Detailed Assessment Report for
2006-2007 BS Nursing

Mission/Purpose

The mission statement of Texas A&M is currently being revised, and the College of Nursing and Health Sciences will honor that mission statement. The College mission as seen below will be amended as needed.

Texas A&M University-Corpus Christi is devoted to discovering, communicating, and applying knowledge in a complex and changing world. The university identifies, attracts, and graduates students of high potential, especially those from groups who have been historically under-represented in Texas higher education. Through a commitment to excellence in teaching, research, and service, Texas A&M University-Corpus Christi prepares students for lifelong learning and for responsible participation in the lifelong learning and for responsible participation in the global community.

The mission of the College of Nursing and Health Sciences is to educate the health care providers of today and leaders of tomorrow through the provision of excellent educational programs in the professions of nursing and the health sciences. The College identifies, attracts, and graduates students of high potential, especially those from groups who have been historically under-represented in Texas health care. This mission is enhanced through faculty contributions to community service, leadership, practice, and research. These responsibilities are fostered within an interdisciplinary college by promoting a sense of community and caring, and through a system of shared governance.

The University Imperatives for 2015 relevant to the College of Nursing and Health Sciences are:

- IMPERATIVE I: Build and Sustain Academic Excellence and Competitive Programs
- IMPERATIVE II: Enhance a Culture of Discovery and Innovation
- IMPERATIVE III: Instill Global Perspectives into the Academic Life of the University
- IMPERATIVE V: Achieve Doctoral Comprehensive Status and Aspire to Emerging Research Designation
- IMPERATIVE VI: Recruit, Retain and Graduate a Diverse and Highly Qualified Student Body
- IMPERATIVE VII: Recruit, Mentor and Retain a Diverse, Highly Qualified Faculty and Staff
- IMPERATIVE VIII: Design and Cultivate Initiatives to Increase Lifelong Alumni Involvement
- IMPERATIVE IX: Live, Learn and Work Together to Promote a Vibrant Coastal Bend Community
- IMPERATIVE X: Extend the Reach of the Island University
- IMPERATIVE XI: Preserve and Foster an Inviting Island Environment
- IMPERATIVE XII: Establish a Culture of Assessment, Investment and Stewardship

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans
O1: **Incorporate philosophy into nursing practice**

Incorporate the philosophy, "Caring is the Essence of Nursing" into nursing practice.

The following care map image (posted with permission) is one piece of evidence of student learning for partially meeting the following objectives: (Link to care map page: Site is password protected. Enter UnitPlan as the ID, and access0607 as the password)

**Associations:**

the Commission on Collegiate Nursing Education (CCNE), the autonomous accrediting body of the American Association of Colleges of Nursing (AACN), is the accrediting institution for Texas A&M Corpus Christi College of Nursing. The data entered from our accrediting organization publications into this objective and those objectives that follow, come from the *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs*, the *Essentials of Baccalaureate Education for Nursing Practice*, and supportive documents.

CCNE accreditation evaluation consists of a review of the program’s mission, goals, and expected outcomes; and an assessment of the performance of the program in achieving the mission and goals through the most effective utilization of available resources, programs and administration. The evaluation process also calls for a review of evidence concerning the application of these resources in assisting the students in attaining their educational goals.

the role of the beginning professional nurse continues to encompass three broad areas:

- provider of direct and indirect care to individuals, families, groups, communities, and populations;

To implement this role fully, the nurse must:

- assume responsibility and accountability for practice;
- teach patients;
- advocate for patients within the health care delivery system;
- delegate and supervise patient care activities;

**General Education or Core Curriculum:**

1. Reading
2. Writing
3. Speaking
4. Listening
5. Critical Thinking
9. Recognize the importance of health & wellness
11. Develop personal values for ethical behavior
13. Use logical reasoning in problem solving

**Institutional Priorities:**

1.2 Establishing a culture of professionalism and responsibility
1.3 Fostering free and open intellectual inquiry, accomplishment and expression

**Strategic Plans:**

*Texas A&M-Corpus Christi*

1.1 Excellence

**Related Measures:**

M1: **Commission on Collegiate Nursing Education**

According to accreditation guidelines which must be met to have obtained accreditation for the period 2000-2010, TAMUCC College of Nursing and Health
Sciences submitted evidence for the following Standards specified by AACN. Evidence demonstrates that the College of Nursing has met all Outcomes and Objectives as specified. Measures cited below are examples of the submitted evidence of compliance.

1. **STANDARD I. Program Quality: Mission and Governance**
   The mission, goals, and expected outcomes of the program are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest – all in the pursuit of the continuing advancement and improvement of the program. Policies of the parent institution and nursing program clearly support the program’s mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.
   - Specific types of evidence are required to satisfactorily meet this standard

2. **STANDARD II. Program Quality: Institutional Commitment and Resources:**
   The parent institution demonstrates ongoing commitment and support. The institution makes available resources to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected outcomes of the program.
   - Specific types of evidence are required to satisfactorily meet this standard

3. **STANDARD III. Program Quality: Curriculum and Teaching-Learning Practices:**
   The curriculum is developed in accordance with the mission, goals, and expected outcomes of the program and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. There is congruence between teaching-learning experiences and expected outcomes. The environment for teaching, learning, and evaluation of student performance fosters achievement of the expected outcomes.
   - Specific types of evidence are required to satisfactorily meet this standard

4. **STANDARD IV. Program Effectiveness: Student Performance and Faculty Accomplishments:**
   The program is effective in fulfilling its mission, goals, and expected outcomes. Actual student learning outcomes are consistent with the mission, goals, and expected outcomes of the program. Alumni satisfaction and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual faculty outcomes are consistent with the mission, goals, and expected outcomes of the program. Data on program effectiveness are used to foster ongoing improvement.
   - Specific types of evidence are required to satisfactorily meet this standard

**Measure 1 Evidence:** Texas A&M University-Corpus Christi School* of Nursing and Health Sciences Self-Study Report To the Commission on
Collegiate Nursing Education dated October 2000. This report is located in the Deans Office Faculty Center. Letter of accreditation status is located in the Deans Office Faculty Center.

Texas A&M University Corpus Christi School of Nursing and Health Sciences Self-Study Report to the Board of Nurse Examiners (BON) for the State of Texas dated March 1, 2001, and the letter of accreditation from the BON is located in the Deans Office in Faculty Center.

*School: The School of Nursing and Health Sciences became the College of Nursing and Health Sciences in 2006.

**Achievement Target:**
All objectives are required to receive accreditation from the Commission on Collegiate Nursing Education and the Americal Association of Colleges in Nursing

**Findings (2006-2007) - Achievement Target: Partially Met**
Examples of findings are demonstrated on the following pages.

**M 2: Evaluation of Graduation Requirements**
Requirements for graduation with a baccalaureate in nursing are:

**Generic and Accelerated (2nd degree students):**

- General Education/Support courses ... 67 sem/hrs
- Upper-Division Nursing Major ... 63 sem/hrs
- Total semester hours completed with "C" grade or better ... 130 sem/hrs
- Nursing Competency Exit Examination ... Score requirement of 850

**RN-BSN Completion Option**

- General Education/Support Courses ... 63 sem hrs
- Nursing Validation/Articulation ... 30 sem/hrs
- Nursing Upper-division Course Work ... 36 sem/hrs
- Total semester hours completed with "C" grade or better ... 129 sem/hrs

**Measure 2 Evidence** Successful completion of the required number of semester credit hours may be obtained through "Banner", the university data base system. At the end of each grading period faculty input final grades for all students into the "Banner" system.

The HESI examination results are maintained on the HESI report website. Access to the website is controlled as are the Banner reports given the confidential nature of the data.

**Source of Evidence:** Other academic direct measure of learning (define)

**Achievement Target:**
All of the stated Outcomes and Objectives must be met to graduate from the TAMUCC-College of Nursing and Health Science with a Baccalaureate in nursing. As noted in the Measure, the National Council Licensing Examination prepayy examination, the Health Education Systems Incorporated exam (HESI) must also be passed at the recommended level. This is offered during the final semester of work.

