Annual
Program
Of
Pre-Nursing
For
2018-2019

Prepared by

Mallory Byrd

11/14/2018

Table of Contents

1.0 Program Data and Resource Repository

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

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

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

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

(See Section 1.2 in the Program Review Handbook for more information.)

Narrative:

The data currently provided for this degree will change moving forward as the degree requirements were changed during the summer of 2018.

PRN Assessment Data AY 2018

Number of Faculty:
3 full time (Byrd, Foreman, Lal)
3 part time (Mears, Brundardt, Weaver)
Enrollment & Student credit hours by Faculty type:
Full time: 52 total credit hours taught, with 96 total students enrolled
Part time: 15 credit hours taught, 22 total students enrolled
Average Class size:
8.54 students in Face-to-Face classes
12 students in online classes
9.08 students across all courses
Completion rates:
93.62% face-to-face
100% online
94.92% all courses
Pass ('D' or better) rates:
92.04% face-to-face
91.67% online
91.96% all courses
Pass ('C' or better) rates:
92.04% face-to-face
82.33% online
90.18% all courses
Number of Majors: 30 (5 returned in Fall 2018)
Degrees Awarded: 1

3.0 Assessment of Student Learning Outcomes

3.2 Significant Assessment Findings

> The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

Narrative:

This degree will hit many of the general education outcomes. However; there is no specific outcomes set for PRN. This process has not inhibited student learning, but has facilitated numerous exchanges of discussion. This prior year a proposal of the following outcomes was provided. They will continue to be the ones we will follow.

1. Provide safe, competent care and evidence based nursing care to individuals, families, groups, communities, and populations through promotion, maintenance, and restoration of health; prevention of illness, and physical, emotional, and spiritual support throughout the lifespan and across the continuum of health care communities.

2. Provide compassionate, ethical care to individuals of diverse cultures, values, beliefs, and lifestyles.

3. Uphold the standards and values of the profession including accepting responsibility for learning and personal growth.

These will tie to ICC by the following outcomes:

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

4.0 External Constituency and Significant Trends

> An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

4.1: Program Advisory Committee:

Narrative:

> - Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*).
> - Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

There is no advisory board for the Pre-Nursing Degree.

4.2: Specialized Accreditation:

> - Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
> - Upload the most recent self-study and site visit documents.
> - Upload agency correspondence which confirm accreditation status.

At this time there is no special accreditation for Pre Nursing.

Narrative:

4.3: Other:

> Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:
This program and courses are aligned with KBOR and are easily transferred to other schools.

5.0 Curriculum Reflection

5.1 Reflection on Current Curriculum

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

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

Narrative:

The curriculum set for this degree remains up to date with surrounding four year schools on nursing school prerequisites. The CNA being removed from ICC's degree plan will require careful advising as majority of surrounding schools require this for admission into their nursing school. Our courses easily transfer to our surrounding schools as they are aligned with KBOR. Job placement for students in this degree path can range based off the interests of our students. Ideally we would hope it would lead to a medical profession.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

Narrative:

The degree for PRN is very closely aligned to the General Education degree. This allows a student to easily change their degree plan without extended time at ICC. The only certification one could possibly get with this degree is the CNA certification if it was chosen as an elective.

Pre-Nursing (PRN)

Degree: Associate of Science

The following is a pre-nursing curriculum for students who are planning to enter the field of nursing pursuing a Bachelor of Nursing degree. Students considering nursing as a career should consult the catalog of the college they wish to attend to ensure transfer of all courses. Different schools may have different requirements than those listed below.

Analysis & Oral Communication (9 hours) Credit Hours

English Composition I (ENG1003) 3

English Composition II (ENG 1013) 3

Public Speaking (COM 1203) 3

Mathematics (3 hours) Credit Hours

College Algebra (MAT 1023) or higher 3

Sciences (23 hours) Credit Hours

Anatomy & Physiology (BIO 2045) 5

Chemistry for Non-majors (PHS 1015) 5

General Biology (BIO 1005) 5

Microbiology (BIO 2055) 5

Nutrition (BIO 2053) 3

Fine Arts and Aesthetic Studies (3 hours) Credit Hours

Art Appreciation (AED 1043) 3

Drawing and Composition (AED 1023) 3

Ceramics I (AED 2023) 3

Painting I (AED 1033) 3

Music Appreciation (MUE 1303) 3

Music Theory I (MUE 1093) 3

Creative Writing (ENG 2023) 3

Theatre Appreciation (THR 1013) 3

Acting I (THR 1023) 3

Stagecraft I (THR 1033) 3

Cultural Studies (3 hours) Credit Hours

Anthropology (SOC 1023) 3

Spanish I, II, III (FRL 1025, 1035, 2035) 5

World Regional Geography (GEO 2013) 3

Intro to Race and Ethnic Relations (SOC 2113) 3

African American History (HIS 1163) 3

World History I (HIS 1003) 3

World History II (HIS 1013) 3

Health and Well-Being (6 hours) Credit Hours

General Psychology (BEH 1003) 3

Developmental Psychology (BEH 2003) 3

Human Heritage (6 hours) Credit Hours

History (Select 1)

US History I (HIS 1023) 3

US History II (HIS 1063) 3

Philosophy and Religion (Select 1)

Introduction to Philosophy (PHI 2003) 3

Ethics (PHI 1073) 3

New Testament History (REL 1013) 3

World Religions (REL1053) 3

Social Awareness (3 hours) (Select 1) Credit Hours

Introduction to Sociology (SOC 1003) 3

Political Awareness (3 hours) (Select 1) Credit Hours

American Government (POL 1023) 3

Business and Technology (6 hours) Credit Hours

Personal Finance (BUS 1003) 3

Financial Accounting (ACC 1043) 3

Introduction to Business (BUS 1093) 3

Computer Concepts & Applications (CIT 1003) 3

Microeconomics (BUS 2023) 3

Macroeconomics (BUS 2033) 3

Total: 65

8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)

- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment

  - Non-Capital Furniture & Equipment
  - New Capital Furniture & Equipment
  - Replacement Capital Furniture & Equipment

- Other, as applicable

  - Accreditation Fee Request

  - Membership Fee Request
  - Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

Narrative:

There is no specific budget tied to this degree.

9.0 Program Planning and Development Participation

9.1 Faculty and Staff

> Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative:

The director/instructor of all Allied Health courses, Mallory Byrd, produced this program review. Additional plans will need to be created to ensure data collection, updates made to the degree plan, and that objectives remain effective.

9.2 VPAA and/or Administrative Designee Response

> After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:
I agree with the findings in this report. Tonda Lawrence Division Chair of Tech Ed

10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.