**Instructions**

Pursuant to 201 KAR 20:360 Section 5(3), a program of nursing is required to complete an analysis each year when one or more of the benchmarks have not been met. The analysis should include examination of the factors that contributed to the failure to meet the benchmark(s) and a description of the corrective measures to be implemented. A template has been created to assist Pre-licensure Programs of Nursing with the process of self-evaluation. While the template is not a required document, the goal is that in using this template, the process of self-evaluation will be more streamlined focused.

There are six (6) separate sections to this document corresponding to the six (6) benchmarks (First-time NCLEX pass rate, faculty turnover, program administrator turnover, graduation rates, faculty grievances, student grievances). **A program of nursing need only to address the section(s) that apply to the benchmark(s) that has/have not been met.** ‘Contributing Factors’ are common factors that may influence changes in the benchmarks. If a contributing factor does not apply, add a short narrative of explanation. Each section has been created in a manner that would allow the program to submit only the required section. However, if a program of nursing needs to address more than one (1) benchmark, the document can be edited to form a single document by deleting those sections that do not apply and the heading section that asks for program of nursing name and program type. The same applies for the program of nursing that only needs to submit a single section of the benchmark analysis document.

There will likely be some repetition with regard to the analysis of the factors, which may have contributed to the unmet benchmark(s). After thorough analysis, if the contributing factor(s) influenced a change in more than one benchmark, the information can be copied and pasted where needed, or simply referenced back to contributing factor/page in which it was initially discussed. This would be true for the action(s) put in place to correct the unmet benchmark if the action(s) is/are the same. Additional contributing factors that may have had a direct impact on the program of nursing, but are not included in this document may be included in the summary section of the document.

There will be examples provided in the first column of the table for both the Data and Analysis and Action Column to demonstrate the type of data to be included in each section of the document. The examples within the document demonstrate various methods for providing data, analysis and actions. The requested analysis should include quantitative data along with a concise supporting narrative. This will provide the information necessary for review by the Education Consultant(s) and the Education Committee members. Highlighted data within the columns provide examples for form completion. A program of nursing may replace the example data with the actual program of nursing data derived from their analysis of the deficient benchmark. This will enable a program of nursing to save the document and add to it, if necessary the following year, or in later years.

Include a cover page and a table of contents, *including the benchmarks addressed*, when submitting the final document. A brief introduction describing the mission of the College/University and Program of Nursing (PON) may be beneficial. Appendices relating to the benchmark may be added at the end of each section. Prior to submitting the report, please ensure there is evidence that the faculty is aware and supportive of the report contents. This can be accomplished by the signature of the faculty members at the end of the document.

Return the completed report/form as a PDF to Eric Velazquez ([EricW.Velazquez@ky.gov](mailto:amy.ninneman@ky.gov)). Should you have any questions please contact Education Consultants Valerie Jones ([Valerie.Jones@ky.gov](mailto:Valerie.Jones@ky.gov); (502) 429-723) or Myra Goldman ([MyraK.Goldman@ky.gov](mailto:MyraK.Goldman@ky.gov); 502-429-3315).

**Program of Nursing Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_

🞏 Practical Nurse Program 🞏 Associate Degree Program 🞏 Baccalaureate Degree Program 🞏 Master’s Entry (MEPN) Program

**I. NCLEX Pass Rate**

A response to this section is required for programs of nursing that have a NCLEX average of less than eighty (80) percent for three (3) consecutive years; or that varies above and below eighty (80) percent, from year to year, over the previous five (5) years [Ref. 201 KAR 20:360 Section 5(2)(f)1.].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Contributing Factor** | **Data and Analysis** | | **Action** | |
|  | **Example Year: 20xx** | **Year:** | **Example Year: 20XX** | **Year:** |
| **A. Admission criteria for the**  **program of nursing** |  |  |  |  |
| **B. Percentage of students**  **that were admitted**  **to the program of nursing**  **that did not meet the**  **admission criteria** | Exceptions to the admission criteria were granted each year previously with the exception of the class of 20xx. Students for whom exceptions were granted tended to have lower NCLEX-RN pass rates; however, small sample sizes make correlation difficult.  Table I. B. 1 lists aggregate admission data for the cohorts admitted from 20xx-20xx. 21% of the graduates were admitted to Somewhere U with an admission GPA lower than the minimum requirement (2.5). Of these graduates, 75% (n=3) were unsuccessful on the first NCLEX-RN attempt. The admission GPA range for the graduating class of 20xx was lower than previous admission years, and the mean GPA was more than 5 points lower than the classes of 20xx and 20xx who achieved 100% passing rates. The class of 20xx was the first in the past 6 years to have a mean admission GPA less than 3.0. The students in the passing group had much higher mean admission GPAs (3.399) than those in the failing group (2.779).  Student files contain inconsistent documentation of student data, inconsistent calculation of GPA, and incomplete data. Evidence suggests that admission policies were not implemented consistently. |  | During 20xx-xx, the Dean met with admissions staff multiple times to discuss admission standards. An admissions liaison was assigned to Somewhere U and incorporated into Caring for Students Committee (CSC) membership to facilitate communication; meetings were held outside of CSC with the Dean and program coordinator due to scheduling conflicts.  Continue to enforce admission standards consistently. |  |

