

Program Evaluation Excerpts from Faculty Meetings 2017-2020) (Also see minutes of Program Evaluation Meetings):

Minutes and Date	Insert	Comments
Faculty Department Meeting 09*22*17	Freshman faculty discussed changes to labs that have been completed; example- Hygiene- add changing a Depends, dressing a patient, feeding a patient; Mobility, positioning etc. - not enough practice with positioning- perhaps not having a guest speaker next year- maybe rent lifts for that week?	
Faculty Meeting 11-3-17	Seniors faculty Suggestion made to compose a draft for the revision of the CET midterm and final forms, to utilizing one form to decrease paper usage. Topic – ELA = DC sent table of key assessments and ELA's for faculty approval for measuring the student learning outcomes. Jennifer had a good point about ELA percentages due to the low number of students we have. We can fall below ELA's easily due to the low number of students to begin with.	
Faculty Meeting 12-1-17	- Topic	

	<p>are higher than the other colleges, with B- in A&P I and II and Microbiology. Due to low ATI scores, program completion rates and pass rates over the last 2 years, we upped the grade requirement for Intro to Psych and Human Growth & Development to a B- as well.</p> <p>DC is working with admissions to try and increase the number of students for fall 2018. DC gave business card to guidance counselors at Discovery day.</p>	
<p>10-8-18 Faculty Meeting</p>	<p>Topic- Mission: Update on question to ACEN from conference. In reviewing other colleges, they do a side by side comparison and underline the words that are congruent. This will be an easy process, then the faculty can approve it. After attending ACEN conference, we will need to update our mission statement to make it more current. Faculty should all review current mission statement and create a version of an updated one. DC to post current version on One Drive for faculty to work collaboratively on. Core Values – NCC has 5 that all</p>	

wondering if there is a better way to have clinical situations to bring theory to practice. DC will explore possibility of freshman students experiencing homecare in NURS 140N. We have done this in the past and it was a valuable experience. Nursing practice is also moving more to the community so it's important that we make sure that students are prepared for that. Tyler and DC have been looking at the NHH schedule and are in discussion about whether or not we want to make a change based on students evals. It seems the evals differ every year. One group will like the format and another will not. DC will explore best practice for teaching this content and also check with other schools to see what they are doing. Lisa will follow up with review of ATI results –

	<p>within 100% of the allotted time (4 semesters) >80% of all students who begin the program of nursing courses complete within 150% of the time (7 semesters). This should be 6 semesters rather than 7 semesters. Looking at our completion rates and the newer ELA (do not know when or why it was changed- no documentation of a discussion at a meeting that could be located), we have one year that is quite low- 61% and this past year which is at 74% but may increase to 78% when the current class graduates. Faculty had discussed this at the Nov 5th department meeting and agreed to change the completion rate to 70%. NCLEX Pass Rates: Current ELA: Graduates demonstrate success on the NCLEX-RN. The first-time pass rate is equal to or better than the national and state average, as monitored by faculty and reported in NH BON statistics. Job Placement Rates: current ELA>75% of graduates will be employed within 6 months of graduation >85% of graduates will be employed in nursing within 1 year of graduation>85% of graduates will be employed in New Hampshire.</p>	
<p>Faculty Meeting 9-16-19</p>	<p>Freshman - Discussion re: have rationale quiz due the Monday after the lecture. Evaluate to see if student exam scores improve – moving rationale quiz allows more time for the students to focus on studying for exam. Further discuss at the freshman level having weekly unit exams vs. every two weeks. Discussion re: develop a more efficient evaluation of end of course outcomes. Specific questions used for exams (Midterm & Final Exams) could be identified that related to end of program course outcomes and be used as a measurement of student achievement.</p>	
<p>Faculty Meeting 9-30-19</p>	<p>tudents: Exams: - Removal of 5 most missed concepts from last two exams as these items were detrimental to student grades (pilot trial) Rationale Quizzes – due date moved to Monday: Outcomes of moving due date: Monday, 10/7/19 (enough time after Friday's test to review test average and see if improvement) : 13 students Exams: We have three students who are in the mid 80s, and the rest of the students are low 70s.</p>	

discussed at level meetings – see final level meeting minutes for 2018 for more detail. Brought to program eval for all faculty to be informed. Weaknesses: Conflicting information between assigned textbooks; Inconsistent skill teaching by different faculty; Discussed how to do a skill, so try to use the text as the true reference; Students should learn the process needed as opposed to exactly how to do a skill; Canvas difficult to navigate at first

220N 8/11 Responses Strengths: Well organized, topics compound on one another, good resources for learning were given; Course covered a great deal of material and did it well, with the lectures helped students focus what was important. Students and teachers made a big contribution to the class. Katie helping with clinical and post-conference. Pam with her knowledge of cardiac; Having an exam every two weeks and the quizzes every week. Weaknesses; Unit outline difficult to follow, does not always represent of what is expected to know or what would be on the exam. Need deeper understanding of the material. Quizzes could highlight the subject matter in the book and should not be like taking an exam.

Clinical Freshman - Hillsborough County - Only 1 Response
Strengths;

	<p>exam that identify course competencies and those should be calculated as the ELA? We blue printed our final exams for 125 and 220. Diversity Project-ELA 80% of the class will obtain a 90% or higher: Met – 100%: Final Clinical Eval Tool-ELA 95% of the class will obtain satisfactory or better on the final clinical Evaluation tool: Not Met – 92% - One student failed clinical Faculty discussed -now we have to be more precise with which parts of exams and projects support each of the course competencies in each course and work toward the final student learning outcomes.</p>	
<p>Program Evaluation Meeting 12-13-19</p>	<p>Read original minutes</p>	