**Findings (2006-2007) - Achievement Target:**
Successful completion of the baccalaureate nursing program, passage of the National Council Licensing Examination, and employment in a health care
facility of choice is the desired outcome for the nursing student and the faculty alike.
Successful completion is based upon the following objectives and outcomes.

M 3: Evaluations of students’ clinical performances
Evaluations of students’ clinical performances.

Measure 3 Evidence: Evaluations of students clinical performance are maintained in a locked student file located outside of the advisor’s office in the Faculty Center building.

Source of Evidence: Certification or licensure exam, national or state

Achievement Target:
Minimum standards met for each course.

Findings (2006-2007) - Achievement Target: Met
Concept maps and care plans are utilized to measure students clinical performance. Data related to the measures and findings may be found in Measure 3.

Clinical performance is tied to didactic performance in the courses with clinical experiences. If the student does not pass both of the components of the course, the student will not progress. When a clinical course is repeated, both didactic and the clinical experience must be repeated.

In fall semester of 2007 140 students entered the first Fall semester core course Fundamentals. Seven dropped the course without receiving a final grade, and three students received a "D" which necessitates repeating the class before advancing. Of those completing the course, 95% passed the course. Passage rates at both junior and senior levels were similar.

M 4: Concept maps/ care plans.
Concept maps/care plans.

Measure 4 Evidence: Concept maps and care plans flow through the entire program of learning. These tools are used to "map" out nursing care for patients based on diagnosis and assessed patient need. Maps and care plans are returned to each student so faculty input on these maps and plans may be incorporated into ones that follow. Since these maps and plans flow from first clinical course through last clinical course, the students maintain them for their entire learning experience.

An example of the care plan and concept map is attached. They are not maintained as part of the student file. Grades given for maps and plans are incorporated into final course grade. (see Measure 2)

Source of Evidence: Other academic direct measure of learning (define)

Achievement Target:
Minimum standards met for each course.

Findings (2006-2007) - Achievement Target: Met
The following care map image (posted with permission) is one piece of evidence of student learning for partially meeting the following objectives: (Link to care map page: Site is password protected, Enter Unit Plan as the ID, and access0607 as the password)

One example from a care plan that documents the exceeding of expectations is a care plan written by a Spring semester Junior Nursing Student. This student exceeds the expectations for the level of learning.
### Impaired Parenting r/t poor home and family environment AEB lack of attachment and child neglect

<table>
<thead>
<tr>
<th>Nursing Intervention: 10 pts</th>
<th>Rationale for Intervention: 10 pts</th>
<th>Evaluation of Intervention: 5 pts</th>
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<tr>
<td>(Specific to your client’s needs and condition, Five or more in order of the implementation process, include frequency of intervention)</td>
<td>(Cite resource, use evidenced-based data and theory, at least 2 sources from varying media: text, journals, or internet)</td>
<td>(Cite changes to intervention that were not successful)</td>
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<td>The nurse will use the Parenting Risk Scale to assess parenting.</td>
<td>One study demonstrated that the Parenting Risk scale is a reliable and valid measure for the systemic assessment of five key dimensions of parenting. (Ackley-Ladwig, 2006)</td>
<td>Goal met. Nurse successfully performed the Parenting Risk Scale, and parents were found to be at high risk.</td>
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<td>The nurse will acknowledge racial/ethnic differences at the onset of care.</td>
<td>Acknowledgment of racial/ethnic issues will enhance communication, establish rapport, and promote treatment outcomes. (Ackley-Ladwig, 2006)</td>
<td>Goal met. Nurse was able to acknowledge racial and ethnic differences at the onset of care (Hispanic family).</td>
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<td>The nurse will ask the parents their feelings about being a parent of this infant, and validate the parents’ feelings regarding parenting.</td>
<td>Validation is a therapeutic communication technique that lets the client know that the nurse has heard and understood what was said, and it promotes the nurse-client relationship. (Ackley-Ladwig, 2006)</td>
<td>Goal met. The nurse validated the parents’ feelings about being a parent of their infant with several physical problems.</td>
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<td>The nurse will initiate referrals to community agencies, parent education programs, stress management training, and social support groups.</td>
<td>The parent needs support to manage angry or inappropriate behaviors. Use of support systems and social services can provide an opportunity to decrease feelings of inadequacy. (Ackley-Ladwig, 2006)</td>
<td>Goal met. The nurse referred the parents to different community agency programs.</td>
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<td>The nurse will institute abuse/neglect protection measures if there is evidence of an inability to cope with family stressors or crisis, signs of parental substance abuse are observed, or significant level of</td>
<td>The risk of abuse/neglect is higher in families with high levels of stress, substance abuse, or lack of social support systems. (Ackley-Ladwig, 2006)</td>
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M 5: Employers' evaluations.
Employers' evaluations.

Measure 5 Evidence: There is no evidence currently in place related to employers evaluation of the graduated student. One undocumented statement provided at an undergraduate faculty meeting during a presentation by SPOHN educator C. Colley RN: Director of Nursing Education noted that scoring on the required critical thinking exam provided data the the TAMU-CC nursing graduates were superior in their critical thinking process that others entering their workforce.

Source of Evidence: Evaluations

Achievement Target:
(1 & 2) Employer evaluations report safe, competent care from new graduates; (6 & 7) Employer evaluations will express satisfaction with student performance.

Findings (2006-2007) - Achievement Target: Not Met
There are no formal employer evaluations at this time. This mechanism for evaluation will be further assessed and either implemented or another mechanism be identified that would provide relevant information related to newly graduated and licensed nurse performance.

Feedback from a major employer of graduate nursing students at the December 2007 Undergraduate Faculty Meeting demonstrated attainment of an action plan initiated as a result of the October 2000 Self-Study Report submitted to the Commission of Collegiate Education. At the faculty meeting which included faculty orientation to the Spohn Shoreline Acute Care Facility, employer of graduates and educational clinical site for nursing students, a report recognizing increased levels of scoring on the critical thinking test administered by the hospital was reported. TAMUCC nursing students scored higher than other newly employed graduates, but not as high as previously employed nurses. Satisfaction with the scores was expressed and it was noted that the scores appeared to translate into more effective patient care practices.

M 6: Alumni surveys
Alumni surveys

Measure 6 Evidence: Currently there are no alumni surveys completed, thus no evidence available.

Source of Evidence: Alumni survey or tracking of alumni achievements

Achievement Target:
(1 & 2) Alumni surveys report alumni perception that they are able to render safe, competent care as a result of their educational process; (6 & 7) Alumni surveys will demonstrate satisfaction with academic and clinical preparation.

Findings (2006-2007) - Achievement Target: Not Met
No alumni surveys were completed.

O 2: Utilize nursing process approach to practice
Practice nursing utilizing the nursing process and other systematic approaches derived from the sciences and liberal arts to promote optimum health for individuals, families and communities from diverse populations.
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**Associations:**

III-C Standards for Accreditation:

The curriculum is logically structured to meet expected program outcomes.

- The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities.

III-F. The curriculum and teaching-learning practices and learning practices consider the needs and expectations of the identified community of interest.


**The Discipline and Role:**

- *Nurses are providers of care.* In this role, nurses are patients’ advocates and educators. Patient advocacy is and will continue to be, a hallmark of the professional nursing role, and requires that nurses deliver high quality care, evaluate care outcomes, and provide leadership in improving care.

**Liberal Education**

Liberal learning provides a solid foundation for the development of clinical judgment skills required for the practice of professional nursing. While providing a framework of knowledge in the arts and sciences, liberal education also promotes critical thinking, the basis for clinical judgement and ethical decision making. Through liberal education, students encounter a diversity of thought that enables them to integrate varied perspectives and divergent experiences.

