Mission/Purpose

Texas A&M-Corpus Christi Vision Statement

Texas A&M University-Corpus Christi is committed to becoming one of the leading centers of higher education in the Gulf of Mexico region while serving the intellectual, cultural, social, environmental and economic needs of South Texas. As a result, Texas A&M-Corpus Christi will invigorate and strengthen the region and state through its educational programs, research initiatives and outreach efforts.

Texas A&M-Corpus Christi Mission Statement

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-Corpus Christi prepares students for lifelong learning and for responsible participation in the global community.

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 global community.

College of Nursing and Health Science Mission Statement

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:

1. IMPERATIVE I: Build and Sustain Academic Excellence and Competitive Programs
2. IMPERATIVE II: Enhance a Culture of Discovery and Innovation
3. IMPERATIVE III: Instill Global Perspectives into the Academic Life of the University
4. IMPERATIVE IV: Establish Targeted Areas of State, Regional and National Recognition
and Distinction
5. IMPERATIVE V: Achieve Doctoral Comprehensive Status and Aspire to Emerging Research Designation
6. IMPERATIVE VI: Recruit, Retain and Graduate a Diverse and Highly Qualified Student Body
7. IMPERATIVE VII: Recruit, Mentor and Retain a Diverse, Highly Qualified Faculty and Staff
8. IMPERATIVE VIII: Design and Cultivate Initiatives to Increase Lifelong Alumni Involvement
9. IMPERATIVE IX: Live, Learn and Work Together to Promote a Vibrant Coastal Bend Community
10. IMPERATIVE X: Extend the Reach of the Island University
11. IMPERATIVE XI: Preserve and Foster an Inviting Island Environment
12. IMPERATIVE XII: Establish a Culture of Assessment, Investment and Stewardship

Goals

G 1: NURSING PROGRAM GOALS
Nursing Program Goals

These goals encompass both undergraduate and graduate nursing programs. They are six in number and assist the College in implementing the University and College mission.

1. To develop within the student the knowledge and skills necessary for beginning professional and advanced nursing practice, cultivating basic and specialized abilities needed to successfully pursue a career.

2. To promote the concept of nursing as caring and facilitate attainment of a care delivery system sensitive to multicultural communities and their health values.

3. To offer individuals the opportunity to increase the breadth and depth of the theoretical base for nursing practice, enhance and expand competence, prepare for role specialization and contribute to the discovery of new nursing knowledge.

4. To provide an educational environment of respect within which students may evolve as broadly educated, responsible and accountable professionals dedicated to the principles of lifelong learning.

5. To build a foundation for graduate education.

6. To serve the community as nursing experts, leaders and consultants in professional organizations, health promoters, providers of health care policy information and advocates of ethical distribution and usage of resources.

The Baccalaureate and Master's programs also have developed objectives that direct the expected outcomes of the BSN and MSN sequence of study. These objectives derive from the College's mission and goals.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: 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 come from the accrediting organization publications, from the Standards for Accreditation of Baccalaureate and Graduate Nursing Programs, the Essentials of Baccalaureate Education for Nursing Practice, and supportive documents. To view the Self Study report completed in 2005, please go to Unit Plan. The site is password protected. UnitPlan is the login and access0607 is the password. The document has also been uploaded to the WEAVE repository site. 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 calls for a review of evidence concerning the application of these resources in assisting the students to attain the educational goals. *The role of the beginning professional nurse encompasses:

- 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

**Related Measures:**

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

The accreditation report submitted in Fall of 2005 by TAMUCC College of Nursing and Health Sciences was sent as evidence of meeting standards specified by CCNE. 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:**
   1. 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.

2. **Specific types of evidence are required to satisfactorily meet this standard**

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

1. 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.

2. **Specific types of evidence are required to satisfactorily meet this standard**

3. **STANDARD III. Program Quality:**

1. **Curriculum and Teaching-Learning Practices:**
   1. 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.

2. Specific types of evidence are required to satisfactorily meet this standard

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

1. 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

2. Specific types of evidence are required to satisfactorily meet this standard.

Measure 1 Evidence:

Texas A&M University-Corpus Christi College of Nursing and Health Sciences submitted a Self-Study Report To the Commission on Collegiate Nursing Education (CCNE) dated 2005. This report may be accessed on the WEAVE™ repository site and is entitled CCNE Accreditation Self study Report for the College of Nursing and Health Sciences. Letter of accreditation status is located in the Deans Office Faculty Center. The accreditation period awarded was 10 years, the maximum number of years that can be received by a nursing program.

Texas A&M University Corpus Christi College of Nursing and Health Sciences is on the list of Texas Board of Nursing approved nursing programs. That information may be accessed at: http://www.bon.state.tx.us/nursingeducation/edudocs/rnschools.pdf or via the WEAVE™ Document Repository and is entitled BON Approved Texas Nursing Programs.

Source of Evidence: External report

Documents:

Board of Nursing Approved Nursing Programs in the State of Texas
Procedures for Accreditation of Baccalaureate and Graduate Degree Nursing Programs

Achievement Target:

All objectives must be met receive accreditation from the Commission on Collegiate Nursing Education division of the American Association of Colleges in Nursing. The target is to again achieve accreditation in 2015. This will necessitate compliance with the new procedures instituted by CCNE in 2008 for the accreditation process (see document posted to WEAVE™ document repository). For the accreditation the incorporation of the newly published Essentials of Baccalaureate Education for Professional Nursing Practice (2008) - document available in WEAVE™ document repository) will require a new look at the educational process and student outcomes for CONHS.

Document:

Procedures for Accreditation of Baccalaureate and Graduate Degree Nursing Programs

Findings (2007-2008) - Achievement Target: Met
Findings (2006-2007) - Achievement Target: Partially Met
Examples of findings are demonstrated on the following pages.

Documents:
- Essentials of Baccalaureate Education for Professional Nursing Practice (October 20, 2008)
- Procedures for Accreditation of Baccalaureate and Graduate Degree Nursing Programs

Related Action Plans:
Commission of Collegiate Nursing Education: Plan
Begin reviewing changes in accreditation process and needs for reorganizing goals and objectives of CONHS to match AACN graduate competencies and revised accreditation guidelines.

Take data to Undergraduate Faculty meeting, formulate a task force to begin planning for the accreditation process.

Task force to report back to Undergraduate Faculty and Faculty of the Whole.
For more information, see the Action Plan Details section of this report.

