22, 3/7/22, 4/11/22, 4/18/22, 6/6/22, advisory 12/13/21, 5/16/22, 12/5/22). The 2022 Nursing Program Exit Survey indicated 85% of students responding found the elected student representatives were an effective means of participation in nursing program governance and ongoing communication with faculty. Ninety percent of students indicated they were satisfied with opportunities for personal involvement in college activities.

**Level of Achievement:** 100% of full-time faculty will participate in at least one campus committee and all nursing committees. Two student representatives will be elected from each cohort. At least 75% of students will report that they found student representatives an effective means for participation in nursing program governance and ongoing communication with faculty.

**Frequency of Assessment:** Annually

**Results of Assessment:** Level of achievement met or exceeded for all areas.

**Quality Indicator II-C. Communities of interest provide feedback which is used to inform program decision-making about the educational preparation of students.**

The Peninsula College Board of Trustees is the institution's legal governing body and is composed of five members who are citizens of Clallam or Jefferson County and volunteer their time to serve. More information is available on the college's [website](#).

The college's leadership team members have input into program processes and decision making related to the nursing program include President, Dr. Suzy Ames, Interim Vice President of Instructional Services, Dr. Bruce Hattendorf, Vice President of Finance & Administration, Carie Edmiston, Vice

President of Student Services, Krista Francis, Dean of Workforce Education, Dr. Mia Boster, and Dean for Arts & Sciences, Dr. Cheryl Crane. The college community affects decisions related to the nursing program through various groups, such as the college Curriculum Committee, the faculty union, and the college Assessment Committee.

The State Board for Community and Technical Colleges (SBCTC) is led by a nine-member governor-appointed board. SBCTC advocates, coordinates, and directs Washington state's system of 34 public community and technical colleges. SBCTC provides general oversight of the college system, allocates state operating and capital funds and oversees policy development. More information is available [here](#).

The Washington Board of Nursing (WABON) protects the public's health and safety by regulating the competency and quality of registered nurses. The purpose of the WABON includes establishing, monitoring, and enforcing licensing, consistent standards of practice, continuing competency mechanisms, and discipline. They are mandated to approve curricula and establish criteria for nursing schools. More information is available [here](#).

The Nursing Advisory Committee includes nurse managers and staff members from various clinical agencies where graduates are employed or where students experience clinical practice. Faculty, students, and alumni are included on the Committee. The Committee provides feedback and input into improving the program, particularly regarding clinical placement of students and hiring of graduates. Committee meetings facilitate the relationship between the school and clinical agencies. Committee members also review nursing program outcomes and will provide input into any area of concern. The Nursing Advisory Committee helps promote intra and interprofessional collaboration and supports partnerships for contemporary experiential learning experiences for students.

The community of nursing students has the most influence on the day-to-day, quarter-to-quarter operation of the program, the curriculum, the clinical sites, and teaching strategies. Feedback

from surveys completed by nursing students include annual instructor evaluations, quarterly course evaluations, clinical site evaluations, exit survey, and graduate survey. Student representatives are involved and provide input regularly at nursing Curriculum Meetings (minutes 9/26/22, 10/17/22, 11/28/22, 1/9/23, 4/10/23, 4/17/23, 6/5/23). Course reports are submitted by the faculty biquarterly and discussed at faculty meetings as needed (example minutes 10/24/22, 12/12/22, 2/6/23, 3/13/23, 5/8/23, 6/12/23). The faculty and nurse administrator also maintain an open-door policy and are available to hear student input and concerns as they arise.

Table II-C <i>Examples of Community of Interest Input on the Nursing Program</i>		
Community of Interest	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
Campus Leadership	Budget provision for revision of Office Assistant position to Program Specialist 3 position Budget provision to increase lab tech position from 10 month to 12-month position	-Spring 2021 position creation and transition complete -Summer 2022 lab tech position transitioned to 12-month position
Campus Community	College consideration of new degree pathway and advising for nursing students not accepted into the nursing program Peninsula College transcript review process improved to support nursing student credit transfer (campus meetings Spring 2022)	-Fall 2022 Nursing Director and Nursing Program Specialist workgroup participation to provide input about advising students in completing nursing and non-nursing degrees -Summer 2022 improved transcript review process implemented, to allow for more flexibility for transfer students
SBCTC	Budget provision for new Simulation Equipment for nursing program (minutes 11/21/22 ) Budget provision for nurse educator salary increase via House Bill 2158	Purchase requisites and budget prepared to spend \$427k simulation equipment provision Faculty bargained for salary increase with direction from SBCTC
WABON	Submitted annual reports as required (minutes 9/26/22) Nurse administrator attends biannual meetings with WABON through Council for Nursing Education in Washington (10/22, 10/23) Periodic Communication Meetings with the WABON	-Continue to submit annual reports as requested -Attended Communication Meeting about WA State Nurse Preceptorship Grant Program, for implementation Spring 2023

Advisory Committee	Increase opportunities for preceptorship in the OR and PACU (advisory minutes 12/14/20) Jefferson Hospital updating IV pumps (12/13/21)	-Implemented additional PACU and OR preceptorship opportunities. -College maintains teaching IV pumps reflective of local hospital equipment.
Student	Surveys collected, compiled, and reviewed by Curriculum Committee (example minutes 10/24/21, 10/25/21, 1/10/22, 4/11/22, 4/18/22)	-Legislative/Advocacy Day activity not well received 2021 (10/24/21), faculty organized a local event alternative in Winter 2022. No comments or concerns noted on Winter 2022 course evals. Informal feedback to faculty indicates the new option was a success. Plan to continue. -Concern about classroom temperature noted on Exit Survey in 2021 (minutes 10/25/21). Nurse administrator confirms classroom temperature raised by 2 degrees by facilities 11/10/21. -Student request for OMC to come present on residency program 4/7/22. Offered via Zoom April 2022 and in person January 2023 -Diversity, equity, inclusion concerns about textbooks noted 3/7/22 and 4/11/22. Nurse administrator reported concerns to Elsevier Spring 2022.

**Level of Achievement:** Communities of interest are defined and inform program decision making.

Advisory committee includes representatives from clinical sites to support experiential learning experiences and are asked for feedback related to clinical placements.

**Frequency of Assessment:** Annually

**Results of Assessment:** Level of achievement met or exceeded for all areas.

**Quality Indicator II-D. Program publications, documents, and policies are clear, current, accurately reflect program practices, and are accessible to communities of interest.**

The Office of Instruction leads the annual Peninsula College Catalog review and revision. The nurse administrator is involved in the reviewing and approving the pages pertaining to the nursing program. The catalog becomes effective the following fall and is available [online](#). The nurse administrator reviews nursing program informational brochures for accuracy at the time of printing. For both catalog and brochures, updates are submitted to the Dean of Workforce Education for final review and approval. Brochures are available to the Office of Instruction, Student Services, student recruitment personnel, the nursing program and anyone else that requests them.

The nursing program web pages are reviewed by the nurse administrator annually in the fall for accuracy. Requests for changes are directed to the Peninsula College webmaster and marketing department. Some minor updates can be completed by the nurse administrator or Nursing Program Specialist. Accreditation status is communicated on the nursing web page, including contact information for the accreditation agency. This information is found online [here](#). The Nursing Student Handbook is reviewed annually in the spring, and made available to students via the Canvas learning management system and a link is on the [nursing website](#). Nursing admission policies are reflected on the [nursing website here](#), and are reviewed annually by the Curriculum Committee. The actual application is available through a free online Canvas course April 1-May 1, and is reviewed for accuracy by the nurse administrator prior to opening for students.

Notification of the appropriate community of interest would depend on the update, but the general process for notifying our various communities of interest is below in Table II-D.

Table II-D <i>Processes for Notification of Communities of Interest</i>	
Current nursing students	Canvas learning management system announcements, email from nurse administrator or nursing program specialist, communication via student representatives, in person/in class communication by nurse administrator or faculty
Pre-nursing students	Communication via pre-nursing advisors and Student Services, updates on nursing webpage, online Peninsula College catalog, in person Nursing Information Sessions with the nurse administrator
Alumni	Email from nurse administrator and faculty, nursing webpage
Employers and clinical sites	Email from nurse administrator, nursing program specialist and faculty, nursing webpage, communication via Advisory Committee, in person visits by nurse administrator and faculty
General public	Nursing web page with contact information for nursing program, Peninsula College catalog online, Peninsula College community mailings, occasional newspaper articles or event announcements
Peninsula College faculty, advisors, student support services, staff	Email from nurse administrator or faculty, nurse administrator attending other department's meetings, faculty participation on committees

**Level of Achievement:** Program publications including the Peninsula College Catalog, brochures, nursing web pages, admission Canvas website, and Nursing Student Handbook are reviewed annually for accuracy. A process is implemented to notify communities of interest. Accreditation information including contact information is on the nursing webpage.

**Frequency of Assessment:** Annually

**Results of Assessment:** Level of achievement met or exceeded for all areas.

**Quality Indicator II-E.** The academic nursing unit is led by a chief academic nurse administrator who is educationally and experientially qualified for the role and administratively entrusted with the responsibility and authorization to provide the leadership needed to procure and allocate resources to achieve the program's expected outcomes.

The qualifications and scope of the nurse administrator are set by the WABON and found in Washington Administrative Code (WAC) 246-840-517 on the [web](#). The nurse administrator, Alana Murphy, DNP, ARNP, FNP-C, RN meets the qualifications specified by the WABON for appointment and continuation in the position. This position is a 100% administrative-exempt position without teaching responsibilities. Dr. Murphy earned her Master of Science in Nursing and Doctor of Nursing Practice degree from Vanderbilt University, in 2005 and 2012 respectively (see Appendix D CV). Dr. Murphy had limited administrative and nurse educator experience on hire and completed an intensive full-time mentorship with an experienced nurse administrator and educator, Barbara Nubile, MSN, RN from January-April 2016, and formal mentorship and consulting through 2018. The WABON was notified and supportive of this orientation plan.

The Director of Nursing job description aligns with the requirements of Washington state law. Table II-E demonstrates how the Director of Nursing is administratively entrusted with responsibility and authorization over the nursing program, as required by law and the WABON.

Table II-E <i>Legal Scope of the Nurse Administrator and Inclusion in Peninsula College Position Description</i>	
Section of Washington Administrative Code 246-840-517	Peninsula College Job Description



The nurse administrator shall be responsible for creation and maintenance of an environment conducive to teaching and learning	Included
Facilitation of the development, implementation, and evaluation of the curriculum.	Included
Communication and decision-making regarding program needs, budget preparation and monitoring, and ongoing involvement with central administration and other units of the parent institution.	Included
Facilitation of faculty development and performance review for full-time and part-time faculty consistent with the policies of the institution and standards of professional nursing practice, and encouragement of faculty to seek ways of improving clinical skills and methods of demonstrating continued educational and clinical competence.	Included
Facilitation of faculty recruitment and appointment. The nurse administrator of the nursing education program shall establish a goal for acquiring faculty with diversity in ethnicity, gender, clinical specialty, and experience.	Included
Recommendation of faculty for appointment, promotion, tenure, and retention consistent with the policies of the institution and standards in this chapter.	Included
Facilitation of the development of long-range goals and objectives for the nursing program.	Included
Facilitation of recruitment, selection, and advisement of students.	Included
Assurance that the rules of the commission are effectively implemented.	Included
Notification to the commission of events as identified in WAC <a href="#">246-840-513</a> and <a href="#">246-840-554</a> (3).	Included
The nurse administrator must have sufficient time provided to fulfill relevant administrative duties and responsibilities.	Included

#### **Nurse Administrator Role in Budget and Resource Allocation**

Peninsula College provides fiscal resources to the Nursing Program, which are adequate in supporting the Nursing Program's goals and objectives. The nurse administrator is the manager for the nursing instructional supplies budget. The nurse administrator requests faculty and staff participation in prioritizing expenditures related to instructional materials and equipment purchases. The nurse administrator works with the Dean of Workforce Education to find funding solutions if critical, unaccounted needs come up during the year. The nurse administrator, with faculty and staff input, also plays an integral role in the expenditure of funds provided by the Peninsula College Foundation through community donors. For example, the Littlejohn Family provided donations of \$100k per year to the nursing program for four years beginning in 2018.

The processes for requesting and expending funds are the same for the nursing program as for other areas of the college. Requests for increases in the base budget and for capital equipment are

made during the annual budget-building process. Capital requests and requests such as new positions are prioritized along with other requests by the college administrators and the Board of Trustees and are funded based on money available.

The annual budget planning process at Peninsula College is collaborative and grassroots driven. While the process is framed by the college mission, goals, and strategic plan, it is unit driven. Planning begins with academic and administrative units, such as the nursing unit. Nursing faculty and the nurse administrator collaboratively develop annual plans (AUPs) that demonstrate the alignment of institutional resources with the nursing program's expected outcomes as part of the continuous improvement plan for the nursing program. The 2020-21 and 2021-22 nursing AUP is available in the Document Room. Unit-level actions are incorporated in the division-level AUPs, and then incorporated into the overall resource allocation plan for the College.

**Level of Achievement:** The nurse administrator meets criteria in WAC 246-840-517. The nurse administrator job description mirrors WAC 246-840-517.

**Frequency of Assessment:** Annually

**Results of Assessment:** Level of achievement met or exceeded for all areas

***Quality Indicator II-F. The nursing program has the necessary budgetary, human, instructional, physical, and technological resources to demonstrate achievement of the mission, goals, and expected program outcomes.***

The fiscal resources allotted to the nursing program are sufficient to support the program's mission, goals and expected program outcomes. General operation costs are covered by the current budget. There is a designated Nursing Budget that covers equipment, supplies and furniture needed for the faculty to effectively carry out their duties. Both the nursing program and the College are committed to maintaining our accreditation and membership in various professional organizations, and funds are prioritized to cover these costs.

Despite state funding challenges at the College level, the College has been committed to developing and supporting the nursing program. The College continues to support nursing faculty and nurse administrator's professional development through Professional Technical budgets and Perkins funds. In recent years, additional funds have been available through various legislative and Foundation-supported initiatives, which have supplemented the Nursing Budget. Non-salary expenses and budget support are found in Table II-F-1 below. Copies of purchase orders are maintained on the College's electronic system.

Table II-F-1 2022-2023 Non-Salary Expenses and Budget Support				
Non-Salary Expenses			Non-Salary Budget Support	
Professional dues	5260		Nursing Budgets	4890
Faculty supplies, equipment	756		Allied Health Expansion	18985
Faculty professional development	11421		Perkins	10566
Lab equipment, supplies and services	23391		Proviso	6387
State funded simulation equipment	378548		State simulation budget	378548
<b>Total</b>	<b>419376</b>		<b>Total</b>	<b>419367</b>

Funding for faculty salaries is sufficient to fully staff the program. Faculty salaries are determined by union bargaining agreement. There are five full-time 1.0 FTE faculty, one full-time 1.0 FTE nurse administrator, and one to two part-time adjunct faculty members, varied by quarter, staffing the program. One strength of the program is that there is support for a full-time nurse administrator who does not have assigned teaching responsibility. Four of the five full time faculty are now in tenured positions. We hope to gain approval for the fifth tenure track position in the next two years. There is also an allocated budget that provides for 0.8 FTE administrative support staff and one 1.0 FTE lab support staff; both are invaluable to the smooth functioning of the nursing program. The College allocates funds for tutors for nursing students, and we currently maintain one registered nurse tutor for student success. In our prior self-study we noted plans to expand to 32 students per cohort from a previous cohort size of 26, and this has since been completed and maintained. This was the impetus for

hiring a fifth full-time faculty member and increasing the hours and area of responsibility for administrative and lab support staff. Table II-F-2 shows 2022-23 salary expenses and budget support for nursing faculty, administration, and support staff.

Table II-F-2 2022-23 Salary Expenses and Budget Support				
Salary & Benefit Expenses			Salary Budget Support	
Part Time Faculty Salaries/Benefits	43296		Nursing	110000
Full Time Faculty Salaries/Benefits	647360		Prof Tech Budget	393231
Support Staff Admin Salary/Benefits	70985		Perkins	87
Support Staff Lab Salary/Benefits	80077		House Bill 2158 Nurse Educator Funds	270254
Nursing Administrator Salary/Benefits	182104		Proviso & Misc Grants	250250
<b>Total</b>	<b>1023822</b>		<b>Total</b>	<b>1023822</b>

The physical resources allotted to the Nursing Program are sufficient to support the program's mission, goals and expected program outcomes. Classrooms, laboratories, and offices are housed in the Allied Health and Early Childhood Education building, which opened April 2017. The new building included two 32 seat nursing designated smart classrooms, an additional shared classroom, student study areas and kitchenette, conference room, copy room, five private offices, plus additional office space for adjunct faculty and support staff. The nurse administrator's office is large enough to allow private consultations with students and faculty and support administrative responsibilities. The new building also provided ample expanded storage space for nursing equipment, supplies, clerical records and files.

The nursing skills lab and nursing demonstration lab accommodates twelve beds, and expanded space for demonstrating and practicing skills. Additionally, there is a four-bed, two-room simulation suite connected by the simulation control room. The generous nursing equipment budget for the new building provided \$336000 in upgraded equipment for the skills and simulation labs, including upgraded high-fidelity simulators during 2017. Since then, funds were available to continue to update and

upgrade equipment, including a \$427000 budget to upgrade simulation equipment in 2022-23. Faculty, students, and local healthcare facilities were consulted in the purchase of new equipment to ensure clinical relevance (email communication 6/2/22, 6/6/22, minutes 6/6/22, 9/26/22, advisory 12/13/21, 5/16/22). The skills and simulation lab provides an excellent learning environment for students.