Liberal education should provide the professional nurse with the ability to:

- develop and use higher-order problem-solving and critical thinking skills;
- integrate concepts from behavioral, biological, and natural sciences in order to understand self and others;
- interpret and use quantitative data;
- use the scientific process and scientific data as a basis for developing, implementing, and evaluating nursing interventions;
- apply knowledge regarding social, political, economic, and historical issues to the analysis of societal and professional problems;
- communicate effectively in a variety of written and spoken formats;
- engage in effective working relationships;
- appreciate cultural differences and bridge cultural and linguistic barriers;
- understand the nature of human values;
- develop and articulate personal standards against which to measure new ideas and experiences; and
- appreciate and understand the character of professions.


**Institutional Priorities:**

1.3 Fostering free and open intellectual inquiry, accomplishment and expression
Strategic Plans:

*Texas A&M-Corpus Christi*

1.1 Excellence

**Related Measures:**

**M1: Commission on Collegiate Nursing Education**

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Source of Evidence: Evaluations

Achievement Target:
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There are no formal employer evaluations at this time. This mechanism for evaluation will be further assessed and either implemented or another mechanism be identified that would provide relevant information related to newly graduated and licensed nurse performance.

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Findings (2006-2007) - Achievement Target: Not Met
No alumni surveys were completed.

O 3: Communicate/collaborate purposefully
Communicate and collaborate purposefully, using creative approaches that acknowledge interdependent roles and relationships.
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**Assocations:**

Key Elements: 1-E. documents and publications are accurate. Any references in promotional materials to the program’s offerings, outcomes, accreditation/approval status, academic calendar, admission policies, granting policies, degree completion requirements, tuition, and fees are accurate.

I-F. Policies of the parent institution and the nursing program are congruent with and support the mission, goals, and expected outcomes of the program; these policies are fair, equitable, published, and are reviewed and revised as necessary to reflect ongoing improvement. These policies include, but are not limited to, those relative to student recruitment, admission, and retention.

Key Element III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student learning outcomes that are consistent with professional nursing standards and guidelines and congruent with the program’s mission, goals, and expected outcomes.


**Nurses are members of a profession.** The use of the term professional implies the acquisition and use of a well-delined and broad knowledge base for practice. Professional nursing requires strong critical thinking, communication and assessment skills....

Core Competencies in Baccalaureate Education

Communication is a complex, ongoing, interactive process and forms the basis for building interpersonal relationships. Communication includes listening, as well as oral, nonverbal, and written communication skills.

Course work or clinical experiences should provide the graduate with the knowledge and skills to:

- demonstrate communication skills during assessment, intervention, evaluation, and teaching;
- express oneself effectively using a variety of media in a variety of contexts;
- assist patients to access and interpret the meaning and validity of health information;
- establish and maintain effective working relationships within an interdisciplinary team;
- adapt communication methods to patients with special needs, e.g. sensory or psychological disabilities;
- produce clear, accurate, and relevant writing;
- use therapeutic communication within the nurse-patient relationship;
- appropriately, accurately, and effectively communicate with diverse groups and disciplines using a variety of strategies;
- access and utilize data and information from a wide range of resources;
- provide relevant and sensitive health education information and counseling to patients;
- thoroughly and accurately document interventions and nursing outcomes; and
- elicit and verify patient preferences and values.
General Education or Core Curriculum:

1. Reading
2. Writing
3. Speaking
4. Listening
5. Critical Thinking
6. Computer Literacy
13. Use logical reasoning in problem solving
14. Understand the interrelationships of disciplines

Institutional Priorities:

1.2 Establishing a culture of professionalism and responsibility
1.3 Fostering free and open intellectual inquiry, accomplishment and expression
1.5 Fostering an open, shared and participatory decision making process
1.6 Promoting efficient and effective use of time, resources and technology

Strategic Plans:

Texas A&M-Corpus Christi
1.1 Excellence
2.2 Engagement
4.4 Effectiveness

Related Measures:

M 1: Commission on Collegiate Nursing Education
According to accreditation guidelines which must be met to have obtained accreditation for the period 2000-2010, TAMUCC College of Nursing and Health Sciences submitted evidence for the following Standards specified by AACN. Evidence demonstrates that the College of Nursing has met all Outcomes and Objectives as specified. Measures cited below are examples of the submitted evidence of compliance.

1. STANDARD I. Program Quality:Mission and Governance
   The mission, goals, and expected outcomes of the program are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest – all in the pursuit of the continuing advancement and improvement of the program. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.
   - Specific types of evidence are required to satisfactorily meet this standard

2. STANDARD II. Program Quality: Institutional Commitment and Resources:
   The parent institution demonstrates ongoing commitment and support. The institution makes available resources to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a
resource of the program, enables the achievement of the mission, goals, and expected outcomes of the program.

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3. STANDARD III. Program Quality: Curriculum and Teaching-Learning Practices:

The curriculum is developed in accordance with the mission, goals, and expected outcomes of the program and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. There is congruence between teaching-learning experiences and expected outcomes. The environment for teaching, learning, and evaluation of student performance fosters achievement of the expected outcomes.

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4. STANDARD IV. Program Effectiveness: Student Performance and Faculty Accomplishments:

The program is effective in fulfilling its mission, goals, and expected outcomes. Actual student learning outcomes are consistent with the mission, goals, and expected outcomes of the program. Alumni satisfaction and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual faculty outcomes are consistent with the mission, goals, and expected outcomes of the program. Data on program effectiveness are used to foster ongoing improvement.

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**Measure 1 Evidence:** Texas A&M University-Corpus Christi School* of Nursing and Health Sciences Self-Study Report To the Commission on Collegiate Nursing Education dated October 2000. This report is located in the Deans Office Faculty Center. Letter of accreditation status is located in the Deans Office Faculty Center.

Texas A&M University Corpus Christi School* of Nursing and Health Sciences Self-Study Report to the Board of Nurse Examiners (BON) for the State of Texas dated March 1, 2001, and the letter of accreditation from the BON is located in the Deans Office in Faculty Center.

*School: The School of Nursing and Health Sciences became the College of Nursing and Health Sciences in 2006.

**Achievement Target:**
All objectives are required to receive accreditation from the Commission on Collegiate Nursing Education and the American Association of Colleges in Nursing

**Findings (2006-2007) - Achievement Target: Partially Met**
Examples of findings are demonstrated on the following pages.

**M 2: Evaluation of Graduation Requirements**
Requirements for graduation with a baccalaureate in nursing are:

**Generic and Accelerated (2nd degree students):**

- General Education/Support courses ... 67 sem/hrs
- Upper-Division Nursing Major ... 63 sem/hrs
- Total semester hours completed with "C" grade or better ... 130 sem/hrs
- Nursing Competency Exit Examination ... Score requirement of 850

**RN-BSN Completion Option**

- General Education/Support Courses ... 63 sem hrs
- Nursing Validation/Articulation ... 30 sem/hrs
- Nursing Upper-division Course Work ... 36 sem/hrs
- Total semester hours completed with "C" grade or better ... 129 sem/hrs

**Measure 2 Evidence** Successful completion of the required number of semester credit hours may be obtained through "Banner", the university data base system. At the end of each grading period faculty input final grades for all students into the "Banner" system.

The HESI examination results are maintained on the HESI report website. Access to the website is controlled as are the Banner reports given the confidential nature of the data.

**Source of Evidence:** Other academic direct measure of learning (define)

**Achievement Target:**
All of the stated Outcomes and Objectives must be met to graduate from the TAMUCC-College of Nursing and Health Science with a Baccalaureate in nursing. As noted in the Measure, the National Council Licensing Examination prepratory examination, the Health Education Systems Incorporated exam (HESI) must also be passed at the recommended level. This is offered during the final semester of work.

**Findings (2006-2007) - Achievement Target:**
Successful completion of the baccalaureate nursing program, passage of the National Council Licensing Examination, and employment in a health care facility of choice is the desired outcome for the nursing student and the faculty alike.

Successful completion is based upon the following objectives and outcomes.

**M 4: Concept maps/ care plans.**

**Concept maps/care plans.**

**Measure 4 Evidence** Concept maps and care plans flow through the entire program of learning. These tools are used to "map" out nursing care for patients based on diagnosis and assessed patient need. Maps and care plans are returned to each student so faculty input on the maps and plans may be incorporated into ones that follow. Since these maps and plans flow from first clinical course through last clinical course, the students maintain them for their entire learning experience.