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. Instituted in January of 2009, midterm grades will be inputted to make the student aware of course progress. This will assist faculty and student self identification to identify risk of poor performance or possible course failure.

The Exit HESI examination, required for graduation and sitting for the NCLEX, 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. One specific faculty monitors the progress for both successful exit HESI progression and NCLEX passage. An example of that report with names removed for confidentiality purposes is attached to the uploaded minutes (noted below). These results are both e-mailed to administrative personnel and reported at the Undergraduate Affairs meeting. Please see an example of the meeting minutes entitled "Undergraduate Affairs Meeting Minutes: HESI Report" that is uploaded to WEAVE™ document repository.

Source of Evidence: Curriculum/syllabus analysis of course to program

Documents:
College of Nursing Assessment and Actions Taken for At-Risk Students
Undergraduate Department Minutes, Exit Hesi Report, Remediation Plan for Unsuccessful Student

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 (2007-2008) - Achievement Target: Met

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.

Related Action Plans:

Evaluation of Graduation Requirements: Plan
THECB has enacted the "120" rule for undergraduate graduation requirements. Nursing programs are historically higher hour graduation credit than other university programs.

CONHS reviews courses for credit hours and for curricular need. Progress has been made. One credit hour was removed from the credit requirements for graduation in December of 2008. The decision was made in the Undergraduate Faculty Meeting of 12/08. For more information, see the Action Plan Details section of this report.

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

Document:
College of Nursing Assessment and Actions Taken for At-Risk Students

Achievement Target:
Minimum standards met for each course.

Findings (2007-2008) - Achievement Target: Met

- Students demonstrated caring behaviorally through their documentation on concept maps and care plans associated with their clinical course work.
- No employer or alumni survey data available at time of report
- Students demonstrated caring behaviors during their experiential clinical practice courses as evidenced by instructor evaluations of students performance.

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 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: Academic Direct Measure

Document: College of Nursing Assessment and Actions Taken for At-Risk Students

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

**Findings (2007-2008) - Achievement Target: Met**
Currently the framework that threads throughout the clinical components of the undergraduate curriculum are Gordon's Functional Health Patterns. The thread begins in NURS 3514 and runs through NURS 3670; the complexity of concept map or care plan increases as the student progresses. The framework may be seen in the clinical tools utilized by the students. These care plans and concept maps are kept by the student. Several are posted for review with the permission of the student.

**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)</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>
</tbody>
</table>

### Intervention

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Evidence</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<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>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>
</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 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>
</tr>
<tr>
<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 social isolation is apparent.</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>
<td>Goal met. The nurse instituted neglect protection by contacting CPS</td>
</tr>
</tbody>
</table>

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 5: Employers’ evaluations.**

Employers’ evaluations.

**Measure 5 Evidence:** There is no current data collected from employers related to the 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 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 (2007-2008) - Achievement Target: Partially Met**
Employers' evaluations were established in 2004. Issues with the data collection were identified:

- Poor data return
- Persons completing evaluation were not direct supervisors of program graduate

**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.

**Related Action Plans:**

**Employers Evaluation of Graduated Student: Plan**
Review evaluation questionnaire previously sent to employers for needed change. Review level of person selected to complete the new graduate evaluation.
For more information, see the Action Plan Details section of this report.

**M 6: Alumni surveys**

Alumni surveys

**Measure 6 Evidence:** Currently there are no alumni surveys utilized to collect information, 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 (2007-2008) - Achievement Target: Not Met**
Currently the college has not collected from alumni of the College of Nursing and Health Sciences. This measure will be abandoned in the 2008-09 cycle as the college will establish an objective to create an in-house alumni survey for future assessment.

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

**Related Action Plans:**
Alumni Surveys: Action Plan
Alumni surveys have not been sent out to graduates on a regularly scheduled basis - no formal method of data collection is currently present in the college.

The creation of the Alumni survey (or review of surveys to identify questions most appropriate) by alumni may establish a questionnaire that is most appropriate for gathering information. Administrative team to review process/protocol and request faculty input from Undergraduate Faculty meetings.
For more information, see the Action Plan Details section of this report.

Create In-House Alumni Survey
The college will develop an in-house alumni survey to assess graduates of its programs.

For more information, see the Action Plan Details section of this report.

Abandon measure - create alumni survey
For more information, see the Action Plan Details section of this report.

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.

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:

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;
integrates 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.


Related Measures:

M 1: Commission on Collegiate Nursing Education
The accreditation report submitted in Fall of 2005 by TAMUCC College of Nursing and Health Sciences was sent as evidence of meeting standards specified by CCNE. 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:
   1. 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.
   2. Specific types of evidence are required to satisfactorily meet this standard

2. STANDARD II. Program Quality: Institutional Commitment and Resources:
   1. 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.
   2. Specific types of evidence are required to satisfactorily meet this standard

3. STANDARD III. Program Quality:
   1. Curriculum and Teaching-Learning Practices:
      1. 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.
      2. Specific types of evidence are required to satisfactorily meet this standard
   2. STANDARD IV. Program Effectiveness: Student Performance and Faculty Accomplishments:
      1. 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:

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Source of Evidence: External report

Documents:

- Board of Nursing Approved Nursing Programs in the State of Texas
- Procedures for Accreditation of Baccalaureate and Graduate Degree Nursing Programs

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 (2007-2008) - Achievement Target: Met

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

Examples of findings are demonstrated on the following pages.

Related Action Plans:

Commission of Collegiate Nursing Education: Plan

Begin reviewing changes in accreditation process and needs for reorganizing goals and objectives of CONHS to match AACN graduate competencies and revised accreditation guidelines.

Take data to Undergraduate Faculty meeting, formulate a task force to begin planning for the accreditation process.

Task force to report back to Undergraduate Faculty and Faculty of the Whole.

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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

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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. Instituted in January of 2009, midterm grades will be inputted to make the student aware of course progress. This will assist faculty and student self identification to identify risk of poor performance or possible course failure.

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Source of Evidence: Curriculum/syllabus analysis of course to program

Documents:
- College of Nursing Assessment and Actions Taken for At-Risk Students
- Undergraduate Department Minutes, Exit Hesi Report, Remediation Plan for Unsuccessful Student

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 (2007-2008) - Achievement Target: Met
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.