The library facilities support the nursing students and faculty in carrying out the program's mission, goals and expected program outcomes. Physical library facilities, scope and currency of learning resources are appropriate for the purpose of the program, and for the number of faculty and students. The library facilities were remodeled in 2008 and provide a 26,680 square foot library organized as a central teaching-learning resource. The library is also home to the Center for Equity Teaching and Learning. In addition to a smart classroom, individual and group study areas, there are also conference rooms, print and nonprint collections and research workstations. Expansive view windows provide daylighting. The library hours are currently limited to Monday 1000-1700, Tuesday through Friday 0800-1700. The faculty satisfaction survey evaluates several indicators related to program resources, which are demonstrated in Table II-F-3 below.

Table II-F-3 <i>Faculty Evaluation of Resources</i>	
I am satisfied with the resources and supplies available to do my work	100% agree
Overall, the working environment is satisfactory for the following elements:	Space 100% agree Temperature 100% agree Lighting 100% agree Ventilation 100% agree

The student exit survey evaluates several indicators related to program resources, which are demonstrated in Table II-F-4.

Table II-F-4 <i>Student Evaluation of Resources</i>	
Library services	Helpfulness of librarians: 100% satisfied Adequacy of hours of operation: 66% satisfied
Physical resources: Classrooms and buildings	Cleanliness of buildings 97% Classroom size 93% Classroom temperature 83% Classroom maintenance 100% satisfied

Only 66% of students found library hours to be adequate, indicating a possible need for increased hours. However, library hours were affected during the pandemic and the staff began transitioning back face-to-face services in Fall 2022, which are not yet reflected in student surveys. The library also continues to be limited by budget and staffing allocations, which is linked to decreased college wide enrollment. When the nurse administrator reached out to inquire about plans to expand hours, they indicated that when they have experimented with expanded library hours in the past, student use was low. They target their limited resources to support the highest use times of the library overall. They do offer a 24/7 “chat with a librarian” feature through their website. Students can ask questions of a librarian, who is off campus but familiar with College resources, even in the middle of the night. Although not ideal, the public library is also nearby and offers evening and weekend hours that many students utilize as a quiet study space. Peninsula College electronic resources and research databases can be accessed remotely through the College website.

The benchmark for classroom temperature was met, and we will continue to monitor this area as there have been historical concerns with the classroom temperature. During 2020-21 there were ongoing issues with the automatic heating systems in the building, with some rooms overly warm and others overly cold. The nursing program staff facilitated multiple maintenance visits to address the issue. Windows were also open for ventilation during the pandemic, which resulted in cool classroom temperatures. In the Fall 2021, the campus administration agreed to raise classroom temperatures to 70 degrees from 68 degrees, which led to increased satisfaction with classroom temperatures.

Nursing classrooms are equipped with a laptop cart with 32 laptops in each designated nursing classroom. The classrooms are also equipped with LCD screens for classroom presentation, which are wired for remote viewing of the Simulation Lab. Classrooms are equipped with audiovisual recording equipment and software which can be used to record or livestream lectures. There are additional computers available for student use on campus in the library.

In 2023 we upgraded our full suite of high-fidelity simulators including Sim Man 3G, Sim Mom, Sim NewB, and Sim Jr. We also purchased a new Sim Baby to expand pediatric simulation offerings. We have several backup high-fidelity simulators in storage, as well as a second relatively new Sim Man 3G. Faculty and lab staff were given two days of training with a Laerdal educator on this updated technology's operation. Most faculty previously completed 5 days of Laerdal training with our original purchases between 2016-18 and felt two days was adequate for an update. Over the past few years, we were also able to purchase several mid fidelity simulators which are used in the general skills lab. Technical equipment that accompanies the simulators include faculty laptop computers to control simulation, simulator/patient monitor, video, and sound equipment to record simulations and connect to smart classrooms, and one-way glass windows for instructor viewing.

Canvas is the online learning management system used on campus. Each nursing course has an associated Canvas course that houses syllabi, learning modules, learning resources, electronic tests, assignments, and grades. It is used extensively in all nursing courses. There are designated Canvas support staff and e-Learning experts on campus for both faculty and student assistance. The nursing program uses several innovative educational products offered through Elsevier which are more fully described under *Quality Indicator V-I* of this report.

The library has electronic databases such as CINAHL, Health Source, PubMed, MEDLINE, Alt Health Watch, online books, e-books, print books, professional journals, and evidence-based nursing texts available for student use. There are additional health and medical science e-resources compiled for students on the library website. Librarians meet with our nursing student classes to orient them to library resources and are readily available to assist students whenever needed. Nursing faculty work with the faculty librarian to select and deselect library resources per the Nursing Collection Maintenance (Library) Policy found in the Nursing Faculty Handbook. Faculty went as a group to review the library collection and make recommendations for removal and selections on 9/20/23.

Table II-F-5 <i>Student Evaluation of Technology Resources</i>	
Simulation lab experience was valuable to my learning:	Average 95% agree for all simulations in 2021-22
Orientation to nursing program technology was available	97% agree
IT support for nursing program technology was available	97% agree
Adequacy of library technology resources for assignments and research	91% satisfied
General college IT resources	Canvas support 96% satisfied Computer Labs: 11/13 using labs (85%), 17/30 did not use Email: 100% satisfied IT Help Desk: 19/20 (95%) satisfied, 10/30 did not use

Table II-F-5 reflects measures of student evaluation of technology resources from the 2022 Exit Survey. Benchmarks were met for all areas reflecting high student satisfaction with technology resources. Table II-F-6 reflects faculty evaluation of Technology Resources. Again, benchmarks were met, and faculty were highly satisfied with technology resources.

Table II-F-6 <i>Faculty Evaluation of Technology Resources</i>	
I am satisfied with the technology resources available to do my work	100% agree
Campus information and technology resources	Campus IT helpdesk: 100% Canvas/Canvas support: 100% Library resources: 100% HESI: 100% satisfied

**Level of Achievement:** Reported in Systematic Evaluation Plan

**Frequency of Assessment:** Annually

**Results of Assessment:** Benchmarks met in all areas except adequacy of library hours which likely reflect limited-service hours during the pandemic. Continue to monitor for changes now that post pandemic library hours have expanded. Our recently updated building continues to be a strength of the program overall, as well as our recently updated simulation equipment.

**Quality Indicator II-G.** Nursing program resources are periodically reviewed and allocated as needed to sustain an environment of continuous quality improvement that enables the program to meet expected program outcomes and expected student learning outcomes.



The nursing program reviews resources in a systematic way, indicated in Table II-G below.

Academic unit plans (AUPs) include continuous quality improvement goals. The nurse administrator and faculty reviewed budget, personnel, and human resources 12/12/22 and found them to be adequate.

AUPs and results of surveys are available in our Document Room.

Table II-G <i>Review of Program Resources</i>		
Resource type	Method of review	Frequency
Budget	Academic unit plans and faculty meetings, nurse administrator reviews expenditures at end of fiscal year	Annually and as needed
Human	Academic unit plans and faculty meetings	Annually and as needed
Physical	Course surveys, exit survey, faculty survey	Quarterly course surveys Annual exit & faculty surveys
Instruction	Course surveys, exit survey, faculty survey	
Technology	Course surveys, exit survey, faculty survey	

**Level of Achievement:** There will be a systematic process in place to review budget, human, physical, instruction and technology resources.

**Frequency of Evaluation:** Annually

**Results of Evaluation:** There are processes in place to monitor nursing program resources. Benchmark met.

#### **Strengths of the Program Related to Standard II**

- Relatively new building and recently updated equipment including well-equipped high-fidelity simulation lab
- There is excellent alignment between college and nursing program mission and goals
- Peninsula College values and promotes collaborative decision making
- Communities of interest regularly provide feedback to the nursing program
- Nurse administrator position is exempt from teaching allowing adequate administration time

#### **Areas of the Program Needing Improvement Related to Standard II**

- There were limitations in the hours of operation for the on-campus library during the pandemic.  
Continue to monitor student satisfaction now that hours have expanded.

- Plan to transition the full-time temporary faculty position to a full-time tenure position in the next two years. Also, one nurse faculty anticipated retirement in June 2024, which will need to be filled.
- Continue to monitor classroom temperature

### **Standard III: Culture of Excellence and Caring - Faculty**

**The expertise, creativity, and innovation demonstrated by the collective faculty within a culture of excellence and caring enables the nursing program to achieve expected program outcomes aligned with the program's mission and goals. The faculty complement consists of educationally and experientially qualified individuals of diverse backgrounds who have expertise as educators, clinicians, scholars, and researchers, as relevant to the program's mission and use their expertise to co-create a student-centered learning environment and achieve expected program outcomes. The organizational environment and program core values support inclusivity and empower faculty to achieve the professional outcomes expected of them in the faculty role and seek the recruitment and retention of a diverse faculty. This commitment to creating a culture of excellence and caring supportive of faculty outcomes is evidenced through the achievement of the following associated quality indicators.**

***Quality Indicator III-A.*** The program's faculty are qualified, diverse, and adequate in number to meet program goals.

The nursing program exhibits an inclusive organizational environment and resources supportive of recruiting and retaining a diverse faculty. The College culture is defined by its Guiding Principles and its shared governance model, which value respect, open and honest communication, integrity, and collaboration. The College community is vibrant, engaged, and known for its commitment to serving the diverse needs of the local communities. Faculty recruitment materials include a statement about these principles in addition to a non-discrimination statement and equal opportunity employer statement. Faculty receive an excellent benefits package including medical, dental, life, and long-term disability insurance; paid vacation and sick leave; retirement plan; optional credit union and tax deferred annuity programs. Peninsula College contributes \$1130.00 per month towards the cost of the Washington State employee insurance programs. The college also supports professional development through the Stipends and Sabbatical Committee. Initial salary placement is based on degree, teaching experience or relevant work experience. In recent years, House Bill 2158, a provision of the Washington State

Legislature provided funds for nursing educator salary increases. Approximately \$270,000 per year in funds were provided to the College for nurse educator salary increase. The nursing faculty bargained for an ongoing 36% pay increase in Spring 2020, as well as a retention bonus when funds allow. Prior to House Bill 2158 faculty survey indicated only 50% (2/4) were satisfied with their salary, and after House Bill 2158 100% (5/5) faculty indicated satisfaction with their salary. Salaries are determined by a bargaining agreement which is up for negotiation in 2024. Nursing faculty are welcome and encouraged to participate in the process.

WAC 246-840-523 specifies that nursing education programs must have sufficient professionally and academically qualified faculty with adequate diversity in nursing to meet the nursing education program's purpose and outcomes. Appendix B Faculty Profile Table shows the full- and part-time faculty including credentials and degrees, and areas of teaching responsibility. Faculty self-select their area of teaching responsibility based on their expertise and preference. Qualified guest speakers are sought to complement faculty expertise as needed for specialized topics.

The nursing program policy and goal is to employ a full complement of faculty that are prepared at the graduate level. The nursing program policies align with the relevant WACs and faculty contract which is negotiated between the Peninsula College Faculty Association, Local 3439, and the Board of Trustees of Peninsula College. WAC 246-840-526 delineates that nursing faculty teaching in a pre-licensure registered nurse program have a minimum of a graduate degree in nursing from an accredited college and from a nursing education program that is accredited by a nursing education accreditation body recognized by the United States Department of Education. Documentation of this for current faculty is included in the Document Room.

Exceptions to the nursing faculty graduate degree requirement are outlined in WAC 246-840-529 indicating the criteria for approval of a waiver from WABON. All nursing program tenured faculty are prepared with a master's degree. The nursing program actively recruits for a master's prepared

faculty prior to seeking an exception waiver, and those faculty who are granted waivers are encouraged to enroll in a graduate program. In recent years, we have had one full time and one regular part time bachelor's prepared faculty with an exception waiver to teach. Both have recently completed their master's degree studies in nursing education. Our organizational development plan to address this issue includes continuing to actively recruit for graduate prepared faculty as needs come up, encouraging adjunct instructors without graduate degrees to enroll in a graduate program, and precepting graduate nursing education students that may be interested in working with the program in the future. The nursing program does not currently employ any non-nursing faculty. Non-nursing faculty would need to meet the degree requirements outlined in WAC 246-840-423, the faculty contract section 9.2 and WAC 131-16-091.

Nursing faculty are required to maintain an active and unencumbered Washington registered nurse license. Regular nursing faculty are enrolled in the NURSYS notification system for ease of tracking. Part time and adjunct may be verified through Washington Provider Credential Search service online instead. The nurse administrator receives an email from NURSYS with any upcoming or actual license expiration, and for any change in nursing license status. All faculty licenses were most recently verified in NURSYS or WA Provider Credential Search in September 2023. Registered nurses in Washington state are required to complete 96 active practice hours and 8 continuing nursing education hours per year to maintain licensure. Teaching in a nursing education program is considered active practice, though faculty members may choose to additionally work as registered nurses during the academic breaks. Faculty are encouraged to choose continuing education topics related to their area of teaching responsibility.

WAC 246-840-532 sets the expected faculty/student ratios for the nursing program, and the program maintains ratios at or below these levels. Clinical schedules provide details of ratios for clinical, simulation and skills lab.

Table III-A-1 <i>Faculty to Student Ratios</i>		
Setting	WAC 246-840-532 ratio	Peninsula College Nursing Ratio
Classroom	Not specified	1:16 to 1:32
Clinical/Simulation	1:10	1:7 to 1:9
Laboratory	1:15	1:9 to 1:15

The program has adequate faculty to cover all the class assignments without requiring faculty to work beyond the hours specified in the faculty contract. Full time nursing faculty are assigned 20 contact hours per week/220 hours of instruction time per quarter as specified in the Faculty Bargaining Agreement. Nursing faculty are expected to maintain five scheduled office hours per week for student advising and conferences in addition to their assigned workload. The assigned workload is less than other disciplines on campus due to the demanding nature of the nurse faculty role, and the increased number of required office hours. The FTEs for the program are calculated by dividing the number of class hours per quarter by 220. Table III-A-2 describes the number of hours committed to the program, and the associated faculty FTE. Winter and spring quarters particularly require additional clinical support and reliance on adjunct faculty. Workloads are equitably assigned and calculated quarterly in the faculty assignment spreadsheets. The spring 2022 nursing faculty satisfaction survey indicated 100% of faculty were satisfied with their workload.

Table III-A-2 <i>Calculation of faculty FTE committed to the nursing program</i>					
Quarter	Lecture hours	Direct clinical and lab hours	Indirect supervision clinical hours	Total hours	Program FTE (Total hours/220)
Winter 2022	209	968	132	1309	5.95
Spring 2022	209	550	555	1314	5.97
Fall 2022	297	759	82.5	1138.5	5.175

**Level of Achievement:** Reported in Systematic Evaluation Plan

**Frequency of Evaluation:** Annually

**Results of Assessment:** Reported in Systematic Evaluation Plan

**Quality Indicator III-B. Preceptors, and other alternative clinical supervisory personnel, are adequate in number, qualified, and prepared for their assigned role and responsibilities in facilitating student learning.**

The nursing program offers a formal preceptorship during the final clinical course, NURS 213. Students work with a registered nurse for a minimum of 128 hours during a four-week period. Students are matched with their area of interest whenever possible, and the experience has contributed to job placement after graduation. Students and host sites have expressed satisfaction with the experience. The nursing program has adopted a formal Preceptor Guide for the experience which outlines expectations, roles, responsibilities, objectives, and clinical paperwork. The Preceptor Guide is published on Canvas for students. The Guide is reviewed annually by the Nursing Curriculum Committee, with the most recent review noted in minutes 1/23/23. Students are expected to provide their preceptor with a copy, and faculty ensure this has happened during the first meeting. The nursing program also maintains compliance with the relevant Washington state law governing preceptors in a nursing education program to ensure preceptors are qualified and adequately prepared, as demonstrated below in Table III-B.

Table III-B <i>Preceptor Qualifications and Preparation</i>	
Preceptor requirements in an RN program per WAC 246-840-533	Nursing Program Compliance
Has an active, unencumbered nursing license at or above the level for, which the student is preparing;	Preceptors are recommended by their supervisors, who are aware of state requirements. The Nursing Program Specialist and/or Nursing Director confirms at least one year's relevant registered nurse experience and unencumbered registered nurse license, which is tracked in a program spreadsheet.
Has at least one year of clinical or practice experience as a licensed nurse at or above the level for which the student is preparing	
Is not a member of the student's immediate family, as defined in RCW 42.17A.005 (27); or have a financial business or professional relationship that is in conflict with the proper discharge of preceptor's duties to impartially supervise and evaluate the nurse	Course coordinator for NURS 213 compiles a list of preceptors, makes assignments ensuring students are not relative of the preceptor or have a conflict of interest.
A nursing preceptor shall not precept more than two students at any one time	Course coordinator makes assignments ensuring not more than two students are assigned to a preceptor at any one time.
Is oriented to the written course and student learning objectives;	Provided via the Preceptor Guide, and through in person meeting with nursing program faculty
Is oriented to the written role expectations of faculty, preceptor, and student.	