An example of the care plan and concept map is attached. They are not maintained as part of the student file. Grades given for maps and plans are incorporated into final course grade. (see Measure 2)

**Source of Evidence:** Other academic direct measure of learning (define)

**Achievement Target:**
Minimum standards met for each course.

**Findings (2006-2007) - Achievement Target: Met**

The following care map image (posted with permission) is one piece of
evidence of student learning for partially meeting the following objectives:

(Link to care map page: Site is password protected. Enter UnitPlan as the ID, and access0607 as the password)

One example from a care plan that documents the exceeding of expectations is a care plan written by a Spring semester Junior Nursing Student. This student exceeds the expectations for the level of learning.

### Impaired Parenting r/t poor home and family environment AEB lack of attachment and child neglect

<table>
<thead>
<tr>
<th>Nursing Intervention: 10 pts</th>
<th>Rationale for Intervention: 10 pts</th>
<th>Evaluation of Intervention: 5 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Specific to your client’s needs and condition, Five or more in order of the implementation process, include frequency of intervention)</td>
<td>(Cite resource, use evidenced-based data and theory, at least 2 sources from varying media: text, journals, or internet)</td>
<td>(Cite changes to intervention that were not successful)</td>
</tr>
<tr>
<td>The nurse will use the Parenting Risk Scale to assess parenting.</td>
<td>One study demonstrated that the Parenting Risk scale is a reliable and valid measure for the systemic assessment of five key dimensions of parenting. (Ackley-Ladwig, 2006)</td>
<td>Goal met. Nurse successfully performed the Parenting Risk Scale, and parents were found to be at high risk</td>
</tr>
<tr>
<td>Acknowledgment of racial/ethnic issues will enhance communication, establish rapport, and promote treatment outcomes. (Ackley-Ladwig, 2006)</td>
<td>Goal met. Nurse was able to acknowledge racial and ethnic differences at the onset of care (Hispanic family)</td>
<td></td>
</tr>
<tr>
<td>The nurse will ask the parents their feelings about being a parent of this infant, and validate the parent’s feelings regarding parenting.</td>
<td>Validation is a therapeutic communication technique that lets the client know that the nurse has heard and understood what was said, and it promotes the nurse-client relationship. (Ackley-Ladwig, 2006)</td>
<td>Goal met. The nurse validated the parent’s feelings about being a parent of their infant with several physical problems.</td>
</tr>
<tr>
<td>The parent needs support to manage angry or inappropriate behaviors. Use of support systems and social services can provide an opportunity to decrease feelings of inadequacy. (Ackley-Ladwig, 2006)</td>
<td>Goal met. The nurse referred the parents to different community agency programs.</td>
<td></td>
</tr>
</tbody>
</table>
The nurse will institute abuse/neglect protection measures if there is evidence of an inability to cope with family stressors or crisis, signs of parental substance abuse are observed, or significant level of social isolation is apparent.

The risk of abuse/neglect is higher in families with high levels of stress, substance abuse, or lack of social support systems. (Ackley-Ladwig, 2006)

Goal met. The nurse instituted neglect protection by contacting CPS

This is one page from a care plan that included the Pathophysiology Flow for a Failure to Thrive Infant, the nursing diagnosis seen above, and other diagnoses that included: Delayed Growth and Development r/t environmental and stimulation deficiencies AEB not achieving developmental milestones for age; Failure to Thrive r/t inadequate feelings AEB percentile for weight and age; medication data forms; student self evaluation; and the nursing data base.

M 7: Course evaluations

Course evaluations

Measure 7 Evidence: Course evaluations are kept in the Deans Office in Faculty Center and maintained by The Associate Dean, Dr. Forgione. Examples of the evaluation form are linked below for viewing.

Source of Evidence: Student course evaluations on learning gains made

Achievement Target:
Course evaluations demonstrate ongoing teaching evaluation. These evaluations are utilized in the annual faculty evaluations and consideration of action related to student input is expected. In September of 2006 the Undergraduate faculty established a required 70% return rate in all courses prior to the release of grades on the university system. That 70% requirement is being followed.

Examples of the course evaluation forms may be found at Unit Plan: Course Evaluation Forms. The site is password protected and may be accessed using the id UnitPlan, and password access0607.

Findings (2006-2007) - Achievement Target:
Evaluations will be included in the 2998 report.

O 4: Demonstrate leadership

Demonstrate leadership through the application and utilization of theories for the improvement and enhancement of care and health status.

Associations:

Key Element II-D. The chief nurse administrator is academically and experientially qualified and is vested with the authority required to accomplish the mission, goals, and expected outcomes. The chief nurse administrator provides effective leadership to the nursing unit in achieving its mission, goals and expected outcomes.

II-E. Faculty members are academically and experientially qualified and sufficient in number to accomplish the mission, goals, and expected outcomes of the program.


The Discipline and Role

Nurses are designers, managers, and coordinators of care. Nurses must have the
knowledge and authority to delegate tasks to other health care personnel, as well as supervise and evaluate these personnel. As health care providers who function autonomously and interdependently, nurses are responsible for professional identity and practice. Nurses are members of health care teams that deliver treatment and services in an evolving health care system. Nurses bring a unique blend of knowledge, judgment, skills, and caring to such teams.

Role Development

Designer/Manager/Coordinator of Care

The baccalaureate graduate is a health care designer, coordinator, and manager. Utilizing information from numerous sources, the professional nurse guides the patient through the health care system. Skills essential to this role development are communication, collaboration, negotiation, delegation, coordination, and evaluation if interdisciplinary work, and the application of outcome-based practice models.

Course work or clinical experiences should provide the graduate with the knowledge and skills to:

- assume a leadership role within one’s scope of practice;
- coordinate and manage care to meet the special needs of vulnerable populations, including the frail elderly, in order to maximize independence and quality of life;
- coordinate the health care of individuals across the lifespan utilizing principles and knowledge of interdisciplinary models of care delivery and case management;
- delegate and supervise the nursing care given by others while retaining the accountability for the quality of care given to the patient;
- organize, manage, and evaluate the functioning of a team or unit;
- use appropriate evaluation methods to analyze the quality of nursing care; and
- utilize cost-benefit analysis and variance data in providing and evaluating care.


**General Education or Core Curriculum:**

- Critical Thinking
- Recognize the importance of health & wellness
- Develop personal values for ethical behavior
- Develop the ability to make aesthetic judgments
- Use logical reasoning in problem solving

**Institutional Priorities:**

1.2 Establishing a culture of professionalism and responsibility

**Strategic Plans:**

*Texas A&M-Corpus Christi*

1.1 Excellence

**Related Measures:**

**M 1: Commission on Collegiate Nursing Education**

According to accreditation guidelines which must be met to have obtained accreditation for the period 2000-2010, TAMUCC College of Nursing and Health Sciences submitted evidence for the following Standards specified by AACN.
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1. STANDARD I. Program Quality: Mission and Governance

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- Specific types of evidence are required to satisfactorily meet this standard

2. STANDARD II. Program Quality: Institutional Commitment and Resources:

The parent institution demonstrates ongoing commitment and support. The institution makes available resources to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected outcomes of the program.

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3. STANDARD III. Program Quality: Curriculum and Teaching-Learning Practices:

The curriculum is developed in accordance with the mission, goals, and expected outcomes of the program and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. There is congruence between teaching-learning experiences and expected outcomes. The environment for teaching, learning, and evaluation of student performance fosters achievement of the expected outcomes.

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4. STANDARD IV. Program Effectiveness: Student Performance and Faculty Accomplishments:

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*School: The School of Nursing and Health Sciences became the College of Nursing and Health Sciences in 2006.

Achievement Target:
All objectives are required to receive accreditation from the Commission on Collegiate Nursing Education and the Americal Association of Colleges in Nursing

Findings (2006-2007) - Achievement Target: Partially Met
Examples of findings are demonstrated on the following pages.