Related Action Plans:

Evaluation of Graduation Requirements: Plan
THECB has enacted the "120" rule for undergraduate graduation requirements. Nursing programs are historically higher hour graduation credit than other university programs.
CONHS reviews courses for credit hours and for curricular need. Progress has been made. One credit hour was removed from the credit requirements for graduation in December of 2008. The decision was made in the Undergraduate Faculty Meeting of 12/08.

For more information, see the Action Plan Details section of this report.

**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

**Document:** [College of Nursing Assessment and Actions Taken for At-Risk Students](#)

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

**Findings (2007-2008) - Achievement Target: Met**

- Students demonstrated caring behaviorally through their documentation on concept maps and care plans associated with their clinical course work.
- No employer or alumni survey data available at time of report.
- Students demonstrated caring behaviors during their experiential clinical practice courses as evidenced by instructor evaluations of students’ performance.

**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 those 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: Academic Direct Measure

**Document:** [College of Nursing Assessment and Actions Taken for At-Risk Students](#)

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

Findings (2007-2008) - Achievement Target: Met
Currently the framework that threads throughout the clinical components of the undergraduate curriculum are Gordon’s Functional Health Patterns. The thread begins in NURS 3514 and runs through NURS 3670; the complexity of concept map or care plan increases as the student progresses.

The framework may be seen in the clinical tools utilized by the students. These care plans and concept maps are kept by the student. Several are posted for review with the permission of the student.

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.

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<td><em>(Specific to your client’s needs and condition, Five or more in order of the implementation process, include frequency of intervention)</em></td>
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<td>Goal met. Nurse successfully performed the Parenting Risk Scale, and parents were found to be at high risk</td>
</tr>
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</table>
M 5: Employers` evaluations.

Employers` evaluations.

Measure 5 Evidence: There is no current data collected from employers related to the 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 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 (2007-2008) - Achievement Target: Partially Met
Employers` evaluations were established in 2004. Issues with the data collection were identified: Poor data return Persons completing evaluation were not direct supervisors of program graduate

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.

**Related Action Plans:**

**Employers Evaluation of Graduated Student: Plan**
Review evaluation questionnaire previously sent to employers for needed change. Review level of person selected to complete the new graduate evaluation.
For more information, see the *Action Plan Details* section of this report.

**M 6: Alumni surveys**

**Alumni surveys**

**Measure 6 Evidence:** Currently there are no alumni surveys utilized to collect information, 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 (2007-2008) - Achievement Target: Not Met**
Currently the college has not collected survey data from alumni of the College of Nursing and Health Sciences. This measure will be abandoned in the 2008-09 cycle as the college will establish an objective to create an in-house alumni survey for future assessment.

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

**Related Action Plans:**

**Alumni Surveys: Action Plan**
Alumni surveys have not been sent out to graduates on a regularly scheduled basis - no formal method of data collection is currently present in the college.

The creation of the Alumni survey (or review of surveys to identify questions most appropriate) by alumni may establish a questionnaire that is most appropriate for gathering information. Administrative team to review process/protocol and request faculty input from Undergraduate Faculty meetings.
For more information, see the *Action Plan Details* section of this report.

**Abandon measure - create alumni survey**
For more information, see the *Action Plan Details* section of this report.

**O 3: Communicate/collaborate purposefully**

Communicate and collaborate purposefully, using creative approaches that acknowledge interdependent roles and relationships.

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:**

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;
Phrases 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. (American Association of Colleges of Nursing 2003) Standards for accreditation of baccalaureate and graduate nursing programs. p.4. Retrieved November 30, 2007, from http://www.aacn.nche.edu/Accreditation/PDF/Procedures.pdf.) Nurses are members of a profession. The use of the term professional implies the acquisition and use of a well-delineated 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 clarify patient preferences and values. (American Association of Colleges of Nursing 2003) The essentials of baccalaureate education for professional nursing practice. pp. 5, 10. Retrieved November 30, 2007, from http://www.aacn.nche.edu/Education/pdf/BaccEssentials98.pdf.)

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

Related Measures:

M 1: Commission on Collegiate Nursing Education
The accreditation report submitted in Fall of 2005 by TAMUCC College of Nursing and Health Sciences was sent as evidence of meeting standards specified by CCNE. 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:
   1. 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.
   2. Specific types of evidence are required to satisfactorily meet this standard
2. STANDARD II. Program Quality: Institutional Commitment and Resources:
   1. 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.

2. Specific types of evidence are required to satisfactorily meet this standard

3. STANDARD III. Program Quality:
   1. Curriculum and Teaching-Learning Practices:
      1. 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.
      2. Specific types of evidence are required to satisfactorily meet this standard
   2. STANDARD IV. Program Effectiveness: Student Performance and Faculty Accomplishments:
      1. 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.
      2. Specific types of evidence are required to satisfactorily meet this standard.

Measure 1 Evidence:

Texas A&M University-Corpus Christi College of Nursing and Health Sciences submitted a Self-Study Report To the Commission on Collegiate Nursing Education (CCNE) dated 2005. This report may be accessed on the WEAVE™ repository site and is entitled CCNE Accreditation Self study Report for the College of Nursing and Health Sciences. Letter of accreditation status is located in the Deans Office Faculty Center. The accreditation period awarded was 10 years, the maximum number of years that can be received by a nursing program.

Texas A&M University Corpus Christi College of Nursing and Health Sciences is on the list of Texas Board of Nursing approved nursing programs. That information may be accessed at: http://www.bon.state.tx.us/nursingeducation/edudocs/rnschools.pdf or via the WEAVE™ Document Repository and is entitled BON Approved Texas Nursing Programs.

Source of Evidence: External report

Documents:
   Board of Nursing Approved Nursing Programs in the State of Texas
   Procedures for Accreditation of Baccalaureate and Graduate Degree Nursing Programs

Achievement Target:
All objectives are required to receive accreditation from the Commission on Collegiate Nursing Education and the American Association of Colleges in Nursing. Target met for accreditation in 2005, next accreditation year is 2010. (See document repository for self study report submitted in 2005).

Findings (2007-2008) - Achievement Target: Met
Findings (2006-2007) - Achievement Target: Partially Met
Examples of findings are demonstrated on the following pages.

Related Action Plans:

**Commission of Collegiate Nursing Education: Plan**

Begin reviewing changes in accreditation process and needs for reorganizing goals and objectives of CONHS to match AACN graduate competencies and revised accreditation guidelines.

Take data to Undergraduate Faculty meeting, formulate a task force to begin planning for the accreditation process.