Faculty are responsible for the overall supervision and evaluation of the student and must confer with each preceptor or interdisciplinary mentor and student at least once before the student learning experience, at the midpoint of the experience, and at the end of the learning experience.	Students are assigned a faculty member for preceptorship. Faculty confer with preceptor and student prior to the experience to provide orientation, and at mid-point and at the end for formal evaluation of learning objectives. Faculty check in frequently with students during the experience to guide objectives and goal setting.
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The Preceptor Guide contains a form for student evaluation of the preceptor, and for preceptor evaluation of the preceptorship. The preceptorship experience is also evaluated through a course evaluation. For example, in the Spring 2022 NURS 213 course evaluation, 97% students reported the preceptorship to be valuable to their learning. Faculty have also built relationships with various preceptors since the preceptorship inception and are familiar with their various styles and strengths. Many former students also now serve as preceptors. As part of the self-study process, faculty and the nurse administrator noted that the student evaluation of the preceptor in the Preceptorship Handbook is mainly qualitative and at times inconsistently completed by the student. Faculty and the nurse administrator have revised the student survey to ensure ease of future tracking, and the tool will be implemented for Spring 2024 preceptorships.

**Level of Achievement:** The nursing program maintains 100% compliance with relevant laws governing preceptors. The nursing program reviews the Preceptor Guide annually and assures that each student and faculty receive a copy.

**Frequency of Evaluation:** Annually

**Results of Assessment:** Benchmark met. Continue to maintain compliance with WAC 246-840-533. Continue with annual review and distribution of Preceptor Guide. Implement updated student evaluation tool as planned Spring 2024.

**Quality Indicator III-C. Faculty are supported in providing unique and innovative contributions to the faculty role as defined by the missions of the parent institution and nursing program.**

The unique and innovative contributions of each faculty member are valued and recognized by Peninsula College and the nursing program. The nursing faculty satisfaction survey illustrates the overall satisfaction among the faculty in a variety of areas related to Quality Indicator III-C and is demonstrated

in Table III-C-1 below. Nursing faculty maintain good relationships with the nurse administrator and fellow faculty and are highly satisfied with the culture in the nursing department. Faculty are also satisfied with the recognition and praise they receive for their work, and their personal sense of accomplishment.

Table III-C-1 <i>Nursing Faculty Satisfaction Spring 2022</i>			
Question	% satisfied		% satisfied
The work itself/primary job duties	100%	Relationship with college administration	100%
Responsibilities other than primary job (committee work, advising, etc.)	100%	Relationship with nurse administrator	100%
Recognition/praise you receive for your work	100%	Relationship with nursing colleagues	100%
Personal sense of accomplishment	100%	Relationship with students	100%
Professional autonomy	100%	The general climate/culture at the college	100%
Resources and supplies to do your work	100%	The general climate/culture in the nursing department	100%
All things considered, how satisfied are you with your job?			100%

Faculty outcome expectations in the areas of teaching, scholarship, and service are established by the Peninsula College faculty contract and WAC 246-840-532 related to the responsibilities of nursing education faculty. Practice expectations are guided by the WAC 246-840-523. A summary of these expectations is below in Table III-C-2.

Table III-C-2 <i>Expected Faculty Outcomes Related to Teaching, Scholarship, Service and Practice</i>		
Expected Faculty Outcome	Peninsula College Faculty Bargaining Agreement	Washington Administrative Codes 246-840-532 and 246-840-523
Teaching	Full time faculty are assigned 220 hours per quarter (20 hrs./week x 11 weeks).	Designing, implementing, and evaluating the curriculum
	The annual contract is for 175 workdays, 162 of which are instructional days. Faculty are to participate in activities as assigned during the 13 workdays.	Evaluating student achievement, in terms of curricular objectives as related to both nursing knowledge and practice, including preceptorship or mentored experiences
	Develop, assess, improve, and deliver curriculum	Selecting, guiding, and evaluating student learning activities



	Teach assigned courses in accordance with course descriptions and learning outcomes outlined in the syllabi	Developing criteria for the selection and evaluation of clinical and practice experiences in clinical facilities or clinical practice settings, which address safety and the need for students to achieve the program outcomes and course objectives.
	Gather, organize and/or create course materials that facilitate learning;	
	Utilize appropriate technology to facilitate teaching and learning;	
	Provide learning opportunities to students in assigned classes in an atmosphere that promotes learning and, in a manner, consistent with college policies;	
	Through the course syllabus, orient students at the beginning of each course to the objectives of the course, learning outcomes, assessment methods, basis of grading, attendance requirements, the nature of assignments and class requirements;	
	Obtain and maintain sufficient learning assessment data to provide a valid and reasonable basis for assignment of grades;	
	Provide records and data needed to comply with federal and state requirements and regional accreditation standards.	
	Participate in annual planning and assessment.	
	Participating in or providing for academic advising and guidance of students	
	Maintain regularly scheduled and posted office hours for assisting students. Full time faculty maintain 5 hours/week. Part time employees teaching at least 50% maintain 1 hour/week office hours.	
Scholarship	Create and regularly update a Professional Development Plan that ensures continuing education and ongoing currency in one's instructional area and current pedagogies: All Prof/Tech faculty teaching more than 2/3 load (145 hours) for more than three quarters must complete the Vocational Certification self-assessment and professional development plan (tracked by State Board for Community and Technical Colleges and Peninsula College Workforce Dean). All tenured faculty must additionally complete the tenure track self-assessment and professional development plan (Tracked by assigned Tenure Committee Chair).	All faculty (full and part time) maintain 8 hours of CE every year (requirement for an unencumbered WA RN license)
		All faculty participate in activities to improve their own nursing competency in area(s) of

		responsibility and to demonstrate current clinical competency
Service	Full-time academic employees serve on one to three College committees, which include ad hoc committees, strategic College priority committees, and standing committees as defined in the procedure for Board Policy 159. Probationary tenure-track faculty may request to be exempted from assignment to standing- and ad hoc committees. Academic employees may, at their discretion, opt to serve on more than three committees	Developing, implementing, and evaluating the purpose and outcomes of the nursing education program (Under Service as this occurs in nursing department meetings)
	Full time faculty participate in scheduled division meetings and academic employee meetings	Developing and evaluating nursing education policies as identified in WAC 246-840-519 (Under Service as this occurs during nursing department meetings)
Practice		Maintain active unencumbered WA RN License (Requires 96 hours of practice and 8 hours of CE per year)
		Teaching nursing is considered active nursing practice. Faculty are welcome but not required to engage in other RN practice during academic breaks to maintain currency in the field
		WABON requires that nursing faculty participate in activities to improve their own nursing competency in area(s) of responsibility and to demonstrate current clinical competency

Faculty are formally oriented to college expectations during college onboarding, the new faculty orientation, during the tenure process and in program onboarding meetings with the nurse administrator. New full-time faculty are required, and part time faculty are eligible to enroll in a new faculty orientation course during fall quarter taught by the Center for Equity, Teaching and Learning. The course includes introduction to teaching and teaching resources, campus culture and governance, instructional supports and policies, other campus supports and policies, the faculty contract, student services, advising, student success and instructional design, academic unit planning and assessment, and community connections. Faculty expectations, including WABON, bargaining agreement and department expectations are reviewed during a faculty meeting annually in the Fall (minutes 11/2/20, 11/1/21, 10/24/22).

Peninsula College and the nursing program provide support, mentoring, professional development opportunities and resources to create a healthy workplace environment for faculty that cultivates a culture of caring, diversity, integrity, and excellence. Evidence of a supportive environment is noted in the faculty satisfaction survey results above with high levels of satisfaction with working relationships and culture. Faculty members are recruited to ensure a diverse academic and experiential background to fulfill the mission of the nursing program and meet the needs of a diverse student population. The institution and nursing program guiding principles highlight a culture of high integrity, “each member of the campus community shall act ethically and with integrity.” The nursing program strives for excellence in an environment of continuous quality improvement.

Experienced faculty serve as mentors for new faculty. Newer faculty are paired in courses with experienced faculty, part-time faculty are paired with full-time faculty, and the nurse administrator is available to provide individual mentoring and guidance. Probationary tenure track faculty receive mentoring and guidance from their tenure committee as well. Because the faculty group is small, all faculty tend to work closely and collaboratively, and provide one another with support and advice regularly.

Education, research, and professional development are actively supported through a variety of resources for faculty at Peninsula College. Faculty can apply for the first four funds listed in Table III-C-3 below annually each spring for the following academic year. Other funding opportunities are through the human resources benefits package and through the Academic Unit Plan process. Funds may be used for travel in some cases, for research/scholarship support, professional development programs, and degree attainment.

Table III-C-3 <i>Annual funding opportunities for faculty</i>	
Exceptional Faculty Endowment Award	Peninsula College Foundation funded award up to \$5000 per project to support a wide variety of project types from individual funding for professional development to projects that bring resources to our campus on a temporary or

	permanent basis and enable development or launch of curriculum, initiative, or project
Faculty stipends	Institution funded awards of \$1500 each
Teacher/Scholar Grants	Institutional funding awards up to \$3000 each
Perkins' Leadership funding	Industry-based professional development, amount varies
Human Resources Professional Development Fund	\$100 per year automatically awarded to full time faculty for journals, books, courses, or materials related to their professional development plan
Prof/Tech Professional Development Funds	Amount varies, awarded based on Academic Unit Plans, professional development plans and for emergent needs

The college employs a full-time eLearning, Canvas support and IT team that offer individual support and group education sessions on an ongoing basis to support the faculty in teaching. College sponsored community service, sabbatical leave, tuition reimbursement, local workshops and conferences are additional venues for faculty discovery of knowledge. Faculty work a nine-month academic calendar. Currently, no full time faculty maintain practice in clinical facilities during the academic breaks, though the program has supported and accommodated this in the past.

The college is supportive of career advancement and appointing nursing faculty to tenure track positions. Three nursing faculty earned tenure in 2020, with a fourth earning tenure in 2021. The program hopes to hire a fifth tenure track faculty member in the next two years after a tenured faculty retirement and failed tenured faculty search in Spring 2021. Appointment to rank and tenure guidelines are outlined in the Peninsula College Faculty Bargaining Agreement.

Table III-C-4 highlights examples of professional development that faculty have participated in over the past three years. The table highlights the related outcome for the faculty role as well as the funding source.

Table III-C-4 <i>Examples of Faculty Development Resources and Opportunities With Related Outcomes</i>			
Opportunity	Participants	Related Outcome	Funding Resource
Annual 3-day college wide professional development in-service	All faculty	Teaching Scholarship	Peninsula College and Peninsula College

			Foundation Sponsored
Two days with simulation educators from Laerdal on campus Spring 2023	All faculty	Teaching Scholarship	Legislative simulation funds
Laerdal SUN Conference, April 2019	■	Teaching Scholarship Practice	Prof/tech Perkins
University of Washington Sepsis Update Conference June 2019	■	Teaching Scholarship Practice	Prof/Tech Perkins
American Psychiatric Nurses Association Conference, New Orleans, October 2019	■	Teaching, Scholarship	Prof/Tech Perkins
Virtual Simulation Training	All faculty	Teaching, Scholarship, Practice	COVID-19 funds
Read Small Teaching Online, and Thrive Online to improve online nursing education delivery Attended the 2020 Teaching Online Faculty Workshop with Eric Waterkotte to improve online delivery (Canvas courses)	■	Teaching, Scholarship, Practice	Peninsula College offering
Curriculum Development: Updating rubrics in Canvas for use in Canvas Mastery Gradebook, Summer 2021	■	Teaching, Service	Peninsula College Teacher/Scholar Grant
CHSE Certification Exam September 2021	■	Teaching Scholarship	Prof/tech Perkins
NRP Course October 2021	■	Teaching Scholarship	Prof/tech Perkins
University of Washington Medical/Surgical Update Conference 8/2021	■	Teaching, Scholarship, Practice	Prof/tech Perkins
Lippincott & UW Geriatric Update Series Winter 2022 (online)	■	Teaching, Scholarship, Practice	Prof/Tech Perkins
Stanford Pediatric Pearls conference Spring 2022	■	Teaching Scholarship, Practice	Prof/tech Perkins
Curriculum development project: Summer 2022 New Quizzes on Canvas, looking integrating tests into mastery gradebook tracking	■	Teaching, Scholarship	Peninsula College Teacher/Scholar Grant
CHSE review course Summer 2022	■	Teaching Scholarship	Prof/tech Perkins
OADN Conference, November 2022	■	Teaching Scholarship	Prof/tech Perkins
IMSH Simulation Conference January 2023	■	Teaching, Scholarship	Prof/tech Perkins
Pharmacology Update Conference, April 2023	■	Teaching, Scholarship	Prof/Tech Perkins

Curriculum development project: Summer 2023 lab medication barcode scanning project		Teaching, Scholarship	Prof/tech Perkins
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In the Spring 2022 faculty satisfaction survey, 100% of full-time faculty indicated they were satisfied with the access to adequate training to meet their professional development goals.

Professional development is a standing agenda item for all faculty meetings, and faculty have an opportunity to share their upcoming plans. The nurse administrator reviews the content above Table III-C-3 in a faculty meeting each fall to clarify the process of accessing training, and to update faculty activities (minutes 11/2/20, 11/1/21, 10/24/22).

Part-time and adjunct faculty are oriented, mentored and guided in their teaching role. Human Resources and Instruction Services manage a new hire checklist for new faculty. The nurse administrator meets with part-time and adjunct faculty prior to teaching to review nursing faculty expectations, course syllabi, and the teaching role. There is a standardized new faculty orientation checklist for this process available in the Document Room. Part-time and adjunct faculty are paired with full-time faculty in their teaching assignments, who act as a mentor and guide for the specific course. The nurse administrator continues to maintain contact with part-time and adjunct faculty and has played an active role in encouraging those temporary bachelor's prepared clinical faculty to continue in their education.

**Level of Achievement:** See Systematic Evaluation Plan

**Frequency of Evaluation:** Annually

**Results of Assessment:** Reported in Systematic Evaluation Plan.

**Quality Indicator III-D. Faculty demonstrate individual and collective achievement of the program's expected faculty outcomes.**

Faculty developed a system for collecting and describing individual and collective faculty outcomes, which is monitored by the nurse administrator. The individual outcomes are based on the expectations laid out in the Peninsula College Faculty Bargaining Agreement and WAC 246-840-532 and

246-840-523 as detailed in Table III-C-2 above, as they relate to the general area of teaching, scholarship, service, and practice. The evaluation process is detailed in the Peninsula College Faculty Bargaining Agreement sections 13.1-13.5 which is condensed below in Table III-D-1.

Table III-D-1 <i>Evaluation of Faculty</i>			
	Evaluation materials	Evaluators	Nursing Department Evaluations
<p>Evaluation of Tenure Track Faculty</p> <p>Frequency: Annually during probationary period, then once every five years</p>	<ul style="list-style-type: none"> <li>-Completion of a self-evaluation using a form or format to be prescribed by the committee.</li> <li>-One evaluation by students, using a format approved by the committee (e.g., student evaluation, SGID, on-line), in each class being taught during one quarter each year.</li> <li>-An observation of one class/course session done by each committee member.</li> <li>-A syllabus for each course being taught.</li> <li>-A completed five-year professional development plan;</li> </ul>	<ul style="list-style-type: none"> <li>-Three tenured academic employees elected for a three-year term by the Faculty Senate from the faculty at large during the spring quarter before the probationer's first fall quarter.</li> <li>Tenured faculty committee members must have duty assignments which are primarily non-administrative.</li> <li>-One full-time student appointed by the ASC (a new appointment may be needed prior to the end of the term if the student graduates or leaves);</li> <li>-One administrator appointed by the Chief Instructional Administrator.</li> </ul>	<p>Students complete course evaluations each time a course is taught as is required by the WABON. Students evaluate each instructor at least once per year. The benchmark goal for course and instructor evaluation is 75% with consideration of sample size. The evaluation tool is reviewed by the nursing Curriculum Committee. The instructor evaluations are reviewed by the nurse administrator and shared by email with the course instructors. The course evaluations are reviewed by Curriculum Committee on a quarterly basis.</p> <p>The Nurse Administrator will perform evaluation of clinical performance in practice situations for all clinical regular nursing faculty &gt;5% FTE during the first year of employment and no less than once every five years.</p> <p>The nurse administrator completes a classroom visit for each regular part time faculty who teach &gt;10 hours</p>

Evaluation of Part-Time and Adjunct Faculty: Associate and part time academic employees shall be evaluated within the first year of employment and then no less than once every five years	-A completed self-evaluation on a form provided by the appropriate Administrator. -An instructor evaluation form to be filled out by students in all classes the part-time academic employee teaches during the quarter of the evaluation. -A classroom visitation and evaluation by a current or former full-time Academic Employee or appropriate Administrator.	The Dean for Center for Equity, Teaching and Learning completes an evaluation for all regular contracted part-time and adjunct faculty.	didactic content per year within the first year of their teaching assignment.  <b>All others are monitored by full time faculty and evaluated as guest faculty per student course evaluations.</b> All Prof/Tech faculty teaching more than 2/3 load (145 hours) for more than three quarters must complete the Vocational Prof/Tech Certification self-assessment and professional development plan (tracked by State Board for Community and Technical Colleges and Peninsula College Dean of Workforce Education).
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The Dean for the Center of Teaching and Learning completes an evaluation for all part time and adjunct faculty during their first quarter in the classroom which includes self-evaluation, evaluation by students and a classroom visitation. The nurse administrator also observes all regular clinical faculty, full and part time, during their first year, and at least every five years thereafter in the clinical facility during clinical. The nurse administrator also collects, reviews and shares student evaluations of courses and faculty with appropriate faculty. If there are areas concern on a student evaluation of faculty, the nurse administrator is available to provide support and guidance on how this might be improved. Student evaluations in concert with feedback from full time faculty influence decision for rehire of adjunct faculty the following year or quarter.