M 2: Evaluation of Graduation Requirements
Requirements for graduation with a baccalaureate in nursing are:

Generic and Accelerated (2nd degree students) :

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RN-BSN Completion Option

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Measure 2 Evidence Successful completion of the required number of semester credit hours may be obtained through "Banner", the university data base system. At the end of each grading period faculty input final grades for all students into the "Banner" system.

The HESI examination results are maintained on the HESI report website. Access to the website is controlled as are the Banner reports given the confidential nature of the data.

Source of Evidence: Other academic direct measure of learning (define)

Achievement Target:
All of the stated Outcomes and Objectives must be met to graduate from the TAMUCC-College of Nursing and Health Science with a Baccalaureate in nursing. As noted in the Measure, the National Council Licensing Examination preparatory examination, the Health Education Systems Incorporated exam (HESI) must also be passed at the recommended level. This is offered during the final semester of work.

Findings (2006-2007) - Achievement Target:
Successful completion of the baccalaureate nursing program, passage of the National Council Licensing Examination, and employment in a health care
facility of choice is the desired outcome for the nursing student and the faculty alike.

Successful completion is based upon the following objectives and outcomes.

M 3: Evaluations of students' clinical performances
Evaluations of students' clinical performances.

Measure 3 Evidence: Evaluations of students' clinical performance are maintained in a locked student file located outside of the advisors office in the Faculty Center building.

Source of Evidence: Certification or licensure exam, national or state

Achievement Target:
Minimum standards met for each course.

Findings (2006-2007) - Achievement Target: Met
Concept maps and care plans are utilized to measure students clinical performance. Data related to the measures and findings may be found in Measure 3.

Clinical performance is tied to didactic performance in the courses with clinical experiences. If the student does not pass both of the components of the course, the student will not progress. When a clinical course is repeated, both didactic and the clinical experience must be repeated.

In fall semester of 2007 140 students entered the first Fall semester core course Fundamentals. Seven dropped the course without receiving a final grade, and three students received a "D" which necessitates repeating the class before advancing. Of those completing the course, 95% passed the course. Passage rates at both junior and senior levels were similar.

M 8: Evaluations of written assignments.
Evaluations of written assignments.

Measure 8: Evidence: See Measure of evidence under findings. Written papers are returned to the students to use as reference for papers needed in future courses. Grades for papers are incorporated into course grades. (see Measure 2) For a link to evaluated writing assignment examples see below.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
Evaluations of written work demonstrate appropriate use of nursing theory.

Measure 8: Evidence: As we do with care plans and maps, written data is given back to students with faculty input to use for the development of subsequent papers. Faculty may retain examples of this work, generally focusing on the very poor or the exemplary, but no "mass storage" of this written work is retained in the College. An example of a paper written by a student in the capstone course NURS 4670: Nurse Coordinating Care that uses systems framework and critical thinking strategies to study the coordinating role of the professional nurse within the health care delivery system. The student may choose a current theory of management, leadership, and change to examine the practice of nursing within a system. During the clinical portion of this course the nurse demonstrates his or her abilities to assume a leadership role by acting as a "Charge Nurse" and performing all of the duties of that role. The student also manages the care of multiple patients, learning supervisory/collaborative responsibilities for others interacting with the patients
under their care. An example of a good paper may be found at (Link to leadership page: Site is password protected. Enter UnitPlan as the ID, and access0607 as the password).

Findings (2006-2007) - Achievement Target: Not Met
To be added in the 2008 report

O 5: Display critical thinking and apply theory
Display critical thinking and independent decision-making that utilize and apply theory and research in practice.

Associated Priorities:

Institutional Priorities:
1.3 Fostering free and open intellectual inquiry, accomplishment and expression

Strategic Plans:

Texas A&M-Corpus Christi
1.1 Excellence

Related Measures:

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According to accreditation guidelines which must be met to have obtained accreditation for the period 2000-2010, TAMUCC College of Nursing and Health Sciences submitted evidence for the following Standards specified by AACN. Evidence demonstrates that the College of Nursing has met all Outcomes and Objectives as specified. Measures cited below are examples of the submitted evidence of compliance.

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Source of Evidence: Other academic direct measure of learning (define)

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**Findings (2006-2007) - Achievement Target: Not Met**
To be added in the 2008 report

**M 9: Exit exams.**
Exits exams.

**Measure 9 Evidence** The HESI examination results are maintained on the HESI report website. Access to the website is controlled as are the Banner reports given the confidential nature of the data.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Achievement Target:**
90% of students will pass exit exam on first attempt.

**Findings (2006-2007) - Achievement Target: Partially Met**
Exit HESI examinations were administered in the final Medical-Surgical course for senior nursing students. Of the 90 students in the class, three failed the exit exam and did not graduate.

Of those passing the MedSurg HESI, and taking the HESI required prior to sitting for the NCLEX examination, 10 did not reach a sufficient score. These students will be mentored and tutored in the areas they need prior to sitting for the exit HESI and taking their NCLEX examination.

Identifying at risk students early in the program will help to trigger individualized work through mentoring or precepting programs.

**M 10: NCLEX exams.**
NCLEX exams.

**Measure 10 Evidence:** Results of passage rates are maintained in the Deans Office in the Center for Instruction. Access to others as a general report is provided by the State board of Nursing and other web sites. NCLEX passing rates is public information. Texas schools passing rates for the years 1994-2003 may be accessed at Texas nursing school NCLEX pass rates 1994-2003

Source of Evidence: Certification or licensure exam, national or state

**Achievement Target:**
95% of students will pass exam on first attempt.

**Findings (2006-2007) - Achievement Target: Partially Met**
As reported in the 2006 report to the American Association of Colleges of Nursing, 67 graduates took the National Council Licensing Examination (NCLEX). This examination, if passed, allows the graduate to practice nursing under the laws set forth by the State of Texas.

Sixty six of the 67 passed NCLEX, exceeding the outcome objective of 95%.

In 2007, 106 of the graduates sat for their NCLEX examination and 96 passed. This resulted in a 91% passage rate.

Corrective action included individualized sessions in test taking and content review. Students are allowed to take the NCLEX four times prior to a refresher course requirement. The pass rate was reviewed following the repeat of NCLEX and 6 of the 8 were successful achieving a pass rate
total of 97%.

O 6: Show awareness, accountability and commitment
Show awareness of political, ethical and social issues; accountability for professional practice and commitment for continuing professional development.

Associations:

Institutional Priorities:
1.2 Establishing a culture of professionalism and responsibility
1.3 Fostering free and open intellectual inquiry, accomplishment and expression
1.4 Ensuring respectful, fair, and equitable treatment of all individuals

Strategic Plans:

Texas A&M-Corpus Christi
1.1 Excellence

Related Measures:

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the community of interest. There is congruence between teaching-learning experiences and expected outcomes. The environment for teaching, learning, and evaluation of student performance fosters achievement of the expected outcomes.

- Specific types of evidence are required to satisfactorily meet this standard

4. STANDARD IV. Program Effectiveness: Student Performance and Faculty Accomplishments:

The program is effective in fulfilling its mission, goals, and expected outcomes. Actual student learning outcomes are consistent with the mission, goals, and expected outcomes of the program. Alumni satisfaction and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual faculty outcomes are consistent with the mission, goals, and expected outcomes of the program. Data on program effectiveness are used to foster ongoing improvement.

- Specific types of evidence are required to satisfactorily meet this standard

**Measure 1 Evidence:** Texas A&M University-Corpus Christi School* of Nursing and Health Sciences Self-Study Report To the Commission on Collegiate Nursing Education dated October 2000. This report is located in the Deans Office Faculty Center. Letter of accreditation status is located in the Deans Office Faculty Center.

Texas A&M University Corpus Christi School* of Nursing and Health Sciences Self-Study Report to the Board of Nurse Examiners (BON) for the State of Texas dated March 1, 2001, and the letter of accreditation from the BON is located in the Deans Office in Faculty Center.

*School: The School of Nursing and Health Sciences became the College of Nursing and Health Sciences in 2006.