Task force to report back to Undergraduate Faculty and Faculty of the Whole. For more information, see the Action Plan Details section of this report.

**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. Instituted in January of 2009, midterm grades will be inputted to make the student aware of course progress. This will assist faculty and student self identification to identify risk of poor performance or possible course failure.

The Exit HESI examination, required for graduation and sitting for the NCLEX, 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. One specific faculty monitors the progress for both successful exit HESI progression and NCLEX passage. An example of that report with names removed for confidentiality purposes is attached to the uploaded minutes (noted below). These results are both e-mailed to administrative personnel and reported at the Undergraduate Affairs meeting. Please see an example of the meeting minutes entitled "Undergraduate Affairs Meeting Minutes: HESI Report" that is uploaded to WEAVE™ document repository.

Source of Evidence: Curriculum/syllabus analysis of course to program

Documents:

- College of Nursing Assessment and Actions Taken for At-Risk Students
- Undergraduate Department Minutes, Exit Hesi Report, Remediation Plan for Unsuccessful Student

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 (2007-2008) - Achievement Target: Met

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.

Related Action Plans:

Evaluation of Graduation Requirements: Plan
THECB has enacted the "120" rule for undergraduate graduation requirements. Nursing programs are historically higher hour graduation credit than other university programs.

CONHS reviews courses for credit hours and for curricular need. Progress has been made. One credit hour was removed from the credit requirements for graduation in December of 2008. The decision was made in the Undergraduate Faculty Meeting of 12/08.
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M 4: Concept maps/ care plans.

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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: Academic Direct Measure

Document: College of Nursing Assessment and Actions Taken for At-Risk Students

Achievement Target:
Minimum standards met for each course.

Findings (2007-2008) - Achievement Target: Met
Currently the framework that threads throughout the clinical components of the undergraduate curriculum are Gordon's Functional Health Patterns. The thread begins in NURS 3514 and runs through NURS 3670; the complexity of concept map or care plan increases as the student progresses. The framework may be seen in the clinical tools utilized by the students. These care plans and concept maps are kept by the student. Several are posted for review with the permission of the student.

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
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<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>
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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>
</tr>
<tr>
<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</td>
<td>The risk of abuse/neglect is higher in families with high levels of stress, substance abuse, or</td>
<td>Goal met. The nurse instituted neglect protection by contacting</td>
</tr>
</tbody>
</table>
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 % 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 (2007-2008) - Achievement Target: Not Met**

Student evaluations used in faculty evaluations by undergraduat chair for all faculty.

Fall 2007 student evaluation mean for the 38 NURS courses offered = 4.3745 using a Likert scale with 1 being the lowest and 5 being the highest. The mean was calculated by the undergraduate chair.

**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 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 experintially 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.


Strategic Plans:

Texas A&M-Corpus Christi

1.1 Provide excellent academic programs & instruction.

Related Measures:

M 1: Commission on Collegiate Nursing Education

The accreditation report submitted in Fall of 2005 by TAMUCC College of Nursing and Health Sciences was sent as evidence of meeting standards specified by CCNE. 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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   2. Specific types of evidence are required to satisfactorily meet this standard

2. STANDARD II. Program Quality: Institutional Commitment and Resources:
   1. 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.

2. Specific types of evidence are required to satisfactorily meet this standard

3. STANDARD III. Program Quality:
   1. Curriculum and Teaching-Learning Practices:
      1. 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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Measure 1 Evidence:

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Source of Evidence: External report

Documents:

Board of Nursing Approved Nursing Programs in the State of Texas
Procedures for Accreditation of Baccalaureate and Graduate Degree Nursing Programs

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 (2007-2008) - Achievement Target: Met
Findings (2006-2007) - Achievement Target: Partially Met
Examples of findings are demonstrated on the following pages.
**Related Action Plans:**

**Commission of Collegiate Nursing Education: Plan**

Begin reviewing changes in accreditation process and needs for reorganizing goals and objectives of CONHS to match AACN graduate competencies and revised accreditation guidelines.

Take data to Undergraduate Faculty meeting, formulate a task force to begin planning for the accreditation process.

Task force to report back to Undergraduate Faculty and Faculty of the Whole. For more information, see the Action Plan Details section of this report.

**M 2: Evaluation of Graduation Requirements**

Requirements for graduation with a baccalaureate in nursing are:

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- 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. Instituted in January of 2009, midterm grades will be inputted to make the student aware of course progress. This will assist faculty and student self identification to identify risk of poor performance or possible course failure.

The Exit HESI examination, required for graduation and sitting for the NCLEX, 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. One specific faculty monitors the progress for both successful exit HESI progression and NCLEX passage. An example of that report with names removed for confidentiality purposes is attached to the uploaded minutes (noted below). These results are both e-mailed to administrative personnel and reported at the Undergraduate Affairs meeting. Please see an example of the meeting minutes entitled "Undergraduate Affairs Meeting Minutes: HESI Report" that is uploaded to WEAVE™ document repository.

Source of Evidence: Curriculum/syllabus analysis of course to program

**Documents:**

- College of Nursing Assessment and Actions Taken for At-Risk Students
- Undergraduate Department Minutes, Exit Hesi Report, Remediation Plan for Unsuccessful Student

**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.
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 (2007-2008) - Achievement Target: Met**

**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.

**Related Action Plans:**

**Evaluation of Graduation Requirements: Plan**

THECB has enacted the "120" rule for undergraduate graduation requirements. Nursing programs are historically higher hour graduation credit than other university programs.

CONHS reviews courses for credit hours and for curricular need. Progress has been made. One credit hour was removed from the credit requirements for graduation in December of 2008. The decision was made in the Undergraduate Faculty Meeting of 12/08.

For more information, see the Action Plan Details section of this report.

**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

**Document:**

*College of Nursing Assessment and Actions Taken for At-Risk Students*

**Achievement Target:**

Minimum standards met for each course.

**Findings (2007-2008) - Achievement Target: Partially Met**

- Students demonstrated caring behaviorally through their documentation on concept maps and care plans associated with their clinical course work.
- No employer or alumni survey data available at time of report
- Students demonstrated caring behaviors during their experiential clinical practice courses as evidenced by instructor evaluations of students performance.

**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 written 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 (2007-2008) - Achievement Target: Met**
An example of theory inclusion (systems theory) in a student assignment from the capstone course NURS 4670: Nurse Coordinating Care is found at (Link to leadership page: Site is password protected. Enter UnitPlan as the ID, and access0607 as the password). This is an example of a single project that met the assignment and thus course objectives. This paper meets the criteria for an "A" grade.