Table I B. **Admission Data – Aggregate Summary 20xx-20xx**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Graduating Year** | **#Students** | **NCLEX Pass Rate** | **Entrance GPA**  **(Range)** | **Entrance GPA**  **(Mean)** | **Entrance ACT**  **(Range)** | **Entrance ACT**  **(Mean)** |
| 20xx | 11 | 73% | 2.944-3.876 | 3.545 | 17-30 | 24 |
| 20xx | 9 | 100% | 2.608-4.000 | 3.375 | 18-29 | 23 |
| 20xx | 7 | 100% | 2.748-3.850 | 3.451 | 21-28 | 24 |
| 20xx | 11 | 82% | 2.667-4.000 | 3.291 | 21-31 | 23 |
| 20xx | 8 | 63% | 2.400-4.000 | 3.279 | 21-29 | 24 |
| 20xx | 17 | 53% | 2.100-4.000 | 2.934 | 21-30 | 23 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Contributing Factor** | **Data and Analysis** | | **Action** | |
|  | **Example Year: 20xx** | **Year:** | **Example Year: 20XX** | **Year:** |
| **C. Rationale for the**  **decision to admit**  **students that did**  **not meet the**  **admission**  **criteria** |  |  |  |  |
| **D. Comparison of**  **Admission GPA**   1. **Average GPA of Class** 2. **GPA of those unsuccessful on NCLEX** | See Table I. B for Average GPA of Class, and Table I. E for GPA of those unsuccessful on NCLEX. |  | An admissions liaison has been assigned to Somewhere U and incorporated into Caring for Students Committee (CSC) membership to facilitate communication. |  |
| **E. Significance of**  **admission scores**  **on standardized**  **Admission tests** | The Compass test is no longer available and the data from the Wonderlic company demonstrates that the Wonderlic Basic Skills Test is a reliable indicator of success in college and in nursing.  Wonderlic Basic Skills Test Scores:  Quantitative – 365, Verbal – 365 for RN.  The Wonderlic Basic Skills test may be attempted three times. An applicant is required to take a refresher course prior to attempting the third test. The applicant only needs to retest in the section they failed to reach the qualifying score.  TEAS 66% |  | For new applicants an adjusted scale on TEAS test that did not heavily weight the sciences was in use. Currently “Proficient” scoring in each area is being used.  Statistical analysis will be completed to determine the success of students admitted by the TEAS, ACT, SAT and the Wonderlic tests. A separate analysis will be conducted The Wonderlic test (replaced the Compass test) to examine the success of students that qualified for admission utilizing the Wonderlic test (in place of the Compass test) for the 20xx -20xx academic year.  The TEAS, ACT, and SAT, will still be considered |  |

Table I E. **Individual *Admission* Data – Students Unsuccessful First Attempt NCLEX-RN**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student** | **Class** | ***Entrance GPA*** | **ACT** |
| Student A | 20xx | 3.62 | Waived |
| Student B | 20xx | 3.24 | 17 |
| Student C | 20xx | 3.81 | 20 |
| Student D | 20xx | 2.88 | 22 |
| Student E | 20xx | 3.07 | 23 |
| Student F | 20xx | 3.48 | 29 |
| Student G | 20xx | 3.5 | 22 |
| Student H | 20xx | 2.4 | 26 |
| Student I | 20xx | 2.2 | 21 |
| Student J | 20xx | 2.1 | 21 |
| Student K | 20xx | 2.89 | 22 |
| Student L | 20xx | 2.94 | 23 |
| Student M | 20xx | 2.62 | 22 |
| Student N | 20xx | 3.27 | 21 |
| Student O | 20xx | 2.27 | 24 |