The individual faculty outcomes are detailed in the Document Room and in Appendix G. Individual tracking timeline for the various evaluation components are detailed in the row marked Evaluation under each individual faculty member. The course survey questions collected by the tenure committee vary slightly from those approved by the nursing Curriculum Committee for quarterly course



evaluation. The Nursing Curriculum Committee maintains and reviews course evaluation questions on an as needed basis.

Faculty developed tracking for collective faculty outcomes that were based on the eight National League for Nursing Nurse Educator Competencies. The faculty linked several measures from course evaluation to the first two competencies related to facilitating learning and facilitating learner development and socialization. Faculty review collective outcomes annually in the fall (minutes 12/7/20, 12/6/21, 12/12/22). Other collective measures and associated competencies are detailed below in Table III-D-2.

Table III-D-2 <i>Collective Faculty Outcomes</i>			
<b>Faculty Outcomes Related to Teaching and Learning</b>			
Related to NLN Educator Competency I: Facilitate Learning			
<b>Outcome</b>	<b>Percent Achieved</b>		
	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>
Ia Faculty present the material in an organized manner.	94%	95%	91%
Ib Faculty encourage students to participate and ask questions.	100%	96%	99%
Ic Faculty treat students with respect.	99%	97%	84%
Id Faculty encourage critical thinking	100%	97%	95%
Ie Faculty provide a non-threatening learning environment	99%	97%	92%
Related to NLN Educator Competency II: Facilitate Learner Development and Socialization			
Ila Faculty expect professional accountability	100%	98%	93%
Ilb/c Faculty model ethical nursing practice and demonstrates professional behavior	100%	97%	88%
Ild Faculty demonstrate depth of knowledge in the clinical setting	100%	97%	91%
Related to NLN Educator Competency III: Use Assessment and Evaluation Strategies			
	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>
Nursing courses contain more than one evaluation strategy	100%	100%	100%
<b>Faculty Outcomes Related to Scholarship</b>			
Related to NLN Nurse Educator Competency VI: Pursue Continuous Quality Improvement in the Nurse Educator Role and Competency VII: Engage in Scholarship			
	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>
Faculty teaching >2/3 load x 3 quarters maintain a professional development plan	100%	100%	100%
All faculty complete 8 hours per year of continuing education as evidenced by an active, unencumbered WA RN license (updated form 45 hours every 3 years June 2021 based on changes to WACs)	100%	100%	100%

Faculty Outcomes Related to Service			
	2021-22	2020-21	2019-20
Related to NLN Nurse Educator Competency V: Function as a Change Agent and Leader and NLN Nurse Educator Competency VIII: Function within the Educational Environment			
Full time tenured faculty participate on campus committees	100%	100%	100%
Related to NLN Nurse Educator Competency IV: Participate in Curriculum Design and Evaluation of Program Outcomes			
Full time faculty participate in nursing department meetings	100%	100%	100%
Related to NLN Nurse Educator Competency II: Facilitate Learner Development and Socialization			
Faculty serve as advisors for nursing student organizations (honor's society, committee)	Yes	Yes	Yes
Faculty facilitate a campus wide annual student health fair	Cancelled d/t pandemic	Cancelled d/t pandemic	Cancelled d/t pandemic
Faculty Outcomes Related to Practice			
	2021-22	2020-21	2019-20
All faculty maintain an unencumbered, active WA RN license (June 12, 2021 change to 96 hours active practice annually from 531 hours active practice every 3 years, teaching in a nursing program qualifies as practice)	100%	100%	100%

**Level of Achievement:** A system of evaluation is in place for part-time and full-time faculty. Faculty set collective faculty outcomes, with a benchmark of minimum 75%.

**Frequency of Evaluation:** Annually

**Results of Assessment:** Collective faculty outcomes met, aside from facilitating a campus wide annual student health fair, which was canceled due to the pandemic 2020-22. The health fair was scheduled as normal for Spring 2023. A system of evaluation is in place and is documented on the Faculty spreadsheet under Individual Faculty Outcomes, completion of evaluation measures and professional development plans is noted on the tool for each faculty member. Continue to monitor annually.

### **Strengths of the Program Related to Standard III**

- Four of five full time faculty recently transitioned into tenured track positions
- Overall, nursing faculty are highly satisfied with their work
- Faculty have demonstrated achievement of individual and collective outcomes
- Faculty salaries have improved in recent years due to House Bill 2158

### **Areas of the Program Needing Improvement Related to Standard III**

- Plan to transition final full-time position from temporary to tenure track position in the next two years
- Adjust for rapid advances in artificial intelligence and technology. Faculty would benefit from additional support in this area.

### **Standard IV: Culture of Excellence and Caring - Students**

The parent institution and nursing program are committed to providing student-centered services sufficient to create a learning environment focused on promoting student success. The learning environment is supportive of diverse students, enabling them to achieve academic success and professional identity formation. The nursing program has established student policies which conform with institutional student policies. Student policies include, but are not limited to, those related to recruitment, admission, retention, progression, and graduation processes. Students enrolled in distance learning programs have access to student services to support their success. The program's commitment to acting in the best interest of its students and creating a caring, culturally responsive environment that fosters student success is exhibited through the achievement of the following associated quality indicators.

**Quality Indicator IV-A.** The institution and program provide student services that are student centered; culturally responsive; inclusive, and readily accessible to all students, including those enrolled in distance education; and guide students through the processes associated with admission, recruitment, retention, progression, graduation, and career planning. Student services are evaluated for effectiveness and ability to satisfactorily meet diverse student needs through a process of continuous quality improvement.

Students have access to a variety of student services to support their learning outcomes and academic success. Support services are summarized on the Student Center section of the college's [website](#). On application, new students are directed to complete an [online orientation](#) where they learn about campus resources and prepare to attend Peninsula College. After orientation and placement testing, students meet with an advisor in Student Services to set education and career goals, develop an educational plan, and learn about further relevant services and resources. There is a dedicated Pre-Nursing Advisor in Student Services. During their first quarter, students are then assigned to a faculty advisor who they meet with quarterly, and who will act as their personal mentor and guide as they complete required courses. The nurse administrator holds several Nursing Information Sessions October-April for those students that are preparing to apply to the nursing program in May. On entry to

the nursing program, nursing students are assigned a nursing faculty advisor who they meet with a minimum of once per quarter. Nursing faculty advisors monitor and support nursing students' progression in the program, ensure that graduation and degree requirements are complete, and offer career guidance.

Math, writing, computer, and eLearning labs are available for students on campus by drop-in or appointment, [linked here](#). One-on-one tutoring is available for a variety of classes. The tutor for the nursing program is a registered nurse. The [CARE Team](#) reviews referrals by faculty as well as student self-referrals for wrap around support services, including access to on campus mental health counseling services. The [Career Center](#) provides support for students as they explore career direction obtaining employment. Financial aid guidance and support is available to students in person or via phone or email, their [website is here](#). Other student services found [here](#), include Child Care, Department of Social and Health Services programs, Services for Students with Disabilities, Testing Center and the Veterans Center. While not part of the Student Services department, the Peninsula College Foundation provides support to students through scholarships and private funds. For example, there are emergency funds available for nursing students should they experience a personal emergency, there are short term loans available, and there are "Finish Line Funds" available if a student struggles financially at the very end of the program, such that they are at risk for not completing the program. The Foundation provides an extra layer of financial support, which is a strength of the College.

Peninsula College maintains equity at the center of their mission. Information related to Diversity, Equity, and Inclusion (DEI) are [here](#). The College has an Equity Plan in place. The College has been engaged in equity work in various forms for many years, particularly in the development of Guided Pathways for all students. In 2022-23 the equity plan goals included deploying DEI professional development for all employees to foster equity and inclusion, developing policies and procedures that foster equity and inclusion and engage PC students in the DEI efforts, and to offering faculty professional

development to infuse equity and inclusion in the classroom and through inclusive pedagogy. The fall 2022 Professional Development week focused on DEI, with faculty work groups reviewing data from Native American focus groups, workgroups on improving equity in the classroom, and a campus wide book reading and discussion groups of *How to Be an Anti-Racist* by Ibram Kendi. The Nursing Program Specialist attended the statewide Faculty & Staff of Color Conference in October 2022. The Nurse Administrator attended (re)Imagining Equity in Higher Ed Conference in January 2023. All staff and available faculty attended the campus wide Equity Event in February 2023 where we interacted with a student panel and participated in faculty workshops related to DEI topics. In 2022 the Nurse Administrator added DEI as a periodic recurring agenda item for Nursing Curriculum Committee meetings, as an opportunity to explore DEI issues that may pertain to nursing students. The Nurse Administrator and Nursing Program Specialist have been a part of campus wide efforts to bring a wraparound social services presence to campus. The College is committed to ongoing DEI work, and efforts will continue in the coming years.

The Nursing Student Satisfaction Exit Survey included an evaluation of these various student services. Nursing students were highly satisfied with the various campus student services, as demonstrated by Table IV-A below. Peninsula College collects a similar survey of the general college population annually. The Institutional Research team compiles results which are provided to Student Services every summer. Results are reviewed at the annual leadership team retreat as part of their continuous improvement planning in their departments. Each department sets goals via the Administrative Unit Plan and Assessment process discussed in section II-E, and the example AUPs from student services, financial aid, and the library are available in the Document Room.

Table IV-A 2022 Nursing Student Satisfaction with Campus Student Services			
Service	Percent of Student Users Satisfied	Service	Percent of Student Users Satisfied

Academic advising	92% of 26 students	DSHS services	100% of 14 students
Bookstore	100% of 26 students	Financial aid services	96% of 29 students
Food services	93% of 27 students	Personal Counseling services	88% of 17 students
Career guidance	87% of 23 students	Testing center	100% of 11 students
Childcare	88% of 8 student	Tutoring	100% of 9 students
Services for Students with Disabilities	100% of 8 students	Veteran's services	100% of 9 students

Though student surveys reflect a high level of satisfaction, faculty have noted that the on-campus personal counselor has a large caseload. Students sometimes must wait several weeks for an appointment, and there are limited community resources. The Testing Center has limited hours. Faculty at times causes students to miss class or delay group test analysis.

**Level of Achievement:** The nursing program reviews services available to students annually. The nursing program administers a Nursing Student Satisfaction Exit Survey, aiming for a 75% satisfaction benchmark for student support services.

**Frequency of Evaluation:** Annually

**Results of Assessment:** Student services on campus are accessible and comprehensive, and the nursing program will continue to monitor services annually. Nursing student satisfaction benchmark met for all areas. Faculty would like to see improvements in terms of expanded personal counseling services, and expanded testing center hours.

**Quality Indicator IV-B. The program's student policies conform with institutional student policies and are readily available to the public.**

General student policies are published in the annual [Peninsula College Catalog](#) and are available on the Student Rights, Policies and Procedures [webpage](#). Grading policies can be found at this link as well. Academic calendars are found [here](#). College policies are reviewed by the College Council, which meets twice per quarter, and policy changes require Board of Trustees official approval and adoption.

The college has an [open admission policy](#), and admits all students who are over 18 or are high school graduates or equivalent. The nursing program has established individual criteria and standards which must be met for admission to the program. These include a minimum GPA of 2.0 in required prerequisite courses, with an average 3.0 GPA in four weighted sciences courses (anatomy and physiology 1 and 2, microbiology and chemistry). Students also receive points for meeting benchmarks on the TEAS entry exam. This information is available on the [nursing website](#). The standard related to GPA and TEAS has been established due to the academically challenging nature of the program, though we continue to consider whether to maintain TEAS testing as an entry requirement given potential equity issues with standardized testing in general.

The *Nursing Student Handbook* contains information specific to the nursing program. Nursing program policies on progression, withdrawal, readmission, and graduation are stated in the Nursing Student Handbook. All students have access to a copy of the handbook on Canvas. Nursing students are required to maintain a 2.0 GPA in all required courses in the nursing program. A passing clinical evaluation, reflecting that clinical objectives were met for the quarter, in the off campus clinical component of each nursing course is also required to pass the course and progress in the program. Readmission policies are outlined in the Student Handbook and include the stipulation that nursing students are not readmitted after two failed attempts in nursing courses. These policies have been established to ensure student success in the nursing program and on the National Council Licensing Examination for Registered Nurses (NCLEX-RN). A link to the Nursing Student Handbook is available on the [Nursing Website](#).

Nursing students have additional health requirements compared to the general student population. Students in the nursing program are required to meet Technical Standards which are certain functional abilities essential for the delivery of safe, effective nursing care. Students are also required to provide proof of immunizations and/or titers for various diseases including measles, mumps,

rubella, varicella, and hepatitis B. A current CPR card and negative tuberculosis screening are also required. These requirements verify the student's health in addition to meeting the health policies of cooperating agencies. Nursing students must also abide by the dress code for reasons of health, safety, and clinical facility policy.

For Peninsula College policy revision, all revised policies from each area go to Peninsula College Cabinet, Administrative Policy and Procedure Review and College Council for review prior to going to the Peninsula College Board of Trustees for review and approval. A comprehensive list of College Policies and Procedures are available for public viewing [here](#). The goal is to review and revise every board policy and procedure at least every five years.

The Nursing Student Handbook is reviewed in its entirety by the nursing program Curriculum Committee in the spring (minutes 6/7/21, 6/6/22, 6/5/23). Any changes to policies made at this time become effective during the following fall. Current policies may be reviewed, and policies may be added during the academic year at the request of the faculty or nursing students, or to maintain compliance with Nursing Board expectations and relevant laws. Nursing admission policies are reviewed in the fall for the following spring application deadline. Evidence that student policies are implemented in a consistent and fair manner includes the nursing application scoring sheet, Canvas gradebooks, consistent nursing student records, and absence of grievances/complaints.

**Level of Achievement:** Nursing student policies are congruent with the college policies except in the areas of admissions, health, progression, and readmission. These policies and their relationship to the purposes of the Nursing Program are identified, justified and accessible.

**Frequency of Evaluation:** Annually

**Results of Assessment:** Continue to meet standard

**Quality Indicator IV-C. Student policies are clearly delineated and accessible with students being advised of policy changes with adequate notice.**



The Nursing Student Handbook contains student policies and copies of documents that pertain to the nursing student experience. An updated copy of the Handbook is provided to students in the fall and reviewed during the first week of classes. If midyear revisions are urgently required, either by the Nursing Board or because they favor the student and delay would not be in the student's best interest, students are given notice in several ways. The nurse administrator or nursing program specialist sends an explanatory email, the portion of the handbook that is updated is changed to red ink, and an updated copy of the Handbook on the student learning management system is available in real time via document sharing. Midyear changes to the Student Handbook are rare.

Several measures related to program publications are included on the nursing student exit survey found in table VI-C. The results demonstrate that we have been successful in making program policies available to students, and that students were notified of changes.

Table VI-C <i>Nursing Student Exit Survey Results</i>			
	2021	2022	2023
The Nursing Student Handbook was available to me on Canvas.	100%	100%	100%
I was notified of changes to program policies, procedures, and program information in a timely and consistent manner	100%	87%	88%

Policies and information pertaining to pre-nursing students and the nursing application is available on the nursing website found [here](#). The actual application is available through a free Canvas course from early April-May 1 every year, where students submit their application electronically. The Curriculum Committee reviews application materials in early fall and any minor changes are posted to the website at that time, months in advance of the April deadline. For any major changes, such as a change in required prerequisite coursework, students would be given a year's notice via the nursing webpage. The nurse administrator works with the campus webmaster to assure that the nursing website is accurate and up to date. The nurse administrator also holds several Nursing Information Sessions October-April for potential applicants to learn about the application process and procedures.

The nurse administrator and Nursing Program Specialist also meets with Student Services staff and advisors periodically to review any relevant updates for pre-nursing students.

**Level of Achievement:** Reported in Systematic Evaluation Plan

**Frequency of Evaluation:** Annually

**Results of Assessment:** Reported in Systematic Evaluation Plan

***Quality Indicator IV-D. Faculty and staff process the formal program complaints of students using policies and procedures that are clearly delineated.***

The process for formal program complaint resolution is outlined in the Nursing Student Handbook and on the Peninsula College [website](#). Records of formal student complaints are maintained by the Vice President's Offices. Students with a concern about a grade may appeal following the College's grade appeal process. Grade appeals are monitored by the Student Services Center and Office of Instruction. Students experiencing issues that fall under Title IX related to anti-harassment and nondiscrimination have multiple means to report including through the PC Cares report system, by emailing, meeting with or calling the Title IX Coordinator, by asking a trusted PC employee for help reporting or by reporting to Campus Safety. More information is available [here](#).