The course grade for each student includes the faculty evaluation of all work. Course grades for students are accessible through Banner Tools - a campus database management system for student, course, faculty data.

**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.

**Strategic Plans:**
Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.

**Related Measures:**

**M 1: Commission on Collegiate Nursing Education**
The accreditation report submitted in Fall of 2005 by TAMUCC College of Nursing and Health Sciences was sent as evidence of meeting standards specified by CCNE. 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:**
   1. 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.

2. Specific types of evidence are required to satisfactorily meet this standard

2. STANDARD II. Program Quality: Institutional Commitment and Resources:
   1. 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.
   2. Specific types of evidence are required to satisfactorily meet this standard

3. STANDARD III. Program Quality:
   1. Curriculum and Teaching-Learning Practices:
      1. 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.
      2. Specific types of evidence are required to satisfactorily meet this standard
   2. STANDARD IV. Program Effectiveness: Student Performance and Faculty Accomplishments:
      1. 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
      2. Specific types of evidence are required to satisfactorily meet this standard.

Measure 1 Evidence:

Texas A&M University-Corpus Christi College of Nursing and Health Sciences submitted a Self-Study Report To the Commission on Collegiate Nursing Education (CCNE) dated 2005. This report may be accessed on the WEAVE™ repository site and is entitled CCNE Accreditation Self study Report for the College of Nursing and Health Sciences. Letter of accreditation status is located in the Deans Office Faculty Center. The accreditation period awarded was 10 years, the maximum number of years that can be received by a nursing program.

Texas A&M University Corpus Christi College of Nursing and Health Sciences is on the list of Texas Board of Nursing approved nursing programs. That information may be accessed at: http://www.bon.state.tx.us/nursingeducation/edudocs/rnschools.pdf or via the WEAVE™ Document Repository and is entitled BON Approved Texas Nursing Programs.

Source of Evidence: External report

Documents:
Board of Nursing Approved Nursing Programs in the State of Texas
Procedures for Accreditation of Baccalaureate and Graduate Degree Nursing Programs

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 (2007-2008) - Achievement Target: Met
Findings (2006-2007) - Achievement Target: Partially Met
Examples of findings are demonstrated on the following pages.

Related Action Plans:
Commission of Collegiate Nursing Education: Plan
Begin reviewing changes in accreditation process and needs for reorganizing goals and objectives of CONHS to match AACN graduate competencies and revised accreditation guidelines.

Take data to Undergraduate Faculty meeting, formulate a task force to begin planning for the accreditation process.

Task force to report back to Undergraduate Faculty and Faculty of the Whole.
For more information, see the Action Plan Details section of this report.

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. Instituted in January of 2009, midterm grades will be inputted to make the student aware of course progress. This will assist faculty and student self identification to identify risk of poor performance or possible course failure.

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HESI Report" that is uploaded to WEAVE™ document repository.

Source of Evidence: Curriculum/syllabus analysis of course to program

Documents:
- College of Nursing Assessment and Actions Taken for At-Risk Students
- Undergraduate Department Minutes, Exit Hesi Report, Remediation Plan for Unsuccessful Student

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 (2007-2008) - Achievement Target: Met

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.

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Evaluation of Graduation Requirements: Plan
THECB has enacted the "120" rule for undergraduate graduation requirements. Nursing programs are historically higher hour graduation credit than other university programs.

CONHS reviews courses for credit hours and for curricular need. Progress has been made. One credit hour was removed from the credit requirements for graduation in December of 2008. The decision was made in the Undergraduate Faculty Meeting of 12/08.
For more information, see the Action Plan Details section of this report.

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 written 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
Findings (2007-2008) - Achievement Target: Met
An example of theory inclusion (systems theory) in a student assignment from the capstone course NURS 4670: Nurse Coordinating Care is found at (Link to leadership page: Site is password protected. Enter UnitPlan as the ID, and access0607 as the password). This is an example of a single project that met the assignment and thus course objectives. This paper meets the criteria for an "A" grade.

The course grade for each student includes the faculty evaluation of all work. Course grades for students are accessible through Banner Tools - a campus data base management system for student, course, faculty data.

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

M 9: Exit exams.
Exit 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

Documents:
College of Nursing Assessment and Actions Taken for At-Risk Students
Undergraduate Department Minutes, Exit Hesi Report, Remediation Plan for Unsuccessful Student

Achievement Target:
85% of students will pass exit exam on first attempt.

Findings (2007-2008) - Achievement Target: Met
In 2007 the percentage of students completing the course work and passing the Exit HESI was 100%. To sit for NCLEX, the licensing examination for nurses, the exit HESI must be passed. All persons graduating passed the exit HESI. Persons graduating = 58 in Spring 07, persons graduating in Fall 07 = 49. (source = Banner Tools)

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 MedSurgII 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.

Related Action Plans:
Exit Examinations (CCNE): Action Plan
As noted individualized plans are formed for those students not passing the Exit HESI. Given that HESI examinations are administered following many of the courses i.e. NURS 3628, 4628, 4564, 4660, plans created for those students not passing end of course examinations may also improve performance on both Exit HESI and NCLEX. Therefore CONHS will:

- Individualize plans for students not passing end of course HESI exams
- Students that are unsuccessful and returning are enrolled in Test Taking
remediation

- A coordinated remediation and support plan for students will be developed
- All students are advised of University programs to help with academic progress including Smarthinking™ and encouraged to enroll.
- Admission criteria that are proven to assist in identifying student success will be explored.

Please see the document entitled College of Nursing Assessment for At Risk Students under the document repository area.

For more information, see the Action Plan Details section of this report.

**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

**Document:**

[Board of Nursing Approved Nursing Programs in the State of Texas](#)

**Achievement Target:**

85% of students will pass exam on first attempt.

**Findings (2007-2008) - Achievement Target: Met**

In 2007-2008 The NCSBN (National Council of State Boards of Nursing published these data related to TAMUCC-College of Nursing and Health Sciences.