**Achievement Target:**
All objectives are required to receive accreditation from the Commission on Collegiate Nursing Education and the American Association of Colleges in Nursing

**Findings (2006-2007) - Achievement Target: Partially Met**
Examples of findings are demonstrated on the following pages.

**M 2: Evaluation of Graduation Requirements**
Requirements for graduation with a baccalaureate in nursing are:

**Generic and Accelerated (2nd degree students):**

- General Education/Support courses ... 67 sem/hrs
- Upper-Division Nursing Major ... 63 sem/hrs
- Total semester hours completed with "C" grade or better ... 130 sem/hrs
- Nursing Competency Exit Examination ... Score requirement of 850

**RN-BSN Completion Option**

- General Education/Support Courses ... 63 sem hrs
- Nursing Validation/Articulation ... 30 sem/hrs
• Nursing Upper-division Course Work ... 36 sem/hrs
• Total semester hours completed with "C" grade or better ... 129 sem/hrs

**Measure 2 Evidence** Successful completion of the required number of semester credit hours may be obtained through "Banner", the university data base system. At the end of each grading period faculty input final grades for all students into the "Banner" system.

The HESI examination results are maintained on the HESI report website. Access to the website is controlled as are the Banner reports given the confidential nature of the data.

**Source of Evidence:** Other academic direct measure of learning (define)

**Achievement Target:**
All of the stated Outcomes and Objectives must be met to graduate from the TAMUCC-College of Nursing and Health Science with a Baccalaureate in nursing. As noted in the Measure, the National Council Licensing Examination preparatory examination, the Health Education Systems Incorporated exam (HESI) must also be passed at the recommended level. This is offered during the final semester of work.

**Findings (2006-2007) - Achievement Target:**
Successful completion of the baccalaureate nursing program, passage of the National Council Licensing Examination, and employment in a health care facility of choice is the desired outcome for the nursing student and the faculty alike.

Successful completion is based upon the following objectives and outcomes.

**M 5: Employers' evaluations.**
Employers' evaluations.

**Measure 5 Evidence:** There is no evidence currently in place related to employers evaluation of the graduated student. One undocumented statement provided at an undergraduate faculty meeting during a presentation by SPOHN educator C. Colley RN: Director of Nursing Education noted that scoring on the required critical thinking exam provided data the the TAMU-CC nursing graduates were superior in their critical thinking process that others entering their workforce.

**Source of Evidence:** Evaluations

**Achievement Target:**
(1 & 2) Employer evaluations report safe, competent care from new graduates; (6 & 7) Employer evaluations will express satisfaction with student performance.

**Findings (2006-2007) - Achievement Target: Not Met**
There are no formal employer evaluations at this time. This mechanism for evaluation will be further assessed and either implemented or another mechanism be identified that would provide relevant information related to newly graduated and licensed nurse performance.

Feedback from a major employer of graduate nursing students at the December 2007 Undergraduate Faculty Meeting demonstrated attainment of an action plan initiated as a result of the October 2000 Self-Study Report submitted to the Commission of Collegiate Education. At the faculty meeting which included faculty orientation to the Spohn Shoreline Acute Care Facility, employer of graduates and educational clinical site for nursing students, a report recognizing increased levels of scoring on the critical thinking test administered by the hospital was reported. TAMUCC nursing
students scored higher than other newly employed graduates, but not as high as previously employed nurses. Satisfaction with the scores was expressed and it was noted that the scores appeared to translate into more effective patient care practices.

**M 6: Alumni surveys**

Alumni surveys

**Measure 6 Evidence:** Currently there are no alumni surveys completed, thus no evidence available.

Source of Evidence: Alumni survey or tracking of alumni achievements

**Achievement Target:**

(1 & 2) Alumni surveys report alumni perception that they are able to render safe, competent care as a result of their educational process; (6 & 7) Alumni surveys will demonstrate satisfaction with academic and clinical preparation.

**Findings (2006-2007) - Achievement Target: Not Met**

No alumni surveys were completed.

**O 7: Accept nursing leadership roles**

Accept nursing leadership roles that respond to a changing society and health care delivery system.

**Assocations:**

According to AACN, core knowledge of the graduate includes the role of

**Designer/Manager/Coordinator of Care**

The baccalaureate graduate is a health care designer, coordinator, and manager. Utilizing information from numerous sources, the professional nurse guides the patient through the health care system. Skills essential to this role development are communication, collaboration, negotiation, delegation, coordination, and evaluation of interdisciplinary work, and the application of outcome-based practice models. These skills speak to the nurse accepting leadership roles in the workplace.

Course work or clinical experiences should provide the graduate with the knowledge and skills to:

- assume a leadership role within one's scope of practice;
- coordinate and manage care to meet the special needs of vulnerable populations, including the frail elderly, in order to maximize independence and quality of life;
- coordinate the health care of individuals across the lifespan utilizing principles and knowledge of interdisciplinary models of care delivery and case management;
- delegate and supervise the nursing care given by others while retaining the accountability for the quality of care given to the patient;
- organize, manage, and evaluate the development of strategies to promote healthy communities;
- organize, manage, and evaluate the functioning of a team or unit;
- use appropriate evaluation methods to analyze the quality of nursing care; and

utilize cost-benefit analysis and variance data in providing and evaluating care.

Associated with leadership is the recognition that nursing is part of a global community. The Essentials of Baccalaureate Education for Nursing Practice expect...
the graduate nurse to have knowledge of Health Care Systems and Policy. Knowledge of health care systems includes an understanding of the organization and environment in which nursing and health care is provided. Health care policy shapes health care systems and helps determine accessibility, accountability, and affordability.

Course work or clinical experiences should provide the graduate with the knowledge and skills to:

- understand how health care delivery systems are organized and financed, and the effect on patient care;
- identify the economic, legal, and political factors that influence health care delivery;
- participate in efforts to influence health care policy on behalf of patients or the profession;
- incorporate knowledge of cost factors in delivering care; and
- understand the effect of legal and regulatory processes on nursing practice and health care delivery.


**General Education or Core Curriculum:**

5. Critical Thinking
7. Establish broad & multiple perspectives
8. Understand how to be responsible member of society
9. Recognize the importance of health & wellness
13. Use logical reasoning in problem solving
14. Understand the interrelationships of disciplines

**Institutional Priorities:**

1.2 Establishing a culture of professionalism and responsibility

**Strategic Plans:**

**Texas A&M-Corpus Christi**

1.1 Excellence
2.2 Engagement
4.4 Effectiveness

**Related Measures:**

**M1: Commission on Collegiate Nursing Education**

According to accreditation guidelines which must be met to have obtained accreditation for the period 2000-2010, TAMUCC College of Nursing and Health Sciences submitted evidence for the following Standards specified by AACN. Evidence demonstrates that the College of Nursing has met all Outcomes and Objectives as specified. Measures cited below are examples of the submitted evidence of compliance.

1. STANDARD I. Program Quality: Mission and Governance

The mission, goals, and expected outcomes of the program are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest – all in the pursuit of the continuing dvancement and improvement of the program. Policies of
the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

- Specific types of evidence are required to satisfactorily meet this standard

2. STANDARD II. Program Quality: Institutional Commitment and Resources:

The parent institution demonstrates ongoing commitment and support. The institution makes available resources to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected outcomes of the program.

- Specific types of evidence are required to satisfactorily meet this standard

3. STANDARD III. Program Quality: Curriculum and Teaching-Learning Practices:

The curriculum is developed in accordance with the mission, goals, and expected outcomes of the program and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. There is congruence between teaching-learning experiences and expected outcomes. The environment for teaching, learning, and evaluation of student performance fosters achievement of the expected outcomes.

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4. STANDARD IV. Program Effectiveness: Student Performance and Faculty Accomplishments:

The program is effective in fulfilling its mission, goals, and expected outcomes. Actual student learning outcomes are consistent with the mission, goals, and expected outcomes of the program. Alumni satisfaction and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual faculty outcomes are consistent with the mission, goals, and expected outcomes of the program. Data on program effectiveness are used to foster ongoing improvement.