The Student Complaint Policy is reviewed as part of the Nursing Student Handbook review in the spring by the Curriculum Committee. The nurse administrator maintains a file for formal complaints directed at the Nursing Program. The Nursing Program has not received any formal complaints since the 2014-15 academic year. The Director of Nursing confirmed with the Dean of Workforce Education and the offices for the Vice President for Instruction and Vice President for Student Services in September 2023 that there have been no formal grievances since the last event on record in May 2015. A log of events is available in the nurse administrator's office.

**Level of Achievement:** Complaints are addressed in accordance with PC's policies and procedures.

**Frequency of Evaluation:** Annually

**Results of Assessment:** There were no changes to the Nursing Program grievance policy during the spring 2023 Student Handbook revision meetings. There were no formal grievances during 22-23 or 2023-24 to date. A grievance file and tracking log is maintained in the nurse administrator's office.

**Quality Indicator IV-E. Student records are maintained in a secure, confidential manner in accordance with the policies of the parent institution, nursing program, and regulatory guidelines.**

The Registrar and the Office of Student Financial Aid have the responsibility of maintaining official academic and financial records for students at Peninsula College. Examples of documents on file are financial aid applications, current college transcripts and official transcripts from other institutions. The college has established policies regarding the security and maintenance of student cumulative records. These policies are cited in the Board Policies 407-407.14, under the heading Confidentiality of Student Records. Board Policies are [here](#). General The Record Retention Schedule is set by the State Board for Community and Technical Colleges can be found [here](#).

The college follows federal Family Educational Rights and Privacy Act (FERPA) guidelines regarding the privacy of student records. FERPA updates are provided during Professional Development week for staff and faculty. The following links provide information to students, family staff and faculty: [Federal regulations](#), [Peninsula College Privacy Policy](#), and [Peninsula College's FERPA notice](#).

Nursing confidential student files are maintained for each student during enrollment in the Nursing Program. The files are maintained in locked file cabinets in a locked room, and the contents remain confidential. Active student files contain at a minimum: nursing program application, student demographic form, Risks and Hazards Statement, signed Background Inquiry Request for Release of Information, signed Guidelines for Advancement and Graduation, signed acknowledgement that the student has read the Nursing Student Handbook, and clinical evaluations. Student files *may* contain relevant correspondence to and/or from the student, relevant clinical onboarding paperwork, Conference Summary forms if indicated, and Personal Improvement Plans if indicated. Immunization records, background check records, CPR documentation and records related to TB testing are

maintained electronically in a secure system. After graduation paper files are purged of all items except the student demographic form, application, final clinical evaluations including preceptorship, final skills check off sheet, and pertinent correspondence. Prior to 2020, files were maintained for 3 years, but are now maintained for 6 years per the updated SBCTC policy. Files for students not completing the program were maintained for 3 years, in the past, but now are maintained indefinitely. The nursing program application is maintained electronically within the Canvas application course for six years post-graduation per policy.

The Associate Dean of Enrollment Services within the Student Services Department maintains official academic records. Grades for student assignments are recorded in the Canvas learning management system. Students have access to Canvas during the quarter they are enrolled in the course. Final course grades are submitted to the Student Services Department at the end of each quarter. Nearly all coursework is submitted electronically. Coursework that is submitted electronically to the Canvas learning management system is maintained for two years after the end of academic quarter and is accessible by the faculty until it is archived according to college policy. This college policy was previously one year plus one quarter but was updated in 2020.

**Level of Achievement:** There is compliance with policies regarding maintenance, security, and confidentiality of student records.

**Frequency of Evaluation:** Every 3 years

**Results of Assessment:** Student Services and Student Financial Aid comply regarding maintenance, security and confidentiality of student records. Audit of Nursing Program files indicate that there is compliance related to the maintenance, security, and confidentiality of student records.

**Strengths of the Program Related to Standard IV**

- No formal complaints in over 8 years
- Student services are broad and overall meet the needs of students

- Nursing handbook is readily available, revised annually and students are notified of changes appropriately

#### **Areas of the Program Needing Improvement Related to Standard IV**

- The on-campus counselor has a large caseload. Students sometimes must wait several weeks for an appointment, and there are limited community resources.
- The Testing Center has limited hours. This at times causes students to miss class or delay group test analysis.

#### **Standard V: Culture of Learning and Diversity – Curriculum and Evaluation Processes**

**Faculty design program curricula to create a culture of learning that fosters the human flourishing and professional identity formation of diverse learners through professional and personal growth and supports the achievement of expected student learning outcomes. Professional nursing standards and other professional standards appropriate to the program type are foundational curricular elements and are clearly integrated throughout the curriculum. Teaching, learning, and evaluation processes take into consideration the diverse learning needs of students and are designed to support student achievement of learning outcomes. Learners are taught about health equity, social determinants of health, and population health in class, laboratory, and clinical settings. Distance learning programs are held to the same curricular, teaching/learning, and evaluation standards as campus-based programs. The program's culture of learning and diversity related to the implementation of curriculum and teaching/learning/evaluation processes is evident through the creation of a positive learning environment and achievement of the following associated quality indicators.**

**Quality Indicator V-A.** The curriculum is designed to foster achievement of clearly delineated student learning outcomes that are specific to the program mission and type (i.e., practical/vocational, diploma, associate, bachelor's, master's, post-master's, and clinical doctorate) and aligned with expected curricular program outcomes.

The foundation of the organized curriculum is the nine expected curricular program outcomes found below in Table V-A. The curricular program outcomes are a graduate's expected competencies on exiting the program. Outcomes draw on standards, guidelines, and relevant Washington state nursing education laws discussed in section V-B, to ensure they are appropriate for the student's expected practice role on graduation.

Table V-A  
*Peninsula College Nursing Program Expected Curricular Outcomes*

Assessment	Holistically assess the biopsychosocial-spiritual-cultural dynamic needs of the client.
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Clinical Decision-Making	Use evidence-based information and the nursing process to think critically and make clinical judgments and management decisions to ensure accurate and safe care.
Caring Interventions	Demonstrate holistic caring behavior towards the client, significant support person(s), peers, and other members of the health care team.
Safety	Provide accurate and safe nursing care in diverse settings.
Teaching/Learning	Provide teaching based on individualized teaching plan.
Managing Care	Organizes and manages the holistic care of clients.
Collaboration	Work cooperatively with others in the decision-making process to achieve client and organizational outcomes.
Communication	Utilize appropriate verbal and written channels of communication to achieve positive client outcomes.
Professional Behaviors	Practice within the ethical, legal, and regulatory frameworks of nursing and standards and scope of nursing practice.

The curricular program outcomes are reviewed and approved by the nursing Curriculum Committee annually (10/12/20, 10/11/21, 10/3/22). The outcomes are also reviewed and approved by the program's Nursing Advisory Committee annually (12/14/20, 12/13/21, 12/5/22). The Committee noted that while the alumni and employer survey included an evaluation of curricular program outcomes and reflect that graduates are employed in a variety of settings; an additional question was added starting in spring 2018 asking whether students were adequately prepared for their role as a new graduate RN. Results from the additional question on the employer survey were 100% in 2019, 2020, and 2021. The 2022 survey showed a 75% agreement on this measure, though this survey had only a total of 4 employers completing the survey. This measure improved again in 2023 to 100% agreeing. Summative and formative evaluation of the curricular program outcomes is covered in detail in section V-J.

Appendix H demonstrates how course objectives for every course in the nursing program are leveled across the curriculum towards each of the terminal expected curricular outcomes. Course outcomes were reviewed and updated in 2017 to improve leveling and progression towards program curricular outcomes and have been maintained as appropriate and effective for the program. The

contents of Appendix H are also included in the Nursing Student Handbook, which is reviewed with students during the first week of Fall Quarter. Faculty have also created a table that delineates evaluation methods for each course outcome in each course across the program available in our Document Room; evaluation strategies are discussed more fully in section V-G.

All course syllabi are posted on the learning management system Canvas and include course objectives. Faculty review course objectives with students during quarterly course orientation. Unit/module objectives and learning activities are derived from course objectives. Unit objectives have historically been communicated in a variety of ways including syllabi, weekly posting on Canvas, Helpful Unit Guides, within PowerPoint presentations, Sherpath lessons or reading assignments per faculty preference. Faculty have standardized aspects of the syllabus related to course outcomes, showing course outcomes and overall program outcomes as demonstrated by exemplar course syllabi for NURS 101, PSYC 141, PSYC 242, NURS 213, and HUM 131. These syllabi include two tables, one linking the curricular program outcomes, best practice standards and course objectives, and the other linking course objectives and unit objectives. The NURS 201 syllabus is similar except that some units direct students to a more detailed Helpful Unit Guide on Canvas per faculty preference. The NURS 211 syllabus, a clinical course, includes a table with program objective, course objective and linked evaluation method. After reviewing learning activities in syllabi and on Canvas, though learning activities are related to unit and course objectives, faculty found that assignments could be more explicitly linked to specific course outcomes in some cases. Multiple assignments have been updated with Canvas based rubrics that are linked to the course outcomes. See exemplar assignments examples for HUM 131, NURS 102, and NURS 113 in Canvas. The overall goal is to communicate to students the seamless connection between curricular program outcomes, course objectives, unit objectives, learning activities and evaluation strategies.

**Level of Achievement:** The curriculum is built on curricular program outcomes that are clearly delineated, relevant to expected practice role, leveled across nursing courses, and communicated to students.

**Frequency of Evaluation:** Annually

**Results of Assessment:** The curricular program outcomes were found to be clearly delineated and leveled across the curriculum. The nursing curriculum committee, nursing advisory committee, and employer surveys confirm that they are relevant to the expected practice role. The curricular program outcomes and correlation to course outcomes are communicated to students via the student handbook. Syllabi, assignments, and rubrics are linked to the course and overall curricular program outcomes.

Overall benchmark met.

**Quality Indicator V-B. The curriculum incorporates professional nursing standards and other professional standards and guidelines, associated with PN/VN and RN licensure, APRN certification and/or other graduate level practice competencies aligned with practical/vocational, diploma, associate, bachelor's master's, post-master's certificate, and clinical doctorate types.**

Peninsula College nursing program incorporates a variety of professional nursing standards into the curriculum. These standards incorporated as a foundation for our program outcomes are the NLN Associate Degree Competencies, QSEN Competencies, The ANA Nurses Code of Ethics Provisions, and Washington state laws (Functions of a Registered Nurse WAC 246-840-705 & Standards of Nursing Conduct or Practice WAC 246-840-700) (minutes 10/12/20, 10/11/21, 10/3/22). These professional guidelines are drawn from both academic and practice organizations. The regulatory standards of Washington State ensure our students practice within their scope in our local area.

Appendix N demonstrates how the professional standards correlate with our program curricular outcomes. A more complete description key of each standard or guideline can be found in the Document Room in the table demonstrating the connection between program curriculum outcomes, best practices/guidelines, course outcomes, and evaluation strategies. All relevant professional



standards and guidelines are addressed at least once by the program's curricular outcomes. A similar table appears in the Nursing Student Handbook for student reference.

**Level of Achievement:** 100% of program curricular outcomes will be related to professional and regulatory standards. 100% of relevant professional and regulatory standards will be represented in the program curricular outcomes. The Nursing Student Handbook includes a table demonstrating how program outcomes correlate with professional standards/guidelines.

**Frequency of Evaluation:** Annually

**Results of Assessment:** Benchmark has been met. Faculty noted that these standards and guidelines are appropriate to curricular program outcomes, have been systematically integrated throughout the curriculum, and have continued relevance (10/3/22). The Nursing Student Handbook includes this table for reference.

**Quality Indicator V-C. The program's curriculum is sequenced, designed, and implemented to progressively support student achievement of learning outcomes and the acquisition of competencies appropriate for the intended practice role.**

The Peninsula College Nursing Program has adopted and implemented the statewide Direct Transfer Agreement (DTA) curriculum plan. Although nursing transfer agreements have existed in various forms for many years, this agreement creates an efficient and consistent statewide practice among all public, and most of the private, colleges and universities that offer an RN-BSN completion degree in Washington.

The DTA standardizes required pre-nursing courses across the state, as well as the number and type of nursing and general education elective credits within the nursing program. Students who earn an associate degree in nursing from a participating community or technical college and pass the registered nurse license exam may enter RN-BSN programs as seniors rather than as juniors, reducing up to a year off the path to a bachelor's degree in nursing. Individual RN-to-BSN programs do maintain their own admission requirements, which may include specific GPA or a foreign language requirement,

but once the student is admitted, the DTA-affiliated RN-BSN program agrees to award 135 credits to students who have completed the DTA degree. The RN-BSN programs transfer lower division 90 credits and award 45 upper division credits for passing the NCLEX exam since community/technical colleges do not award upper division credits. The nursing program began implementing the DTA degree in September 2015.

The Associate in Nursing DTA agreement and chosen curriculum was a collaborative effort between the State Board of Community and Technical Colleges, Washington Student Achievement Council, Independent Colleges of Washington, Council of Presidents, Joint Transfer Council, Washington Center for Nursing, Workforce Training and Education Coordinating Board, Washington State's BON (previously Nursing Care Quality Assurance Commission), and nurse administrator representatives from each associate degree nursing program, and every public and most private RN-to-BSN programs in the state. After extensive research, discussion, and years of planning all parties were able to come to an agreement about required general education courses, the number of nursing credits in a nursing program, and the general education electives within the nursing program that would best prepare students for their BSN senior-level coursework. Included in the DTA agreement are 15 credits of joint general education and nursing courses including coursework in legal, policy and ethical issues in health care, psychosocial issues in health care, and nutrition. The agreement allows for some minor variation in sequencing across the various associate degree nursing programs.

DTA approved general education courses completed prior to admission to the Nursing Program are found in Appendix C Curriculum Sequencing Plan and in the formal DTA agreement in the Document Room. Coursework provides a solid background in the sciences, statistics, psychology, and English. Students may choose to delay their ten credits in humanities to the summer between the first and second year of the nursing program. All other courses must be completed prior to admission to the nursing program. As noted above, general education courses were chosen by expert stakeholders to

prepare students for success in their basic nursing courses, as well as their potential future RN-to-BSN program. On the 2022 Student Exit Survey, 100% agreed the general education courses required for the nursing program enhanced professional nursing knowledge and practice.

The course sequencing once a student is admitted to the program is also found in Appendix C Curriculum Sequencing Plan. The number of nursing credits have been standardized with other associates in nursing programs across the state according to the DTA agreement. In compliance with the SBCTC definition of credit hours the number of hours required by a student for a credit are as follows: didactic lecture classes are calculated at 1:1 ratio; lab, simulation and clinical hours directly supervised by faculty are calculated at 2:1 ratio; and preceptorship and clinical observation hours indirectly supervised by faculty are calculated at 3:1 ratio. The foundation of the organized curriculum are the nine curricular program outcomes described in section V-A. The outcomes are leveled across the courses, and reflected in the course outcomes, using Bloom's taxonomy and a basic-to-complex framework.

Nursing theory courses are sequenced as NURS 101, 102, 103, 201, 202, and 203 beginning with fundamentals of nursing in 101, continuing with chronic health issues of the adult in 102, acute health issues of adult and pediatric content in 103, continued acute and chronic health issues of the adult along with maternal child content in 201, increasingly complex critical illness in adult and pediatric populations in 202, and critical illness, emergency and disaster response in 203. Mental health content is covered in PSYC 242 while students are dually enrolled in NURS 201 and NURS 211. As the didactic nursing courses progress the focus moves from identification of concepts to an increased emphasis on application and analysis within the nursing role, all within the context of the program outcomes.

Nursing lab and clinical courses are sequences as NURS 111, 112, 113, 211, 212, and 213. Students begin with basic health assessment and basic nursing skills in 111, move to the long-term

care clinical setting and select community adult observation experiences in 112, begin with medical/surgical hospital rotations in 113 with some community pediatric experiences, continue medical/surgical hospital rotations in 211 along with community mental health rotations, continue medical/surgical hospital rotation in 212 along with inpatient maternal child rotations, and complete a preceptorship and final, more complex community/hospital rotations in 213. On campus skills lab is a component of 111 through 211, and high-fidelity simulation is integrated into every lab/clinical course.

The courses with non-nursing prefix represent those general education elective courses dictated by the DTA agreement to prepare students for an RN-to-BSN program. Non-nursing prefix courses are taught by nursing program faculty, and course content is designed to align and flow with nursing prefix courses as much as possible. During the first quarter of the program students take PSYC 141 Psychosocial Issues in Healthcare I which examines determinants of health and illness including social, psychological, environmental, spiritual, and cultural dimensions across the lifespan and within the context of health care. They continue the sequence with PSYC 242 during the first quarter of the second year with the focus on advanced determinants of mental health and illness. The nutrition sequence NUTR 121, 122, and 123 offered during the first year introduces nutritional concepts in healthcare with a focus on holistic assessment, health promotion, and wellness across the lifespan. As the sequence progresses, course content focuses on applying nutritional concepts to alterations in health across the lifespan for conditions that are simultaneously being covered in NURS 102/103. The role of the nurse is emphasized. The HUM 131, 232, 233 sequence focuses on policy and ethical issues in healthcare. Students begin the series during their first quarter exploring legal, ethical, and regulatory issues in healthcare with an emphasis in professional nursing. During the second quarter of their second year, they continue the series with HUM 232 focusing on policies related to management and leadership principles in health care. Students continue to explore ethical

issues in nursing. During their final quarter in the program, they complete HUM 233 with a focus on policies, ethics, and legal issues related to overall practice in healthcare professions. This includes local, state, national, and global perspectives of policies, legalities, and ethics in healthcare.