<table>
<thead>
<tr>
<th>Number of students taking NCLEX*</th>
<th>47</th>
<th>39</th>
<th>56</th>
<th>39</th>
<th>71</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students passing NCLEX</td>
<td>47</td>
<td>30</td>
<td>52</td>
<td>34</td>
<td>62</td>
</tr>
<tr>
<td>Percent passing NCLEX</td>
<td>100</td>
<td>85%</td>
<td>93%</td>
<td>87%</td>
<td>87</td>
</tr>
</tbody>
</table>

The document demonstrating program standing, passage rates, student scores on segments is posted in the document repository and called "NCLEX Program Reports for the period of April 2007-September 2008". The title does have an error in that it states April of 2008. However the data contained runs from 2007 through 2008.

**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.

Strategic Plans:
Texas A&M-Corpus Christi
1.1 Provide excellent academic programs & instruction.

Related Measures:

M 1: Commission on Collegiate Nursing Education
The accreditation report submitted in Fall of 2005 by TAMUCC College of Nursing and Health Sciences was sent as evidence of meeting standards specified by CCNE. 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: External report

Documents:

Board of Nursing Approved Nursing Programs in the State of Texas
Procedures for Accreditation of Baccalaureate and Graduate Degree Nursing Programs

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 (2007-2008) - Achievement Target: Met

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

Examples of findings are demonstrated on the following pages.

Related Action Plans:

Commission of Collegiate Nursing Education: Plan
Begin reviewing changes in accreditation process and needs for reorganizing goals and objectives of CONHS to match AACN graduate competencies and revised accreditation guidelines.

Take data to Undergraduate Faculty meeting, formulate a task force to begin planning for the accreditation process.

Task force to report back to Undergraduate Faculty and Faculty of the Whole. For more information, see the Action Plan Details section of this report.

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

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- Nursing Validation/Articulation ... 30 sem/hrs
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- 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. Instituted in January of 2009, midterm grades will be inputted to make the student aware of course progress. This will assist faculty and student self identification to identify risk of poor performance or possible course failure.

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**Source of Evidence:** Curriculum/syllabus analysis of course to program

**Documents:**
- College of Nursing Assessment and Actions Taken for At-Risk Students
- Undergraduate Department Minutes, Exit Hesi Report, Remediation Plan for Unsuccessful Student

**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 (2007-2008) - Achievement Target: Met**

**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.

**Related Action Plans:**

**Evaluation of Graduation Requirements: Plan**
THECB has enacted the "120" rule for undergraduate graduation requirements. Nursing programs are historically higher hour graduation credit than other university programs.

CONHS reviews courses for credit hours and for curricular need. Progress has been made. One credit hour was removed from the credit requirements for graduation in December of 2008. The decision was made in the Undergraduate Faculty Meeting of 12/08. For more information, see the Action Plan Details section of this report.

**M 5: Employers’ evaluations.**

**Measure 5 Evidence:** There is no current data collected from employers related to the 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 (2007-2008) - Achievement Target: Partially Met**
Employers’ evaluations were established in 2004. Issues with the data collection were identified: Poor data return Persons completing evaluation were not direct supervisors of program graduate

**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.

**Related Action Plans:**

**Employers Evaluation of Graduated Student: Plan**
Review evaluation questionnaire previously sent to employers for needed change. Review level of person selected to complete the new graduate evaluation.
For more information, see the Action Plan Details section of this report.

M 6: Alumni surveys

**Measure 6 Evidence:** Currently there are no alumni surveys utilized to collect information, 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 (2007-2008) - Achievement Target: Not Met**
Currently the college has not collected survey data from alumni of the College of Nursing and Health Sciences. This measure will be abandoned in the 2008-09 cycle as the college will establish an objective to create an in-house alumni survey for future assessment.

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

**Related Action Plans:**

**Alumni Surveys: Action Plan**
Alumni surveys have not been sent out to graduates on a regularly scheduled
basis - no formal method of data collection is currently present in the college.

The creation of the Alumni survey (or review of surveys to identify questions most appropriate) by alumni may establish a questionnaire that is most appropriate for gathering information. Administrative team to review process/protocol and request faculty input from Undergraduate Faculty meetings.

For more information, see the Action Plan Details section of this report.

**Abandon measure - create alumni survey**
For more information, see the Action Plan Details section of this report.

**O 7: Accept nursing leadership roles**
Accept nursing leadership roles that respond to a changing society and health care delivery system.

**Associations:**
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, 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. (American Association of Colleges of Nursing (2003) The essentials of baccalaureate education for professional nursing practice. pp. 15, 16. Retrieved December 21, 2007, from http://www.aacn.nche.edu/Education/pdf/BaccEssentials98.pdf

**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

**Related Measures:**

**M 1: Commission on Collegiate Nursing Education**
The accreditation report submitted in Fall of 2005 by TAMUCC College of Nursing and
Health Sciences was sent as evidence of meeting standards specified by CCNE. 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:
   1. 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.
   2. Specific types of evidence are required to satisfactorily meet this standard.

2. STANDARD II. Program Quality: Institutional Commitment and Resources:
   1. 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.
   2. Specific types of evidence are required to satisfactorily meet this standard.

3. STANDARD III. Program Quality:
   1. Curriculum and Teaching-Learning Practices:
      1. 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.
      2. Specific types of evidence are required to satisfactorily meet this standard.
   2. STANDARD IV. Program Effectiveness: Student Performance and Faculty Accomplishments:
      1. 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.
      2. Specific types of evidence are required to satisfactorily meet this standard.

Measure 1 Evidence:

Texas A&M University-Corpus Christi College of Nursing and Health Sciences submitted a Self-Study Report To the Commission on Collegiate Nursing Education (CCNE) dated 2005. This report may be accessed on the WEAVE™ repository site and is entitled CCNE Accreditation Self study Report for the College of Nursing and Health Sciences. Letter of accreditation status is located in the Deans Office Faculty Center. The accreditation period awarded was 10 years, the maximum number of years that can be received by a nursing program.

Texas A&M University Corpus Christi College of Nursing and Health Sciences is on the list of Texas Board of Nursing approved nursing programs. That information may be accessed at: [http://www.bon.state.tx.us/nursingeducation/edudocs/rnschools.pdf](http://www.bon.state.tx.us/nursingeducation/edudocs/rnschools.pdf) or via the WEAVE™ Document Repository and is entitled BON Approved Texas Nursing Programs.
Source of Evidence: External report

**Documents:**
- Board of Nursing Approved Nursing Programs in the State of Texas
- Procedures for Accreditation of Baccalaureate and Graduate Degree Nursing Programs

**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 (2007-2008) - Achievement Target: Met**

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

Examples of findings are demonstrated on the following pages.