* Student Q tested after 12/31/xx and is not included in NCLEX-RN pass rate.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Contributing Factor** | **Data and Analysis** | | **Action** | |
|  | **Example Year: 20xx** | **Year:** | **Example Year: 20XX** | **Year:** |
| **F. Changes to admission**  **criteria including the**  **rationale for the changes** | There was a significant difference between grades in prerequisite courses between the failing and passing groups, and this has been a consistent discrepancy among the 20xx-20xx graduating classes (see Table I. F.). |  | The cumulative GPA requirement was raised from 2.5 to 3.0 effective SP20xx in response to this discrepancy.  Admission standards increased effective Fall 20xx. See Admission Requirements (Appendix A located at the end of Section I).  Will evaluate current admission standards through SP20xx to determine increase for Fall 20xx |  |
| **G. Grades in prerequisite**  **courses for students who**  **failed the NCLEX**  **examination compared to**  **cohort as a whole** | All students in the class of 20xx met the admission requirement of minimum of C in prerequisite courses with the exception of Student I for whom A&P I and English Comp I were waived. Students in the failing group generally had lower grades than the passing group in A&P I (mean 2.71 vs. 3.55) and A&P II (mean 2.66 vs. 3.55). |  | Admission standards revised to require minimum cumulative GPA of 3.0 on a 4.0 scale on all college work – this admission policy will be fully implemented SP20xx.  Grades for science courses that have been repeated will be averaged in the calculation of GPA (see Appendix A).  Enforce admission standards consistently. |  |
| **H. Number of times**  **prerequisite courses were**  **taken by students who**  **were unsuccessful on the**  **NCLEX examination in**  **comparison with those**  **students who were**  **successful** |  |  |  |  |