**Level of Achievement:** Reported in Systematic Evaluation Plan

**Frequency of Evaluation:** Annually

**Results of Assessment:** Reported in Systematic Evaluation Plan

**Quality Indicator V-D. The curriculum is up-to-date, dynamic, evidence-based, and reflects current and emerging societal and health care trends and issues, research findings, and contemporary educational practices.**

The Curriculum Committee reviews the curriculum in consideration of current societal needs and healthcare trends (10/26/20, 10/25/21, 11/28/22). The Nursing Advisory Committee is also asked for their input on current workforce needs and healthcare trends (12/4/20, 12/13/21, 12/5/22).

Appendix M demonstrates selection of relevant current local and national healthcare trends, issues and workforce needs that are addressed in the nursing curriculum.

Faculty meetings have a standing agenda item related to Evidence-Based Practice. Topics of discussion are noted on the SEP. During 2022-23 topics included a review of New Quizzes in Canvas, updates from a faculty attendee to the Organization of Associate Degree Nurses Conference with a focus on the implementation of the clinical judgment model, updates from a faculty attendee to the International Meeting on Simulation on Healthcare, a review of scholarly article related to creating a targeted action plan for NCLEX success, updates related to NCLEX NextGen, and a faculty presentation related to pharmacology updates from a national gerontology conference (faculty minutes 10/24/22, 12/12/22, 2/6/23, 3/13/23, 5/8/23, 6/12/23). All faculty have access to the HEAL-WA extensive electronic medical and nursing library through their WA state nursing license. The nursing program has subscriptions to Teaching and Learning in Nursing and Nursing Education Perspectives.

The nursing program uses a variety of innovative, contemporary technologies to support student learning including Sherpath, Clinical Skills, Simulation Learning Systems, HESI tests and case studies, and Adaptive Quizzing. These are further discussed in section V-I. The curriculum committee reviews the current textbooks along with these technology resources for continued relevance annually as they put together the package for the incoming cohort (see minutes 4/17/23). Student input is considered in the selection of products. Our current textbooks and lab procedural videos are up-to-date and reflect evidence-based practice as evidenced by their extensive reference sections. Student HESI testing results also provide faculty with important data on how students are performing on both comprehensive content (exit exam) and specialty content (pediatrics, mental health, maternal health, fundamentals, pharmacology, etc.) compared to nursing students nationally.

Nursing faculty use a variety of contemporary education practices to support student learning. Faculty have academic freedom to present materials in the modality/method they feel is best. Contemporary education practices integrated by the nursing faculty are summarized in Table V-D. Faculty also attend national or regional conferences related to nursing education as noted in Standard III.

Table V-D <i>Contemporary Education Practices Integrated by Nursing Faculty</i>		
Extensive use of learning management system, Canvas	PowerPoint presentations	Multimedia: YouTube videos in presentations, skills videos in Clinical Skills
Web-based learning: Sherpath lessons	Unfolding case studies	Student presentations/peer teaching
Concept maps	High fidelity simulation and Simulation Learning Systems	NCLEX style questions as part of PowerPoint presentations
Group work, active learning	Adaptive quizzing assignments	Electronic textbooks
HESI testing	Role play	Storytelling
Panopto recordings of lecture	Discussion boards with responses requiring evidence base	Personal improvement plans
Clinical experiences	Games	Virtual simulation (2020-2021)

Zoom lectures (during 2020-21, now for quarantine and inclement weather)	New Quizzes in Canvas	Use of ChatGPT
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In response to the updated NLN CNEA Accreditation standards in 2021, the faculty completed a review of the curriculum to ensure the curriculum addressed the following specific topics: Health care quality content is first presented in the fundamental course work of NURS 101 and is also threaded throughout each course as faculty discuss that the level of care provided by nurses should meet the needs of needs and expectations of patients. Social determinants of health, such as socioeconomic status, physical environment, and access to healthcare, are included in the nursing program curriculum in the following courses: NURS 101, NUTR 121, PSYC 141, PSYC 242, NURS 201 (OB), NURS 202 simulations. Health equity is covered in NURS 101, NUTR 121, PSYC 141 and PSYC 242; health equity is also discussed throughout the core nursing courses because the nursing program's evidence-based healthcare resources highlight the importance of ensuring all individuals have an equal opportunity to achieve optimal health. Population health is covered in NURS 101, NUTR 121, PSYCH 141, NURS 103/202 (pediatric), NURS 201 (OB). Ethical practice in health care content is addressed in HUM 131, HUM 232, HUM 233, NURS 203 (disaster response), NURS 202 (end-of-life simulation), and NURS 103 (end-of-life content). The curriculum also demonstrates evidence of education of nurse wellbeing, resilience, and self-care. This is part of the course outcomes and content for NURS 101, PSYC 131, HUM 232, and NURS 203 (disaster response). It is also put into practice throughout the clinical courses in NURS 112, 113, 211, 212, and 213.

**Level of Achievement:** Reported in Systematic Evaluation Plan

**Frequency of Evaluation:** Annually

**Results of Assessment:** Reported in Systematic Evaluation Plan

**Quality Indicator V-E.** The curriculum provides students with experiential learning that supports evidence-based practice, intra- and interprofessional education and collaborative practice, student achievement of clinical competence, and as appropriate to the program's mission and expected curricular outcomes, developing competence in a specific role or specialty.

The Curriculum Committee works to provide experiential learning opportunities within the resources available to us in our rural area. Completed in early 2017 the nursing program was provided a state-of-the-art clinical laboratory setting and simulation suites for adult med/surg simulation as well as pediatric and mother/baby simulations. In Winter of 2023, the nursing program received funding from the State of Washington that allowed the program to purchase updated high-fidelity simulators to replace the existing mannequins as they were reaching their useful life cycle. This included the program's medical/surgical, mother/baby, and pediatric simulators. In addition, our primary medical/surgical clinical hours (N113, N211, and N212) are provided at Olympic Medical Center, a DNV-accredited and top 20 rural hospital. This hospital provides the nursing program with numerous clinical rotations including med/surg, obstetrics, emergency, critical care, and peri-op. Jefferson Healthcare in Port Townsend, WA also hosts a second-year medical surgical clinical group (N211 and N212). This benefits students who live closer to the Port Townsend side of the Olympic Peninsula. The school also partners with other local agencies to provide students the varied experiences to meet the program outcomes, as demonstrated in the Clinical Agency Affiliation table, Appendix I.

The faculty work within our rural agencies and school resources to provide students the experiential learning opportunities to provide evidence-based practice, inter/intra professional practice, evaluate student achievement and provide opportunities to learn about expert or specialty roles in nursing. Appendix L provides a table that outlines experiences students receive in evidence-based practice, intra/inter professional practice, and expertise in specialty role/setting. This table is maintained as a live tracking document for program use and is also found in the Document Room in the Curricular Program Outcomes spreadsheet under tab V-E EBP & Collaborative Practice.

The table was reviewed and updated by the Curriculum Committee which agrees that experiential and intra- and interprofessional collaborative learning opportunities have been integrated into curriculum and are appropriate to associate degree nurse role (minutes 11/30/20, 11/29/21, 12/5/22).



Starting in 2021 the table was updated to include additional teaching/learning strategies that specifically address inter/intra professional collaborative practice examples, including case studies, discussions, and simulation (11/29/21).

It is important for the clinical agencies the school partners with to ensure the experience meets the needs of the program and provides the opportunity for students to meet class and final program outcomes. At the end of each quarter the student, as part of the overall class evaluation, provides feedback on their experience at the facilities they were at during the quarter (Curriculum Committee review of surveys minutes 11/30/20, 11/29/21, 12/5/22). Faculty complete an annual evaluation of clinical sites. Please see Appendix I Clinical Agency Affiliations as a list of our clinical agencies, with courses involved, and Likert scale feedback from the students on whether the site is valuable to their learning, and faculty evaluation (review of survey and contents of Appendix I, minutes 11/30/20, 11/29/21, 12/5/22). Current affiliation agreement expiration is listed. As part of our ongoing curriculum evaluation, any clinical site or experience that does not score a combined 75% positive evaluation (combined strongly agree and agree scores) is discussed in the meeting to find solutions or changes needed to provide a better learning experience. COVID-19 interrupted multiple clinical sites and required a shift to some clinical hours to Vsim temporarily. Breakdown of clinical site evals by year and Curriculum Committee recommendations is below in Table V-E.

Table V-E <i>Summary of clinical site evaluations by year and curriculum committee recommendations</i>	
2019-20	Overall students and faculty were satisfied with clinical experiences. SGS is low for 2nd-year students, will monitor; some clinical experiences cancelled or modified due to COVID-19. Clinical hours were replaced with Vsim (due to pandemic) which did meet benchmark. (Minutes 11/30/20)
2020-21	Clinical Site evaluation, all benchmarks met for clinical sites. Continue to monitor. (Minutes 11/29/21)
2021-22	All benchmarks met except for Children's Clinic (students following MAs, made call to facilitate following providers, will continue to monitor), PBH crisis clinic (had to do with low census during morning shift, changed to afternoon rotation) continue to monitor. (Minutes 12/5/22).
2022-23	All benchmarks were met except PBH crisis clinic. Crisis clinic satisfaction declined further. Recommendation to discontinue crisis rotation due to ongoing poor student reviews, as schedule adjustment did not help. Rotation replaced with Community Paramedicine rotation for Fall 2023, which has a significant behavioral health population.

Professional development content and theory is primarily taught in the program's Humanities series of 131, 232, and 233. Three program outcomes are also associated communication, collaboration, and professional behaviors, and have specific course outcomes associated with them to ensure the outcomes are met. Opportunities for intra/inter professional development begin during the first quarter in N101, where students learn about the various intra/inter professional roles in healthcare. The students also learn group communication and process, goal setting, and accountability. As they progress into the first clinical setting at a skilled nursing facility in N112, students begin to collaborate with certified nursing assistants and the LPN/RNs at the facility to coordinate patient care. They also have their first opportunities to have communications with the healthcare providers of the facilities. During their first medical-surgical clinical in N113, students are again having to work on communication and coordination with staff at a new facility. Clear communication with staff is emphasized to ensure safe and high-quality patient outcomes. This continued emphasis on communication continues during their 211 and 212 clinicals at the hospital.

During the second year, the humanities content shifts toward management, policy, and delegation. N212 students in the medical-surgical clinical begin to work on delegation skills with the certified nursing assistants at the hospital (previously students did total patient care). During this same quarter, supervisory clinical experience is provided. The second-year students "oversee" students in the first-year skilled nursing clinical (with instructor oversight still, see SGS guidelines in Document Room). They work on how to provide feedback to the first-year students and provide educational opportunities during pre/post conference. During the same quarter, the Washington State Nurses Association(WSNA) puts on "Advocacy Camp" at the capitol in Olympia, WA and online since 2021. The day is multi-faceted, it begins with an introduction of what the WSNA does as an organization, then progresses to discussion on "legislative items" that the organization either supports or opposes. The students are then placed into legislative districts to discuss how the "legislative items" the WSNA discussed affects their own

districts. After, the students meet with the congressional representatives from their districts to discuss the “legislative items.” During Covid this was switched to a streaming event, and faculty felt the benefit of the experience diminished. For the 21-22 and 22-23 school years, the day was switched to have local elected officials discuss various aspects of how to approach elected officials and how best to advocate.

During the final quarter, a management project is assigned to groups of students. This project provides a cumulative professional development experience. A group of students is paired with a local area manager to work on a professional project the manager needs assistance on. Examples include: a local hospital was getting poor HCCAPS scores for noise at night. The students had to look up work previously done by the hospital and current evidence-based practice. The students took staff surveys, noise measurements, and best practices to provide a plan to the local manager. The plan ended up being presented to the hospital board of commissioners. Other projects included working on care of dementia patients in the ICU that was partnered with the occupational therapists of the hospital (this plan is in review for becoming policy in the ICU), as well as best practice for nurse residency programs working with local med-surg director. During Covid, local managers were unable to help with this project, so the students were directed to produce projects and presentations on issues affecting local healthcare agencies. These included: vaccine rates, staff retention, and new graduate orientations. For the 2022-23 year; with the rapid adoption of AI language models, like ChatGPT, the class was given projects around the use of AI in healthcare settings and nursing education. The assignment was created with the help of the Peninsula College IT faculty. An example of the AI use assignment is in the Document Room for V-E.

In addition to clinical and group projects, the nursing program also brings in guest speakers from other allied health professions to provide students insight into how the professions can collaborate. Examples include the use of the local campus security team is brought in to co-teach community disaster response. Also, a local first responder provides a lecture on how first responders and RN’s can

work together to provide positive patient outcomes. Communication with other professions is also practiced by students in simulations, examples include: SBAR style communications with simulated providers and respiratory therapists in patient scenarios.

**Level of Achievement:** Curriculum Committee reviews clinical experiences to ensure student is able to meet terminal program outcomes. Curriculum Committee will review faculty and student clinical facility evaluations. All clinical sites will have a current affiliation agreement.

**Frequency of Evaluation:** Annually

**Results of Assessment:** Benchmark met. All affiliation agreements are current. Curriculum Committee reviewed clinical experiences for relevance to program outcomes (11/30/20, 11/29/21, 12/5/22), and found that students are provided a robust number of experiential learning opportunities that promote professional development. Curriculum Committee reviewed all faculty and student clinical facility evaluations (11/30/20, 11/29/21, 12/5/22), and worked to find solutions in areas that needed improvement.

**Quality Indicator V-F.** The curriculum provides experiential learning that enhances student ability to demonstrate leadership, ethical practice, clinical reasoning and judgment, reflect thoughtfully, on one's practice, provide culturally responsive care to diverse and vulnerable populations, and integrate concepts, including, but not limited to context and environment of care delivery, knowledge and science, personal and professional development, quality and safety, patient-centered care, and teamwork into their practice.

Experiential learning occurs throughout the Peninsula College Nursing Program during its leveled clinical courses and theory courses. Clinical courses include experiences through hands-on patient care in facilities, simulation experiences, projects, and observational special experiences. Experiential learning begins in the first quarter with NURS 111 where students learn to demonstrate skills that include personal care and comfort including bathing, catheterization, and point-of-care testing. Health assessment is also taught through the skills lab, simulation experiences, and health interviewing at a skilled nursing facility in our community. Experiential learning through the skills lab,

including assessing competency in each skill, continues throughout the clinical courses during the program.

In the second quarter during NURS 112 students are introduced to experiential learning through practicing patient care in the long-term care and rehabilitation settings. This allows students to practice elder assessment and practice applying concepts related to age and culture. Students also have special experiences in adult health clinics, which include cardiac and pulmonary rehabilitation, wound care and home health.

During NURS 113, the third quarter, students begin their medical/surgical clinical studies at Olympic Medical Center (OMC). They also have special experiences in short-stay surgical care through OMC. Students participate in special experiences that include observational pediatric experiences in a children's clinic and with school nurses so they can begin to critically think about physical, psychosocial, and cognitive development of children of diverse ages. Students also experience caring for acutely ill pediatric patients through simulation. These simulations allow them to experience both clinical and cultural issues, such as language barriers and lack of access to resources, that would be difficult to experience in our clinical facilities due to a shortage of pediatric settings. Students are assigned to pediatric patients on the occasion that one is admitted to the med/surg unit at OMC.

In their second year the nursing students continue with their medical/surgical experience in both their third and fourth quarters, NURS 211 and 212. They experience Psychiatric care in several settings. They participate in an Office-Based Opioid Treatment (OBOT) rotation through North Olympic Health Network (NOHN), and in an outpatient setting at either Peninsula Behavioral Health or West End Outreach Services. As the crisis portion of the Peninsula Behavioral Health experience has not been as met the student's learning needs in recent years, we were able to replace that portion of the rotation with an observational experience with the Community Paramedics program. The Community Paramedic program has a high census of patients experiencing behavioral health concerns, and work with local

homeless encampment sites. Mental health rotations provide students contact with populations diverse in both ethnicity and socioeconomic status. Students also experience interactions with psychiatric patients through simulation that include issues such as dealing with a patient with hallucinations and delusions and with a patient experiencing depression and suicidal ideations.

The fifth quarter students' special experiences include obstetrics at OMC. At OMC they experience labor & delivery, postpartum care settings and a supportive lactation and post-discharge clinic called New Family Services. They also experience high-risk obstetric care with cultural content that is relevant to our region through simulation. These simulations address postpartum hemorrhage, and care of a patient with eclampsia. This last year we added an interprofessional element to our simulation addressing fetal distress and resuscitation by enlisting assistance of a provider from one of our rural access hospitals to address the topic from a rural health perspective. In this quarter they also experience leadership through a student supervision experience in which they supervise our first-year students during their long-term care experience.

Sixth quarter, NURS 213, is the final quarter with a preceptorship that allows them to experience a real-world work environment prior to graduation. These experiences take place in diverse settings, such as our regional hospitals, Forks Community Hospital, Jefferson Healthcare (both rural critical access hospitals), and OMC. Also, preceptorships include more community settings such as home health through OMC and Jefferson Healthcare, office-based opioid treatment (OBOT) at NOHN, Sophie Trettevick Indian Health Center in Neah Bay, and long-term care at Avamere. They also have special experiences in areas that are more critical in nature. These experiences include critical care and emergency room at OMC and rural emergency room at Forks.