**Related Action Plans:**

**Commission of Collegiate Nursing Education: Plan**

Begin reviewing changes in accreditation process and needs for reorganizing goals and objectives of CONHS to match AACN graduate competencies and revised accreditation guidelines.

Take data to Undergraduate Faculty meeting, formulate a task force to begin planning for the accreditation process.

Task force to report back to Undergraduate Faculty and Faculty of the Whole.

For more information, see the Action Plan Details section of this report.

**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. Instituted in January of 2009, midterm grades will be inputted to make the student aware of course progress. This will assist faculty and student self identification to identify risk of poor performance or possible course failure.

The Exit HESI examination, required for graduation and sitting for the NCLEX, 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. One specific faculty
monitors the progress for both successful exit HESI progression and NCLEX passage. An example of that report with names removed for confidentiality purposes is attached to the uploaded minutes (noted below). These results are both e-mailed to administrative personnel and reported at the Undergraduate Affairs meeting. Please see an example of the meeting minutes entitled "Undergraduate Affairs Meeting Minutes: HESI Report" that is uploaded to WEAVE™ document repository.

Source of Evidence: Curriculum/syllabus analysis of course to program

Documents:

College of Nursing Assessment and Actions Taken for At-Risk Students
Undergraduate Department Minutes, Exit Hesi Report, Remediation Plan for Unsuccessful Student

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 (2007-2008) - Achievement Target: Met

Findings (2006-2007) - Achievement Target: Met

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.

Related Action Plans:

Evaluation of Graduation Requirements: Plan
THECB has enacted the "120" rule for undergraduate graduation requirements. Nursing programs are historically higher hour graduation credit than other university programs.

CONHS reviews courses for credit hours and for curricular need. Progress has been made. One credit hour was removed from the credit requirements for graduation in December of 2008. The decision was made in the Undergraduate Faculty Meeting of 12/08. For more information, see the Action Plan Details section of this report.

M 5: Employers` evaluations.

Measure 5 Evidence: There is no current data collected from employers related to the 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 (2007-2008) - Achievement Target: Partially Met
Employers` evaluations were established in 2004. Issues with the data collection were identified: Poor data return Persons completing evaluation were not direct supervisors of program graduate

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.

**Related Action Plans:**

**Employers Evaluation of Graduated Student: Plan**
Review evaluation questionnaire previously sent to employers for needed change. Review level of person selected to complete the new graduate evaluation.
For more information, see the Action Plan Details section of this report.

**M 6: Alumni surveys**
Alumni surveys

**Measure 6 Evidence:** Currently there are no alumni surveys utilized to collect information, 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 (2007-2008) - Achievement Target: Not Met**
Currently, the college has not collected survey data from alumni of the College of Nursing and Health Sciences. This measure will be abandoned in the 2008-2009 cycle as the college will establish an objective to create an in-house alumni survey for future assessment.

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

**Related Action Plans:**

**Alumni Surveys: Action Plan**
Alumni surveys have not been sent out to graduates on a regularly scheduled basis - no formal method of data collection is currently present in the college.

The creation of the Alumni survey (or review of surveys to identify questions most appropriate) by alumni may establish a questionnaire that is most appropriate for gathering information. Administrative team to review process/protocol and request faculty input from Undergraduate Faculty meetings.
For more information, see the Action Plan Details section of this report.

**Abandon measure - create alumni survey**
Abandon measure in 2008-09. Create inhouse alumni survey
For more information, see the Action Plan Details section of this report.
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](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

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

The accreditation report submitted in Fall of 2005 by TAMUCC College of Nursing and Health Sciences was sent as evidence of meeting standards specified by CCNE. 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:**
   1. 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.
   2. Specific types of evidence are required to satisfactorily meet this standard.

2. **STANDARD II. Program Quality: Institutional Commitment and Resources:**
   1. 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.
   2. Specific types of evidence are required to satisfactorily meet this standard.

3. **STANDARD III. Program Quality:**
   1. Curriculum and Teaching-Learning Practices:
      1. 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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**Measure 1 Evidence:**

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the WEAVE™ Document Repository and is entitled BON Approved Texas Nursing Programs.

Source of Evidence: External report

Documents:
- Board of Nursing Approved Nursing Programs in the State of Texas
- Procedures for Accreditation of Baccalaureate and Graduate Degree Nursing Programs

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 (2007-2008) - Achievement Target: Met

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: (Evaluated at Graduate Department level)

Findings (2007-2008) - Achievement Target: Met
Full professors are evaluated at the Graduate Department Level thus will not be addressed in this finding as it relates to scholarly activity. Assistant and Associate Professor roles are evaluated by the Undergraduate Chair of the department. In the 2007-2008 evaluations (maintained in the Deans Office) of faculty all persons either exceeded or met expectation in scholarly activity.

In 2007-2008 the Undergraduate chair held evaluation sessions for 14 faculty, one associate clinical, one tenure track assistant professor, and 12 assistant clinical professor ranked persons.

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

Data to be added in 2008

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**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. 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. That students are involved in community service is documented in the undergraduate catalogue (http://www.tamucc.edu/catalog/catalog07/undergraduate/general/studsvcs.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/hlthfair.html

General Education or Core Curriculum:

- Understand how to be a responsible member of society
- Recognize the importance of health & wellness
- Understand how science & technology affect lives

Related Measures:

M 1: Commission on Collegiate Nursing Education

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Source of Evidence: External report

**Documents:**

- [Board of Nursing Approved Nursing Programs in the State of Texas](#)
- [Procedures for Accreditation of Baccalaureate and Graduate Degree Nursing Programs](#)

**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 (2007-2008) - Achievement Target: Met**

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

Examples of findings are demonstrated on the following pages.

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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:

- (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: (Evaluated in Graduate Department)

Findings (2007-2008) - Achievement Target: Met
Full professors are evaluated at the Graduate Department Level thus will not be addressed in this finding as it relates to faculty service. Assistant and Associate Professor roles are evaluated by the Undergraduate Chair of the department. In the 2007-2008 evaluations (maintained in the Deans Office) of faculty all persons either exceeded or met expectation in faculty service.

In 2007-2008 the Undergraduate chair held evaluation sessions for 14 faculty, one associate clinical, one tenure track assistant professor, and 12 assistant clinical professor ranked persons

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

Details for Action Plans Established This Cycle

**Abandon measure - create alumni survey**

- **Priority:** High
- **Target Date:** 10/2009
- **Responsible Person/Group:** Undergraduate Unit Plan Task Force (admin membership)
- **Additional Resources Needed:** Internal review by B. Hardin to establish face validity with university survey, Copying of survey, obtaining alumni e-mail/physical addresses/mailing survey.