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*School: The School of Nursing and Health Sciences became the College of Nursing and Health Sciences in 2006.
Achievement Target:
All objectives are required to receive accreditation from the Commission on Collegiate Nursing Education and the Americal Association of Colleges in Nursing

Findings (2006-2007) - Achievement Target: Partially Met
Examples of findings are demonstrated on the following pages.

M 2: Evaluation of Graduation Requirements
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RN-BSN Completion Option

- General Education/Support Courses ... 63 sem hrs
- Nursing Validation/Articulation ... 30 sem hrs
- Nursing Upper-division Course Work ... 36 sem hrs
- Total semester hours completed with "C" grade or better ... 129 sem hrs

Measure 2 Evidence: Successful completion of the required number of semester credit hours may be obtained through "Banner", the university data base system. At the end of each grading period faculty input final grades for all students into the "Banner" system.

The HESI examination results are maintained on the HESI report website. Access to the website is controlled as are the Banner reports given the confidential nature of the data.

Source of Evidence: Other academic direct measure of learning (define)

Achievement Target:
All of the stated Outcomes and Objectives must be met to graduate from the TAMUCC-College of Nursing and Health Science with a Baccalaureate in Nursing. As noted in the Measure, the National Council Licensing Examination preparatory examination, the Health Education Systems Incorporated exam (HESI) must also be passed at the recommended level. This is offered during the final semester of work.

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Successful completion is based upon the following objectives and outcomes.

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Measure 5 Evidence: There is no evidence currently in place related to employers evaluation of the graduated student. One undocumented statement provided at an undergraduate faculty meeting during a presentation by SPOHN educator C.
Colley RN: Director of Nursing Education noted that scoring on the required critical thinking exam provided data that the TAMU-CC nursing graduates were superior in their critical thinking process that others entering their workforce.

**Source of Evidence:** Evaluations

**Achievement Target:**
(1 & 2) Employer evaluations report safe, competent care from new graduates; (6 & 7) Employer evaluations will express satisfaction with student performance.

**Findings (2006-2007) - Achievement Target: Not Met**
There are no formal employer evaluations at this time. This mechanism for evaluation will be further assessed and either implemented or another mechanism be identified that would provide relevant information related to newly graduated and licensed nurse performance.

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**M 6: Alumni surveys**
Alumni surveys

**Measure 6 Evidence:** Currently there are no alumni surveys completed, thus no evidence available.

**Source of Evidence:** Alumni survey or tracking of alumni achievements

**Achievement Target:**
(1 & 2) Alumni surveys report alumni perception that they are able to render safe, competent care as a result of their educational process; (6 & 7) Alumni surveys will demonstrate satisfaction with academic and clinical preparation.

**Findings (2006-2007) - Achievement Target: Not Met**
No alumni surveys were completed.

**Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 8: Faculty Scholarly Activity**
Faculty scholarly activity

**Associations:**
The 4th standard for universities with a nursing program accredited through the AACN is that noted in Standards for Accreditation of Baccalaureate and Graduate Nursing Programs states:

**STANDARD IV. Program Effectiveness:**
Student Performance and Faculty Accomplishments

The program is effective in fulfilling its mission, goals, and expected outcomes.
Actual student learning outcomes are consistent with the mission, goals, and expected outcomes of the program. Alumni satisfaction and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual faculty outcomes are consistent with the mission, goals, and expected outcomes of the program. Data on program effectiveness are used to foster ongoing improvement.

This is measured through:

**Key Elements:**

- **IV-A.** Student performance is evaluated by the faculty and reflects achievement of expected outcomes. Evaluation policies and procedures are defined and consistently applied.
- **IV-B.** Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Student outcome data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certification examination pass rates, and job placement rates, as appropriate.
- **IV-C.** Program outcome data are analyzed to provide evidence of program effectiveness and are used to foster ongoing program improvement.
- **IV-D.** Faculty outcomes demonstrate achievement of the program's mission, goals, and expected outcomes and enhance program quality and effectiveness.
- **IV-E.** The program has established policies and procedures by which it defines and reviews formal complaints; analyses of aggregate data regarding formal complaints are used to foster ongoing program improvement.

Part of Texas A&M - Corpus Christi's mission is to promote faculty involvement in research, one scholarly activity supported and fostered in the College of Nursing. The seeking out of doctorally prepared faculty to teach and to do research that promotes the science of nursing through discovery of clinical and educative practice that promotes the health and knowledge of both professional and the community at large is a priority. The Dean of Graduate Studies and Associate VP for Research & Scholarly Activity and his staff have created a web site identifying university support for this research and scholarly activity that may be viewed at

http://research.tamucc.edu/vpmessage.htm

The universities mission is to promote a vibrant research environment and to support events that affect the climate for research and creative activity at A&M-Corpus Christi.

The goal is to facilitate a relationship that encourages the development of research and scholarly activity.

**General Education or Core Curriculum:**

2 Writing
3 Speaking
5 Critical Thinking
8 Understand how to be responsible member of society
11 Develop personal values for ethical behavior

**Institutional Priorities:**

1.1 Recruiting, retaining, and supporting a diverse, highly qualified student body, faculty and staff
1.2 Establishing a culture of professionalism and responsibility
1.3 Fostering free and open intellectual inquiry, accomplishment and expression
1.9 Involving the university community and other publics in the TAMU-CC mission and vision

**Strategic Plans:**

**Texas A&M- Corpus Christi**

1.1 Excellence

**Related Measures:**

**M 1: Commission on Collegiate Nursing Education**

According to accreditation guidelines which must be met to have obtained accreditation for the period 2000-2010, TAMUCC College of Nursing and Health Sciences submitted evidence for the following Standards specified by AACN. Evidence demonstrates that the College of Nursing has met all Outcomes and Objectives as specified. Measures cited below are examples of the submitted evidence of compliance.

1. **STANDARD I. Program Quality: Mission and Governance**

   The mission, goals, and expected outcomes of the program are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest – all in the pursuit of the continuing development and improvement of the program. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

   - Specific types of evidence are required to satisfactorily meet this standard

2. **STANDARD II. Program Quality: Institutional Commitment and Resources:**

   The parent institution demonstrates ongoing commitment and support. The institution makes available resources to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected outcomes of the program.

   - Specific types of evidence are required to satisfactorily meet this standard

3. **STANDARD III. Program Quality: Curriculum and Teaching-Learning Practices:**

   The curriculum is developed in accordance with the mission, goals, and expected outcomes of the program and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. There is congruence between teaching-learning experiences and expected outcomes. The environment for teaching, learning, and evaluation of student performance fosters achievement of the expected outcomes.

   - Specific types of evidence are required to satisfactorily meet this standard

4. **STANDARD IV. Program Effectiveness: Student Performance and Faculty Accomplishments:**

   The program is effective in fulfilling its mission, goals, and expected
outcomes. Actual student learning outcomes are consistent with the mission, goals, and expected outcomes of the program. Alumni satisfaction and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual faculty outcomes are consistent with the mission, goals, and expected outcomes of the program. Data on program effectiveness are used to foster ongoing improvement.

- Specific types of evidence are required to satisfactorily meet this standard

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*School: The School of Nursing and Health Sciences became the College of Nursing and Health Sciences in 2006.

Achievement Target:
All objectives are required to receive accreditation from the Commission on Collegiate Nursing Education and the Americal Association of Colleges in Nursing

Findings (2006-2007) - Achievement Target: Partially Met
Examples of findings are demonstrated on the following pages.

M 11: Annual Faculty Performance Evaluation
Annual Faculty Performance Evaluation

Measure 11 Evidence: Faculty evaluations are completed on a yearly basis extending from January 1 of each year to December 31 of each year. These evaluations are placed in each faculty members personnel file and maintained in the Deans’ Office in Faculty Center.