All of our clinical courses are constructed to develop our nursing students' clinical reasoning, ability to reflect on practice, and provide culturally congruent care to all populations in our region. This is demonstrated by the assignments required of the students. Databases, concept maps, and nursing

care plans demonstrate clinical reasoning. Journaling and reflection papers demonstrate thoughtful reflection on practice. Reflection paper assignments often require evidence base support for conclusions and recommendations made. All nursing care plans require evidence-based nursing interventions. All simulations include not only the physical needs of a client, but also cultural needs, and prebriefing focuses on current standards of care and evidence for those standards of care. Students are expected to integrate all these concepts along with caring and effective communication. This includes not only communicating well with patients but also with team members. The concepts of leadership and collaboration are met through the Student Guided Supervision experience as the first-year students learn to take guidance from our second-year students who learn the art of delegation through the experience. Collaboration and leadership are also experienced through a sixth-quarter management project in which a team of students collaborate with an agency in our community in a quality improvement project needed by that community partner.

The evidence of the diversity of our clinical experiences can be found in Appendix I and in Canvas. The evidence of the rigor of our clinical integration of concepts including clinical reasoning, reflection, knowledge & science, and safety are demonstrated in student learning activities assigned as part of clinical courses. Examples are available on Canvas in N 111, 112, 113, 211, 212, 213. Curricular program outcomes are also well correlated with concepts of context and environment of care delivery (management of care, safety, and professional behaviors outcome), knowledge and science (clinical decision-making and teaching and learning outcomes), personal and professional development (professional behavior outcome), quality and safety (safety, collaboration, communication outcome), patient-centered care (holistic assessment, teaching/learning, managing care and communication outcome), and teamwork (collaboration and communication outcome). Students complete the quarterly clinical evaluation tool in which they describe with examples from their clinical practice how they have met each of the clinical course objectives. Each clinical course objective correlates the

curricular program outcomes and levels across the curriculum. A table demonstrating the curricular program outcome correlation with each of these concepts is demonstrated in Appendix J. A summary of experiential learning opportunities in which students can demonstrate leadership, clinical reasoning, reflection, and culturally responsive care is also documented in Appendix J.

**Level of Achievement:** Review clinical placements and learning activities. Review program outcomes.

**Frequency of Evaluation:** Evaluation of clinical experiences is done quarterly at the end of each experience. Review of learning activities is done quarterly as part of course planning. Program outcomes are evaluated annually.

**Results of Assessment:** Clinical placements and learning activities allow students the opportunity to demonstrate leadership, clinical reasoning, reflection, and culturally responsive care. Curricular program outcomes correlate with concepts in Quality Indicator V-F and are appropriate for a new nurse.

**Quality Indicator V-G.** The faculty use a variety of teaching, learning, and evaluation strategies within the curriculum, including distance education programs, that are innovative, evidence-based, student-centered, and designed to create a culture of learning as demonstrated by student achievement of expected course and curricular program outcomes appropriate for the program type (i.e., practical/vocational, diploma, associate, bachelor's, master's, postmaster's certificate, and clinical doctorate).

The nursing program uses a variety of teaching, learning, and evaluation strategies that based on evidence, are student-centered, and intended to create a culture of learning. Course outcomes are outlined at the beginning of each quarter, as well as learning objectives for each unit. Unit outcomes are aligned with course outcomes and program outcomes. All teaching and evaluation are guided by unit, course, and program outcomes.

Faculty use a variety of teaching/learning strategies to help the students meet course objectives while addressing the diverse needs of the student learners. Throughout the program, instructors encourage active learning. McCleod (2023) discussed Bruner's theory on active learning, as Bruner identified the student as an active agent. Through active learning, students develop their critical thinking and problem-solving skills. Some activities in class include researching healthcare systems



around the world and instructing their classmates on various topics such as neurological disorders, HIPAA compliance and nutrition teaching.

Students work on group projects to develop teamwork and collaboration. Students have access to traditional reading assignments and PowerPoint presentations, in addition to innovative web-based learning resources such as Sherpath. Interactive Sherpath assignments are combined with active learning in-class activities to enhance student learning and the development of critical thinking. The Sherpath this fall also includes Osmosis videos faculty can use to facilitate learning. Students generally come to class well prepared by these resources, allowing decreased time devoted to remedial lecture and increased time can be devoted to actively reviewing evolving case studies. Active learning is encouraged for students to develop awareness and enhance learning (Chan et al., 2021).

Faculty primarily use case studies that are part of the student's HESI testing package, which have positive reviews from both students and faculty. Instructors are also working with a more recent package from Elsevier that introduces students to the NextGen NCLEX style of case studies. These studies are based on the National Council of State Boards of Nursing (NCSBN) Clinical Judgment Model designed to measure student's development of clinical judgment in patient scenarios. Instructors need to encourage all students to carefully review questions (not just a few students, which seems to occur). Other teaching strategies are also used. Guest speakers in different fields of nursing are utilized to share their expertise with our students. These include the following: representative from the Washington Nursing Board, lecturing on "Maintaining Professional Boundaries"; a surgical educator from Olympic Medical Center, lecturing on nursing on the preoperative, perioperative, and postoperative periods; and care of the oncology patient from a nurse from the Olympic Medical Cancer Center.

Instructors frequently use videos from Khan Academy and Osmosis to review physiological processes and medical conditions. The faculty has also developed some interactive "Jeopardy" style games in HUM 131 and NURS 102 to give students a review session on different units.

The students frequently work in groups for group projects to facilitate learning and encourage collaboration and teamwork while working on projects. Some of these projects are in HUM 131 (Policy and Ethics in Healthcare) and include “Error Reporting and Just Culture,” “NCLEX Testing: What to Expect”, and “Civility and Workplace Violence”. Working in groups is accepted to be effective in nursing education to enhance knowledge and develop skills. Instructors need to be aware of barriers that may impede the group processes, such as too many group projects, conflicts among group members, and group members not participating (Wong, 2018).

Role-playing exercises help the student to practice in a real-life situation and determine the best actions to reach better patient outcomes. Students work through scenarios in a non-threatening environment to solve problems using critical thinking (Dorri et al, 2019). Faculty use role-playing in Fundamentals, Med/Surg courses, and evaluating ethical dilemmas in HUM 232. Role-playing is also key in the nursing lab during simulations.

Other instructive methods in Nutrition courses (NUTR 121, 122, 123) include using the college library course for teaching APA Style for writing papers, discussion questions on Canvas, journaling by keeping track of students’ intake of food and beverages for three days, and quizzing.

The nursing skills lab and clinicals are encompassed in NURS 111, 112, 113, 211, 212, and 213. Skills are taught from Fundamental skills, such as bathing and wound care, to more advanced nursing skills, such as performing venipunctures and administering intravenous medications. To learn these skills, students prepare by watching videos before class, instructors give lectures on theory and safety, and students practice skills in the lab under instructor supervision. Instructors may also record their demonstrations for students to review later.

Students participate in instructor-led simulations within NURS 111-213 throughout the program. Refer to V-I for more information.

All courses in the nursing program include more than one evaluation strategy. All nursing didactic courses include NCLEX-style multiple-choice questions, which evaluate students' comprehension of learning material. Faculty perform a test question analysis of every exam to evaluate test question validity. Faculty also assign papers and group presentations with evaluation rubrics in a variety of courses. Faculty use a variety of assignments such as case studies, medication lists, disease-specific assignments, and medication math questions. Students take HESI exams throughout the program, beginning in the second quarter in a variety of subjects including fundamentals, assessment, pharmacology, mental health, obstetrics, pediatrics, medical-surgical, and an exit exam. Students take each exam twice, and the second exam is weighted as a unit exam would be.

Adaptive quizzing is used to assist students in mastering class material and the NCLEX and was adopted at the recommendation of student representatives. Adaptive quizzing aids the student to master content in a low-stakes manner, and to master the material in nursing classes. Students are given questions and build on their quiz answers to determine the level of difficulty (Tagher, 2017). The assignment of adaptive quizzing was clarified Winter Quarter 2023 though the product was available the year prior on a student-initiated basis. All instructors assigned adaptive quizzing consistently, assigning three adaptive quizzes per unit to attain Novice level (with a maximum of 50 questions) and one NextGen Case Study. Students are assigned to achieve a benchmark in adaptive quizzing in preparation for tests or are provided with adaptive quizzing topics for their personal study. The effectiveness of this in our program is yet to be determined but is cited by Campbell and Phelan (2018) as an effective measure to improve student learning and retention. Verbal feedback from students report they do think these questions help in their taking of exams.

Students interact in the nursing skills lab in a learning environment to develop new skills. Students watch up-to-date skills demonstration videos often utilized in hospital settings through the Clinical Skills product. Students also watch instructor demonstrations and demonstrate back for

feedback. Evaluation of student learning occurs on a regular basis by skills lab instructor “check-offs” in which the student demonstrates a skill using a standardized rubric. Students also participate in simulations of medical-surgical, pediatric, obstetric, and complex health situations. In these experiences, students are allowed to mimic real-life situations with instructors to develop clinical decision-making and anticipate outcomes in a controlled, interactive simulated environment. This is a safe learning environment and always includes a formalized debriefing period facilitated by the simulation instructor. Concept maps are generally drawn on the board during debriefing to enhance critical thinking and reflection.

Students take their theory and skills into the clinical settings of the local hospitals and long-term care facilities for patient care experiences. Under instructor supervision, students perform basic care skills, patient assessment, nursing procedures, and medication administration while employing the nursing process. Students apply the nursing process of assessment, diagnosis, planning, implementation, and evaluation to real-life clinical experiences. They are questioned during clinical pre-conference, clinical, and post-conference to encourage debriefing and critical thinking in real life situations. Students complete and submit clinical database forms on one patient per week for grading. Grading of these forms is based on evidence of collection of appropriate data of patient history, assessment, labs, x-rays, etc., and application of relevance of data to patient’s plan of care. Students develop a nursing concept map and care plan from patient data. They also submit weekly reflections on their experience to offer their personal insights. Students progress from the care of a patient at the extended care facility to the care of two or three patients by the completion of NUR 212. Those completing their preceptorship in NUR 213 at the hospitals also strive to care for the number of patients for which the staff nurse would typically care in a shift.

Students also develop leadership skills in making clinical decisions and delegating tasks to other staff. The importance of collaboration with the healthcare team is introduced in NURS 101 and

maintained throughout the program. As well as collaborating, students learn how to delegate to nursing assistants in the clinical area. HUM 232 and 233 topics include leadership and prioritization.

Contemporary teaching and learning strategies relevant to this section are delineated in section V-D.

Evaluation strategies are noted in the Canvas nursing courses as well as a document called Curricular Program Outcomes/Best Practices/Evaluation Methods in the Document Room under section V-G.

Within this document see tab V-ABG Outcomes, Best Practices, Evaluation which details the evaluation method for each course outcome across the entire curriculum. Written assignments are also noted on this document under Tab V-G Written Assignments Across Curriculum which details the main written assignments for the program, and their associated course outcome and program outcomes (reviewed by Curriculum Committee, minutes 10/12/20, 10/11/21, 10/3/22).

In response to the 2021 NLN CNEA accreditation standard updates, the faculty reviewed V-G to ensure that support was provided for all faculty to develop evaluation strategies to measure student achievement of those outcomes. Faculty reviewed examples of support provided to all faculty to support integration of varied and innovative teaching/learning strategies. Technology support related to integration of innovative strategies is tracked in V-I. Technology support is provided for faculty tools. Faculty work as a group to monitor the written assignments in the program, and to develop rubrics that are linked to course outcomes. New faculty are oriented to existing written assignments and have access to the statistically validated multiple-choice tests. Course surveys are monitored, and assignments are adjusted as needed based on student and faculty feedback. All faculty have access to Elsevier test banks as needed for new multiple-choice questions. Faculty also have continuing education opportunities, tracked in the Systematic Evaluation Plan III-C-iv , and may choose topics related to evaluation strategies.

**Level of Achievement:** Review faculty instructional methods for best practice. Review evaluation method for course outcomes. Review to ensure support is provided for all faculty to develop evaluation strategies and integrate varied innovative teaching/learning strategies.

**Frequency of evaluation:** Annually

**Results of Assessment:** Teaching, learning, and evaluation strategies are found to be appropriate and diverse enough to meet student needs.

**Quality Indicator V-H.** The faculty design and implement evaluation strategies to measure individual student achievement, ensuring the evaluation strategies are explicitly communicated in course materials and program policies and related to expected course and curricular program outcomes, including appropriate use, if any, of standardized tests.

The faculty employs a variety of evaluation strategies in the nursing program that are appropriate to the learning activities being evaluated. Exams are given in classes throughout the quarter to demonstrate student comprehension of the material, and standardized grading is ensured via the learning management system. Students receiving less than 81% on an exam meet with instructors individually to complete the Loma Linda “examining returned test” form to determine why the student answered the test question incorrectly. The student then develops a personal improvement plan as indicated by the Student Handbook. With this policy in place, the faculty intends to help each student understand her/his areas for improvement and keep the student informed if they are not passing the class. This practice can help students develop their critical thinking, is an important learning tool and encourages self-assessment. This tool can help all students to develop their knowledge beyond the written material and their ability to relate to real-life situations (Williams, 2019).

Instructors use grading rubrics to grade student presentations, papers, and group projects. The use of rubrics is intended to provide consistency of grading within the student population and give students guidance regarding expectations of assignments. Students also complete a standardized “check off” in the skills lab and are provided with a detailed rubric for each skill.

The student and relevant instructors complete midterm and final evaluations during the clinical period. This tool allows students to illustrate how they have met the learning objectives for the clinical course. During the clinical preceptorship, the assigned faculty member meets with the student and preceptor throughout the experience to evaluate the student's performance and intervene if any conflicts, needs, or problems should arise. The preceptor gives verbal and written feedback regarding the student's performance but does not bear responsibility for grading the student (See example of preceptorship evaluation in the Document Room V-H section). This is always the responsibility of the nursing instructor and is delineated in the Preceptor Guide. Students are also required to share their preceptorship experiences on the Canvas Discussion Board and give feedback and comments to their peers.

Evaluation strategies are explicitly communicated in the course syllabi and/or in assignment instructions on Canvas. Faculty review the course syllabus at the beginning of each quarter and faculty inform students of any changes to the syllabus throughout the quarter. The faculty review the current nursing handbook with students at the beginning of the school year. The grading scale is clearly posted in the nursing handbook and course syllabi. The policy regarding taking the standardized HESI test and grading scale are also posted in the handbook (see page 56 in Nursing Handbook for specifics regarding HESI testing).

All grading rubrics are posted with the correlating assignment. The faculty applies grading policies consistently to all students, as defined in the nursing handbook and as demonstrated in Canvas gradebook. Crockett and Jackson (2019) determined that student self-assessment and understanding of content to include in assignments is strengthened by use of grading rubrics.

Students begin skills "check-offs" in the first-year clinical lab. They complete an assigned check-off under instructor supervision to demonstrate competency regarding the skill in terms of organization,

knowledge, and patient safety. After completing a skill in the nursing lab, they may perform it in the long-term care or hospital under instructor supervision to certify the required competency in the skill. Sometimes there are conflicts when students work in group projects and some students report others not participating or there are personality conflicts. In HUM 131, students are required to evaluate their group performance as part of their grade.

**Level of Achievement:** Review grading policies in each course via Canvas and syllabi. Review Student Handbook.

**Frequency of Evaluation:** Annually

**Results of Assessment:** Canvas courses reflect a variety of evaluation strategies. Faculty use rubrics to grade assignments, and automatic test grading within Canvas. Grading policies are in syllabi and Handbook.

**Quality Indicator V-I. Technology, including the use of distance education technology as applicable, is used effectively to support the teaching, learning, and evaluation process.**

Technology is used effectively to support teaching through our learning management system, Canvas, Elsevier's online resources, Zoom, Panopto lecture recordings, simulation, and through use of selected open-to-public videos, such as YouTube. Table V-I-1 includes evidence of technological resources and how they are used. Students are oriented to Elsevier resources and Canvas during new student orientation and during the first week of classes. Technology is accessible to all students in the program via Canvas courses, the required resource/textbook package purchased by each student, and via in person simulation experiences.

Table V-I-1 <i>Technology Used, Evidence of Use, and Training Provided</i>		
	Evidence of Technology	Training & Support Provided
Classroom LCD screen and computer. Video recording equipment for Zoom/Panopto.	Presence of equipment in the classrooms	Peninsula College IT Team orient faculty to equipment. Peninsula College IT staff are available during working hours as needed.