**Abandon measure - create alumni survey**

- **Priority:** High
- **Target Date:** 10/2009
- **Responsible Person/Group:** Undergraduate Unit Plan Task Force (admin membership)
- **Additional Resources Needed:** Internal review by B. Hardin to establish face validity with university survey, Copying of survey, obtaining alumni e-mail/physical addresses/mailing survey.

**Abandon measure - create alumni survey**
Abandon measure in 2008-09. Create inhouse alumni survey.

- **Priority:** High
- **Responsible Person/Group:** Undergraduate Unit Plan task-force
- **Additional Resources Needed:** Internal review by B. Hardin to establish face validity with university survey, Copying of survey, obtaining alumni e-mail/physical addresses/mailing survey.

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- **Priority:** High
- **Responsible Person/Group:** Undergraduate Unit Plan task-force (admin. membership)
- **Additional Resources Needed:** Internal review by B. Hardin to establish face validity with university survey, Copying of survey, obtaining alumni e-mail/physical addresses/mailing survey.

**Alumni Surveys: Action Plan**
Alumni surveys have not been sent out to graduates on a regularly scheduled basis - no formal method of data collection is currently present in the college.

The creation of the Alumni survey (or review of surveys to identify questions most appropriate) by alumni may establish a questionnaire that is most appropriate for gathering information.
Administrative team to review process/protocol and request faculty input from Undergraduate Faculty meetings.

**Priority:** High  
**Target Date:** 03/2009  
Establish the process for updating/creating surveys using language that will gather desired information.  
**Responsible Person/Group:** Alumni group selected by faculty and administration  
**Additional Resources Needed:** TBD

**Commission of Collegiate Nursing Education: Plan**
Begin reviewing changes in accreditation process and needs for reorganizing goals and objectives of CONHS to match AACN graduate competencies and revised accreditation guidelines.

Take data to Undergraduate Faculty meeting, formulate a task force to begin planning for the accreditation process.

**Task force to report back to Undergraduate Faculty and Faculty of the Whole.**  
**Priority:** Medium  
**Target Date:** 01/2015  
A ten year accreditation

**Responsible Person/Group:** Administration; faculty; support staff  
**Additional Resources Needed:** To be identified by Undergraduate Task Force

**Create In-House Alumni Survey**
The college will develop an in-house alumni survey to assess graduates of its programs.

**Priority:** High  
**Target Date:** 09/2009  
**Responsible Person/Group:** Undergraduate Unit Plan Taskforce with administrative input.

**Employers Evaluation of Graduated Student: Plan**
Review evaluation questionnaire previously sent to employers for needed change. Review level of person selected to complete the new graduate evaluation.

**Priority:** High  
**Target Date:** 05/2009  
Have evaluation ready to send to employers for Summer o8 and Fall 08 graduates.

**Responsible Person/Group:** Administrative Council for College of Nursing and Health Sciences - take to Faculty of the Whole for review and approval.  
**Additional Resources Needed:** printing and mailing materials  
**Budget Amount Requested:** $1000

**Evaluation of Graduation Requirements: Plan**
THECB has enacted the "120" rule for undergraduate graduation requirements. Nursing programs are historically higher hour graduation credit than other university programs.

CONHS reviews courses for credit hours and for curricular need. Progress has been made. One credit hour was removed from the credit requirements for graduation in December of 2008. The decision was made in the Undergraduate Faculty Meeting of 12/08.

**Priority:** Medium  
**Target Date:** 12/2009  
This is an ongoing evaluation until the desired credit hour for graduation is reached.

**Responsible Person/Group:** Faculty, Administration  
**Additional Resources Needed:** None
Exit Examinations (CCNE): Action Plan

As noted individualized plans are formed for those students not passing the Exit HESI. Given that HESI examinations are administered following many of the courses i.e. NURS 3628, 4628, 4564, 4660, plans created for those students not passing end of course examinations may also improve performance on both Exit HESI and NCLEX. Therefore CONHS will:

- Individualize plans for students not passing end of course HESI exams
- Students that are unsuccessful and returning are enrolled in Test Taking remediation
- A coordinated remediation and support plan for students will be developed
- All students are advised of University programs to help with academic progress including Smarthinking™ and encouraged to enroll.
- Admission criteria that are proven to assist in identifying student success will be explored.

Please see the document entitled College of Nursing Assessment for At Risk Students under the document repository area.

Priority: High
Target Date: 12/2009
Ongoing

Responsible Person/Group: CONHS Administrative Team; Faculty, Undergraduate Remediation Task Force: L. Dubose RN, MSN Chair

Additional Resources Needed: To be determined

Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

Analysis through the results of the accreditation process provides evidence of the overall program quality. In the Fall of 2005, a ten year accreditation term was granted by the Commission on Collegiate Nursing Education - the longest term given for an accreditation period. Accreditation will again occur in the Fall of 2015. The report is uploaded to the WEAVE™ Document Repository.

Most pertinent is the assessment completed for the SACs assessment report requested by M. Lucero PhD, it provided evidence for "Closing the Loop", or what we are doing when there is evidence of poor student performance or class failure. This document is posted as "College of Nursing Assessment and Actions Taken for At-Risk Students". While this title assumes potentially more than the document contains, it is part of the plan of action that is currently happening. CONHS cares about our students who are enrolled in a very rigorous program.

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

Assessment of Evaluation of Graduation Requirements:

The NCLEX_RN pass rate for first time takers was 89.8
Retention rate for 2005 entering students was 81%
Graduation rate for 2005 was 81%
20% of students in undergraduate programs graduate with honors.
Plan for Improvement

Individualized plans for students based on HESI final exams in all courses.

Students that are unsuccessful and returning are enrolled in Test Taking remediation or in remediation according to diagnostic evaluation of problem for not passing (knowledge deficit, poor study habits, organizational issues, work hours in relationship to courses taken, etc.).

A coordinated remediation and support system for students will be developed.

All students are aware of library resources that facilitate student success such as Smart Thinking.

Students are encouraged and supported in their action plans toward success.

Explore admission criteria or evaluations that will facilitate early recognition of student problem areas to institute early intervention programs that improve student success.

Evaluate admission criteria for student selection to promote student success and not failure.