Source of Evidence: Evaluations

Achievement Target:
95% overall compliance on the following:

- (8a) Assistant Professor Scholarship:
  ○ Membership in honorary societies
  ○ Leader of in-service and workshop presentations
  ○ Development of case studies, pamphlets, syllabi, newsletters, and/or technical reports;
- (8b) Associate Professor Scholarship:
  ○ Membership in honorary societies;
  ○ consultation activity;
  ○ uses professional expertise in presenting in-services and workshops;
  ○ research and publication activity;
  ○ grant-writing;
  ○ participates in interdisciplinary committees;
- (8c) Full Professor Scholarship:
- Membership in honorary societies;
- consultation activities;
- in-service and workshop presentations;
- serves as professional advisor to local, state, and national organizations;
- research and publication activities,
- grant writing;
- presentations and/or papers at state and national organizations;
- leader in interdisciplinary activities;

95% overall compliance on the following:

- (9a) Assistant Professor Service:
  - College/University: serves on college-level committees;
  - assists in recruitment activities
  - Community: member in some community and professional organizations
  - State/National: May represent College at state/regional meetings;

- (9b) Associate Professor Service:
  - College/University: serves on committees at college and university level;
  - shows willingness to participate in recruitment
  - Community: maintains membership in some community and professional organizations;
  - may have some leadership role in community and professional organizations;
  - shares knowledge through program presentations, etc.
  - State/National: represents college/university at state/national meetings;
  - serves on state/national boards/committees;

- (9c) Full Professor Service:
  - College/University: committee appointments at college and university level;
  - provides leadership in committee work;
  - sponsorships of college organizations;
  - involved in recruitment activities
  - Community: member of community and professional organizations, officer in community & professional organizations;
  - serves on community and professional committees;
  - makes presentations to community and professional groups
  - State/Nation: represents college/university at state/national meetings;
  - serves on state/national boards and committees

**Findings (2006-2007) - Achievement Target: Partially Met**

Data to be added in 2008

O 9: Faculty service

Faculty service

**Associations:**

The requirement for both scholarly activity and community service is documented in the position descriptions of faculty at Texas A&M University - Corpus Christi. Examples of job descriptions are found at [http://www.tamucc.edu/provost/university_rules/faculty/120199C1_01.pdf](http://www.tamucc.edu/provost/university_rules/faculty/120199C1_01.pdf). Evidence of community activity by members of the campus faculty, including the College of Nursing can be found at [http://falcon.tamucc.edu/~outreach/newsarc4.html](http://falcon.tamucc.edu/~outreach/newsarc4.html).
That students are involved in community service is documented in the undergraduate cataloge (http://www.tamucc.edu/catalog/catalog07/undergraduate
general/studentsvcsc.html). A campus release publicizing a Health Fair entitled Know Your Numbers was organized by the Undergraduate Chair of the College of Nursing and Health Sciences, and included the Department of Kinesiology. Students worked together to familiarize faculty, students and staff of health parameters that included blood pressure, blood glucose, and body fat. Literature and referrals were provided to persons having results outside of the range considered safe for good health. The health fair was held on September 21, 2007 at various campus locations. Information about the fair may be found at http://kanga.tamucc.edu/PublicAffairs/press
/2007/september/healthfair.html

General Education or Core Curriculum:

8  Understand how to be responsible member of society
9  Recognize the importance of health & wellness
10 Understand how science & technology affect lives

Institutional Priorities:

1.2 Establishing a culture of professionalism and responsibility
1.5 Fostering an open, shared and participatory decision making process

Strategic Plans:

Texas A&M-Corpus Christi

1.1 Excellence
2.2 Engagement
3.3 Expansion
4.4 Effectiveness

Related Measures:

M 1: Commission on Collegiate Nursing Education
According to accreditation guidelines which must be met to have obtained accreditation for the period 2000-2010, TAMUCC College of Nursing and Health Sciences submitted evidence for the following Standards specified by AACN. Evidence demonstrates that the College of Nursing has met all Outcomes and Objectives as specified. Measures cited below are examples of the submitted evidence of compliance.

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- Specific types of evidence are required to satisfactorily meet this standard

2. STANDARD II. Program Quality: Institutional Commitment and Resources:

The parent institution demonstrates ongoing commitment and support. The institution makes available resources to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a
resource of the program, enables the achievement of the mission, goals, and expected outcomes of the program.

- Specific types of evidence are required to satisfactorily meet this standard

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*School: The School of Nursing and Health Sciences became the College of Nursing and Health Sciences in 2006.

**Achievement Target:**
All objectives are required to receive accreditation from the Commission on Collegiate Nursing Education and the America Association of Colleges in Nursing

**Findings (2006-2007) - Achievement Target: Partially Met**
Examples of findings are demonstrated on the following pages.

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Source of Evidence: Evaluations

**Achievement Target:**
95% overall compliance on the following:

- (8a) Assistant Professor Scholarship:
  - Membership in honorary societies
  - Leader of in-service and workshop presentations
  - Development of case studies, pamphlets, syllabi, newsletters, and/or technical reports;

- (8b) Associate Professor Scholarship:
  - Membership in honorary societies;
  - consultation activity;
  - uses professional expertise in presenting in-services and workshops;
  - research and publication activity;
  - grant-writing;
  - participates in interdisciplinary committees;

- (8c) Full Professor Scholarship:
  - Membership in honorary societies;
  - consultation activities;
  - in-service and workshop presentations;
  - serves as professional advisor to local, state, and national organizations;
  - research and publication activities,
  - grant writing;
  - presentations and/or papers at state and national organizations;
  - leader in interdisciplinary activities;

95% overall compliance on the following:

- (9a) Assistant Professor Service:
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  - College/University: committee appointments at college and university level;
  - provides leadership in committee work;
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- Community: member of community and professional organizations, officer in community & professional organizations;
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- serves on state/national boards and committees

Findings (2006-2007) - Achievement Target: Partially Met
Data to be added in 2008

Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?
According to accreditation guidelines which must be met to have obtained accreditation for the period 2001-2011, TAMUCC College of Nursing and Health Sciences had to submit evidence for the following Standards specified by AACN.

1. STANDARD I. Program Quality: Mission and Governance

   The mission, goals, and expected outcomes of the program are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest— all in the pursuit of the continuing development and improvement of the program. Policies of the parent institution and nursing program clearly support the program’s mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.
   - Specific types of evidence are required to satisfactorily meet this standard

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   The parent institution demonstrates ongoing commitment and support. The institution makes available resources to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected outcomes of the program.
   - Specific types of evidence are required to satisfactorily meet this standard

3. STANDARD III. Program Quality: Curriculum and Teaching-Learning Practices:

   The curriculum is developed in accordance with the mission, goals, and expected outcomes of the program and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. There is congruence between teaching-learning experiences and expected outcomes. The environment for teaching, learning, and evaluation of student performance fosters achievement of the expected outcomes.
   - Specific types of evidence are required to satisfactorily meet this standard

4. STANDARD IV. Program Effectiveness: Student Performance and Faculty
Accomplishments:

The program is effective in fulfilling its mission, goals, and expected outcomes. Actual student learning outcomes are consistent with the mission, goals, and expected outcomes of the program. Alumni satisfaction and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual faculty outcomes are consistent with the mission, goals, and expected outcomes of the program. Data on program effectiveness are used to foster ongoing improvement.

- Specific types of evidence are required to satisfactorily meet this standard

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

In the conclusions of the self-study submitted to AACN in 2001, it was noted that student performance was to be assessed and plans made that would facilitate clinical rotation schedules, progression and graduation.

Plans were implemented to correct these issues and an increase in all processes were evidenced. In 2006-07, as submitted in the AACN annual report, there were 317 students in place in the College of Nursing and a graduating number of 106 generic and 12 RN to Baccalaureate students for a total of 118 graduates. This graduating number of students demonstrated TAMUCC College of Nursing and Health Science commitment to our health care community.

Annual Reports

Contributions to the Institution

Contributions to the institution include but are not limited to:

- Increase from 100 student admissions to 160 student admissions in Fall of 2007
- Increase in the number of graduates from the undergraduate nursing program totalling 38. This resulted in Coordinating Board reimbursement approximating $300,000.00 as legislatated in the State Nurse Shortage Act.

Highlights

Develop comprehensive evaluation plan that includes student exit evaluation, alumni evaluations, and employer evaluations. Revise and streamline undergraduate student database.