Canvas	All courses are hosted on Canvas	Canvas support is available on campus for faculty and students including regular drop-in sessions with eLearning department.
Elsevier Resources:  HESI  Sherpath Elsevier Adaptive Quizzing for the NCLEX-RN Exam-RN   Clinical Skills: Essentials	HESI Testing, Review, and Case Studies threaded throughout curriculum  Sherpath modules found throughout courses  Adaptive Quizzing threaded throughout courses  Clinical Skills Videos and Quizzing N111, 112, 113, 211	Elsevier provides support and training (SLS, Sherpath, HESI, Adaptive Quizzing, Clinical Skills) available online and via phone for faculty and students. Recent faculty training on EAQ implementation Fall 2022, HESI NextGen Fall 2022.  Annual New Student Orientation includes overview of Elsevier resources.  Students oriented to Simulation in N111. Oriented to Clinical Skills in N111. Oriented to Sherpath, Adaptive Quizzing, HESI Case Studies in N101.  <a href="#">eProduct Student Training Resources from Elsevier Student Life</a>
Simulation:	Student Simulation Guidelines provided in Canvas prior to simulation experience in NURS 111, 112, 113, 211, 212, 213	Faculty are oriented to simulation through in person and online training, and mentorship with experienced faculty. Recent faculty training via Laerdal onsite training 06/8/23 & 06/9/23 with additional dates in 2016, 2017, and 2019. Laerdal support is available online and through our personal rep, Jon Rayfield. Campus simulation lab tech provides in person support.  Student orientation to simulation NURS 111

Canvas, our learning management system is used to support teaching and learning. Canvas allows content to be organized into modules that allow students to progress through the course in an organized and logical manner. These modules include assignments, case studies, discussion boards, readings, Sherpath lessons, videos, Panopto videos, and simulation resources.

Teaching and learning are supported through a variety of Elsevier products. Clinical Skills: Essential Collection is an online clinical skills course with up to date, evidence-based videos, skill checklists, and quizzes used for skills lab preparation. These are assigned prior to in-person skills lab teaching. An online course for HESI preparation includes case studies, practice tests, and adaptive quizzing for NCLEX-RN exam. Our HESI testing package includes several exams to prepare students for the NCLEX including fundamentals, assessment, pharmacology, pediatrics, maternal health, mental health, and the RN exit exam. Curriculum Committee has also adopted Elsevier's Sherpath content with

several of our textbooks which provides web-based learning resources including additional adaptive quizzing resources and in-lesson remediation.

Simulation is scheduled during clinical courses as demonstrated in the quarterly clinical schedules. Simulation policies and procedures, as well as a description of all simulations used in the program are maintained in the Simulation Handbook, which is available in the Document Room. Simulation Learning Systems for RNs is an online course that provides students materials and preparation materials for high fidelity simulations. These simulations build upon the theory content to progressively add to the student's experience and allow them to apply clinical reasoning to realistic clinical scenarios. Simulations support the development of critical thinking, decision making and psychomotor skills. Our community resources do not include a facility census large enough to provide adequate clinical learning experiences in some areas, particularly in obstetrics and pediatrics. Through technology, we can fill these gaps in clinical learning. Learning is achieved through student preparation, pre-briefing and debriefing sessions during, and after simulations using the Delta/Plus model of debriefing. Faculty received recent onsite custom training with Laerdal in June 2023 for Sim Mom, Sim Newbie, Sim Junior, and Sim Man. Faculty have also completed a variety of simulation related training over the years, which is available on the Faculty spreadsheet linked in the Document Room under the tab Simulation Faculty CE. Students are oriented to simulation as part of their first simulation experience in N111. Evaluation of simulation is achieved by reflecting through self-evaluation of learning objectives or reflection papers. These self-evaluations are submitted into Canvas assignments at the end of each simulation for faculty review. Students also evaluate whether the simulation experience was valuable to their learning in quarterly course evaluations, as noted in Table V-I-2. Students rated the simulation experiences as valuable to their learning and the course evaluations met all benchmarks in 2021-22, 2020-21, 2019-20. At the time of writing evaluations for 2022-23 have not yet been reviewed.

Table V-I-2 <i>Evaluation of Simulation Experiences by Students via 21-22 Quarterly Course Surveys</i>	
Course and simulation type	Percent students agreeing that simulation experience was valuable to their learning
N111 assessment simulation	96%
N112 elder simulation	91%
N 113 pediatric simulation	91%
N 211 med/surg simulation	96%
N 211 psych simulation	96%
N 212 obstetric simulation	96%
N 212 med/surg simulation	96%
N 213 pediatric simulation	97%
N 213 med/surg simulation	100%

Technology is also used to support the evaluation of students. Assignments are submitted to Canvas and graded by faculty within Canvas via a rubric. Unit tests are administered through Canvas which allows faculty to make use of automatic grading and item analysis. HESI tests are administered in N102, 103, 201, 202, 203 and help faculty to evaluate student learning compared with national benchmarks. Evidence of high achievement on these HESI exams is available in the Document Room on the HESI tracking document. HESI case studies/practice exams also have evaluation tools that faculty may use as part of an assignment in a course. In this case, the grade is transferred to the Canvas gradebook. This allows students to see their progression in one gradebook through Canvas in real time and evaluate their own progression and study needs. In skills lab courses students also complete Clinical Skills quizzes as a preparatory assignment prior to their lab.

The Student Exit Survey includes several questions related to orientation to technology and technology support. Students rated these areas highly as demonstrated in Table V-I-3. Faculty were asked about information and technology resources available to support their work on the 2022 Faculty Satisfaction Survey, and indicated they were 100% satisfied with the resources. Technological resources that are part of the student's required textbook/resource package such as SLS, Sherpath, Adaptive

Quizzing, Clinical Skills, and HESI are reviewed by faculty and student representatives in the spring prior to deciding about the incoming cohort's new resource package (minutes 4/18/22 and 4/17/23).

Table V-I-3 Student Satisfaction with Technology Resources and Support via 2022 Graduate Exit Survey	
Technology: Canvas support services	96% satisfied
Technology: On campus computer labs	85% satisfied
Technology: Student email	100% satisfied
Technology: Campus IT support staff/help staff	95% satisfied
Technology: Classroom Instructional Equipment (LCD Screens, laptops, etc)	95% satisfied
Orientation to technology was available	97% agree
Technology support was available	97% agree

**Level of Achievement:** The Student Exit Survey will reflect that orientation and technology support was available to students, with benchmark >75%. Faculty will report satisfaction with resources available to do their work, with benchmark >75%. Curriculum Committee will review the technology resource package for the incoming cohort annually. >75% of students will report that simulation experiences are valuable to their learning.

**Frequency of Evaluation:** Annually

**Results of Evaluation:** Benchmark met. Faculty support and orientation is available for all current technology products via campus eLearning specialist, Elsevier support services and Laerdal.

**Quality Indicator V-J.** There is systematic and ongoing review and evidence-based revision of the curriculum and teaching, learning, and evaluation strategies by faculty within a culture of continuous quality improvement to foster achievement of the program's expected student outcomes.

The Nursing Program holds meetings on Monday afternoons during the academic year. Since we are a small program most faculty attend all meetings along with our student representatives. We hold two Faculty/Program meetings per quarter where student representatives do not attend, but remaining meetings are devoted to curriculum and evaluation. The Systematic Evaluation Plan document helps set the agenda for evaluation-focused meetings.

One to two meetings per quarter are focused on evaluation at the course level. Faculty and student representatives review course evaluations and curriculum-related evaluation topics and recommend changes for upcoming courses. Annually prior to our meeting with the Advisory Committee in the fall, we review alumni and employer survey data, NCLEX pass rates, employment rates and program completion data. If there are areas of concern there is discussion of possible recommendations for improvement, and in that case would also seek our Advisory Committee's input in recommendations for program outcome improvement. There is a systematic process for reviewing data. Appendix K demonstrates the feedback mechanism for cycling our evaluation data in the nursing program's continuous quality improvement process. Faculty agree that the SEP, and evaluation methods within SEP continue to be appropriate and effective for program evaluation (11/16/20 11/15/21, 11/28/22). The SEP underwent a major revision in December 2021 in response to the update in national accreditation standards. This updated tracking is reflected in purple text in the live SEP Google Doc in the Document Room.

All Peninsula College faculty engage in the continuous work to improve their courses through a process of student learning outcomes assessment. Nursing faculty are asked to fill out at least one student learning outcome (SLO) report per quarter. The SLO assessment is a cyclical process focused on improving teaching, learning and student success. A description of the College's Outcome Assessment process can be found on the [website](#). Examples of nursing faculty SLO reports are available in the Document Room.

The Curriculum Committee monitors formative assessment measures of student progression towards program outcomes (minutes 11/16/20, 11/5/21, 11/28/22). One example is through review of quarterly student course evaluations (minutes 9/26/2022, 1/9/2023, 4/10/2023). Course objectives level towards program curricular outcomes. At the end of each course, course surveys are sent to students to provide feedback on whether the class taught them specific course outcomes. The survey

allows them to score each specific course outcome, learning activities in the course, and specific units/content as well. Any course outcome that does not receive at least a 75% positive is reviewed by the Curriculum Committee. Student representatives are present during the discussions and bring additional feedback from the students that may not have made it on the evaluation. Results from 2022-23 revealed that students agreed that the course objective had been met in all courses. The Curriculum Committee is continuing to closely monitor an objective related to the development of a concept map and nursing care plan in NURS 101, which did not meet the benchmark in 2021-22. Although the recent course evaluation improved, it remains borderline, and faculty are implementing additional changes related to teaching this content Fall 2023.

For clinical courses, students self-evaluate themselves at midterm and final, and they provide examples of how they met each individual clinical course objective. The faculty also evaluate them at the same time, documenting any areas needing improvement related to objectives. An example of the Clinical Evaluation tool, which was updated and implemented in 2020, is available in the Document Room. During 2022-23 all students met the clinical course objectives. Like the theory classes, course evaluations are provided at the end of the course for student evaluation on whether they agree they met the course outcome.

Another formative data point the Curriculum Committee follows are the HESI Fundamentals and Assessment specialty exams. The Fundamentals HESI takes place at the end of the first year of school and the Assessment HESI takes place at the end fall quarter of the second year. HESI measures were chosen that are thought to correlate with each of our nine program outcomes. Monitoring these two exams may give the Curriculum Committee valuable objective data on how the program is progressing the students towards meeting the overall program outcomes at two midpoints. Any outcome equivalent that is less than 850 is reviewed by the Curriculum Committee. See Curriculum Evaluation/HESI Tracking Sheet (HESI exit/Program Outcomes tab) in Document Room. Typically, we see

improvement in a given cohort from any areas on the Fundamentals exam not meeting the benchmark compared to the Exit exam at the end of the program. One area of interest the Curriculum Committee is monitoring is the significantly superior performance of students on version 1 of the Fundamentals exam, taken at the end of Winter quarter, compared to version 2 of the Fundamentals exam, taken at the beginning of Spring quarter. It is unclear whether this has to do with test timing or with the test itself, but it is unusual for students to have a decrease in their performance between version 1 and 2 on other specialty exams.

At the time of our last Self Study, we noted that our formative assessment methods of quarterly progression might be improved with the addition of some sort of individual student quantitative data. The assessment methods we follow for objective data are based on class averages. Individual student formative assessment information is based on the quarterly clinical evaluation which is primarily qualitative data from the student and clinical instructor. The Curriculum Committee discussed ways to track individual quantitative progression towards curricular program outcomes. Initially, we explored individual achievement on HESI exams, and tracking similar data points on the Fundamentals and Assessment HESI as they correlate to our curricular program outcomes, but for each student in addition to the class as a whole. We ran exploratory reports of this data, but unfortunately, it did not produce any meaningful or useful information. Another idea brought up was using Canvas Mastery Gradebook. This tool links rubric measures for specific assignments throughout the program to specific program curricular outcome measures which are then tracked over time. We did some trial implementation of this over the course of several years, working to improve course rubrics and link them to program outcomes. This initially looked like it might offer some promising data. Unfortunately, it turns out that Canvas is not robust enough to provide meaningful data of this sort over time, and the faculty were continuously plagued with technical issues and limitations within Canvas. In December of 2022, we were advised by our campus Canvas specialist and Curriculum Development specialist to scale back and

put this endeavor on hold for time being. Faculty are currently exploring Canvas “New Quizzing”, which may be a possible way to link test questions to program outcomes within Canvas. This is in its early stages, but initial reports from faculty are positive. Faculty also recently organized and standardized the use of Elsevier’s Adaptive Quizzing product throughout the program. There is a possibility that once this has been fully implemented, it may provide another avenue for tracking formative assessment data. Faculty monitor student's overall performance on HESI exams, and there is a required remediation assignment for all students scoring less than 850 on the first Exit exam.

Summative assessment of meeting program outcomes is provided through multiple facets (minutes 10/26/20, 11/16/20, 10/25/21, 11/15/21, 10/17/22, 11/28/22). The preceptor experience provides one summative measure. The curricular program outcomes are the same clinical outcomes students must meet to pass their preceptorship in N213. Students provide self-evaluation data, while the nurse preceptor provides their feedback related to student achievement of these outcomes. Faculty make the final determination as to whether students have met the curricular program outcomes in their final preceptorship evaluation. In 2023 all 29 students enrolled in the N213 preceptorship met the curricular program outcomes and passed the course.

The program also tracks markers in the HESI exit exams, which students take in the final quarter. Measures were chosen based on correlation with our program outcomes, as a quantitative measurement for monitoring outcomes (same data points as Assessment and Fundamentals above). See Curriculum Evaluation/HESI Tracking Sheet in the Document Room (HESI exit/Program Outcomes tab). This provides the program with a national data marker on how well the students are meeting those correlated measures. Any data point less than 850 is reviewed by the Curriculum Committee. Most benchmarks are consistently met over time.

To ensure specific course content is meeting national level standards, cumulative specialty HESI scores are tracked to monitor for areas of content weakness, and any score where the specialty HESI is



less than 850 is reviewed by the Curriculum Committee. HESI reports include details of performance in specific content areas with program scoring compared to national scoring. This allows faculty to evaluate curriculum content as a whole using a standardized third-party, national measure. As a class, the 2023 grads did not meet the benchmark for maternity, pediatrics, and psychiatric exams. The maternity exam did show some improvement over the previous year but did not quite make the benchmark at 848. The faculty have implemented additional adaptive quizzing in all courses, with an emphasis on maternity. The pediatric and psychiatric specialty exams both represented new areas for monitoring compared to the 2022 class when the benchmark was met. There was improvement in the assessment specialty exam for the 2023 class compared to 2022, with the 2023 cohort now exceeding the benchmark at 871. The Curriculum Committee will continue to monitor this data for trends.

In Fall 2022, in response to the low NCLEX pass rate of the 2022 graduates, the Curriculum Committee implemented historical tracking of NCLEX performance from 2018-2022. This data can be found on the Curriculum Evaluation/HESI Tracking spreadsheet in the document room under the “Mountain Measurement Tracking” tab. The 2022 graduates scored the worst in the Nervous/Sensory, Respiratory, Safety and Infection Control area. Other areas under the 45th percentile for that cohort were Cardiovascular, Immune, Psychosocial Behaviors, Basic Care and Comfort and Nutrition. Nervous/sensory was also low for the 2021 graduates and is being closely monitored by the Committee. No clear trends from previous years emerged, though the Committee will continue to review and analyze data future for trends.

Finally, a summative assessment is done via employer and alumni surveys. Six to twelve-month postgraduate surveys are sent out to review types of employment and also evaluation of meeting program outcomes. At the same time, the nursing program sends out surveys to local employers for evaluation of whether their new grad employee has met program outcomes. Employer and Alumni survey results are in Document Room and tracked in Standard I of the SEP. Benchmarks have been

consistently met for both areas. In 2022, the Curriculum Committee noted that only 75% of employers agreed that students were prepared for their role as a new graduate RN. There were only 4 responses total in 2022, and one manager disagreed on this measure based on their three alumni employees. In 2023, this improved with 7 responses from employers, and 100% agreeing that their alumni employees were prepared for their role as a new graduate RN. Benchmarks were met for meeting curricular program outcomes.

Based on our current summative assessment methods of student meeting outcomes, the nursing program has done an excellent job. This is demonstrated by consistently meeting HESI averages greater than 850 on exit and specialty exams, as well as consistently getting greater than 75% positive scores on employer and alumni surveys evaluating curricular program outcomes. Students have done well in preceptorships and received positive feedback from their nurse preceptors and faculty. These provide the program data to support the program's ability to progress students to meeting end outcomes.

**Level of Achievement:** There are summative and formative evaluation points of the curricular program outcomes that are systematically tracked. There is a systematic plan for review of the curriculum through multiple means.

**Frequency of Evaluation: Annually**

**Results of Evaluation:** There is a systematic plan for review of the curriculum as demonstrated in Appendix K. The nursing program has a good process for summative evaluation of curricular program outcomes through multiple measures. We are continuing to explore additional means of tracking formative assessment measures, including New Quizzing. We have reviewed the HESI specialty scores, and benchmarks are met on the majority of exams. Students are achieving curricular program outcomes during preceptorship. The results of the employer and alumni survey show the students are working in a variety of areas and are meeting program outcomes. The Curriculum Committee will continue to

monitor outcomes and evaluate ongoing alumni and employer surveys. Overall benchmark met, with room for continuous improvement.

#### **Strengths of the Program Related to Standard V**

- Summative assessment of curricular program outcomes through a variety of means
- Diverse clinical experiences
- Strong implementation of technology throughout the program including high fidelity simulation
- Progression of professional development throughout the program

#### **Areas of the Program Needing Improvement Related to Standard V**

- Continue developing quantitative formative evaluation points for individual students
- Continue implementation of adaptive quizzing throughout the curriculum. Once fully implemented, we will need to develop systems around interpreting and tracking this data.
- Continue reworking assignments throughout the program to account for artificial intelligence and its impact on student work

#### **References**

See Appendix L: References