**Table I. F. Admission Policies**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Initial Admission Criteria** | **20xx Revision** | **20xx Revision** | **20xx Revision** | **20xx Revision** |
| **ACT 19** or SAT equivalent  **and**  cumulative GPA 2.5 or greater  Grade of C or better in Anatomy & Physiology I & II, English 101, English 102, Introduction to Psychology, and Developmental Psychology  Complete 30 college credit hours  TOEFL 540 paper/pencil required for students from non-English speaking cultures  Anatomy & Physiology courses must have been taken within last 5 years | **ACT 21** or SAT equivalent  **and**  cumulative GPA of 2.5 or greater  Grade of C or better in Anatomy & Physiology I & II, English 101, English 102, Introduction to Psychology, and Developmental Psychology  Complete 30 college credit hours  TOEFL 540 paper/pencil required for students from non-English speaking cultures  Anatomy & Physiology courses must have been taken within last 5 years | ACT 21 or SAT equivalent  **or**  cumulative GPA of 2.5 or greater  Grade of C or better in Anatomy & Physiology I & II, English 101, English 102, Introduction to Psychology, and Developmental Psychology  Complete 30 college credit hours  **TOEFL 207 computer** or 540 paper/pencil required for students from non-English speaking cultures  Anatomy & Physiology courses must have been taken within last 5 years | ACT 21 or SAT equivalent or **previously earned degree from accredited institution, minimum of Associate Degree**  **and**  cumulative GPA of 2.5 or greater  Grade of C or better in Anatomy & Physiology I & II, English 101, English 102, Introduction to Psychology, and Developmental Psychology  Complete 30 college credit hours  TOEFL 207 computer or 540 paper/pencil required for students from non-English speaking cultures  Anatomy & Physiology courses must have been taken within last 5 years | ACT 21 or SAT equivalent or previously earned degree from accredited institution, minimum of Associate Degree  and  cumulative GPA of **3.0 or greater – science courses are averaged if courses have been repeated**  Grade of C or better in Anatomy & Physiology I & II **(with lab)**, English 101, English 102, Introduction to Psychology, and Developmental Psychology  Complete 30 college credit hours  **Minimum TOEFL proficiency score of 84 and speaking score of 26 required for applicants for whom English is not their native language**  Anatomy & Physiology courses must have been taken within last 5 years  **Ineligible to apply if more than 2 failures of required courses within 3 years of application** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Contributing Factor** | **Data and Analysis** | | **Action** | |
|  | **Example Year: 20xx** | **Year:** | **Example Year: 20XX** | **Year:** |
| **I. Number of students**  **unsuccessful in passing the**  **NCLEX examination who**  **were readmitted to the**  **program of Nursing**  *( e.g. Total number of students*  *admitted to cohort.*  *Number of students*  *successful.*  *Number of students not*  *successful)* | The graduating class of 20xx included three reentry students who were admitted in Fall 20xx. Of these students, two were unsuccessful on the first NCLEX-RN attempt – one of these passed on the second attempt and the other on the third attempt. One of these students failed two nursing courses and was allowed to reenter the Program of Nursing (PON), consistent with the progression policy that was revised in 20xx-xx to allow failure of three nursing or science courses prior to dismissal from the program and included only courses taken at Somewhere U.  Reentry students are required to “sit out” nursing courses for up to one year waiting to repeat courses in sequence that are only offered once per year. This affects retention of students who fail a course early in the program, because they can easily transfer to another program. In the class of 20xx, 30% of the class failed a nursing course and were eligible to progress; of those, only 40% were retained and successfully graduated – the remaining 60% left the university or changed majors. Faculty have also identified a concern that students are less likely to have success upon reentry due to the impact of the time gap on knowledge retention. |  | 20xx to require dismissal from the PON upon failure of two nursing or science courses, including transfer courses.  Enforce progression policy consistently.  A 3-5 year goal has been set to offer all nursing courses fall and spring semesters with two admission cycles per year. An interim plan will be implemented SPxx to admit a small cohort and offer NURxxx, NURxxx, NURxxx, and NURxxx fall and spring semesters. |  |
| **J. For students who were**  **unsuccessful in passing**  **the NCLEX examination,**  **length of time between**  **graduation and NCLEX**  **testing date**  *(please discuss in relation*  *to the cohort as whole)* | DATA  Average number of days between program completion and NCLEX test date for student passing NCLEX (N = 14) = 54  Average number of days between program completion and NCLEX test date for students unsuccessful on NCLEX (N = 3) = 60  Analysis  For the three unsuccessful students the range of days from program completion/graduation to NCLEX date was 40 - 81 days  For number of days per unsuccessful student, see Table I J 1. |  | Academic Assessment NCLEX Prep Committee to convene to address timeline, variables, etc., affecting student success. Report to be completed by mid-term Fall 20xx semester. |  |
| **K. Number of failed nursing**  **courses per unsuccessful**  **student**  *(please discuss in relation*  *to the cohort as whole)* | Transcript review of the unsuccessful candidates (N = 3) revealed the following :  Student A - Withdrew from Statistics Course F 12 and repeated F13 earning a grade of C. Student received an F in COMM 3403 Family Communication F10.  Student B - Withdrew from Microeconomics F10 D at Midterm, did not repeat course. Withdrew from Survey of Economic Issues withdrew F10 D at Midterm, did not repeat course. Withdrew from Intro to Statistics Course S13; enrolled in Intro to Statistics F13 received a B in the course.  Student C - Student C did not fail or repeat any courses. |  | Admissions Progression Graduation Committee to monitor trends of grades of students in pre-requisite, science courses, program required course, and nursing courses and the correlation to NCLEX success.  Review of data from May 20xx -, 20xx.  The trends of the unsuccessful students will be compared to those of the successful students.  The trends will be presented to faculty for review and consideration of admission, progression policy changes Fall 20xx. |  |

Table I. J. **Length of time between graduation and NCLEX testing date**

|  |  |  |
| --- | --- | --- |
| **Student** | **Program Completion Date** | **Number of days from Program Completion Date to NCLEX Test Date** |
| A | May 10, 20xx | 40 |
| B | May 10, 20xx | 51 |
| C | May 10, 20xx | 81 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Contributing Factor** | **Data and Analysis** | | **Action** | |
|  | **Example Year: 20xx** | **Year:** | **Example Year: 20XX** | **Year:** |
| **L. Program**  **Completion/Graduating GPA**  **of students who were**  **unsuccessful on the NCLEX**  **examination**  *(please discuss in relation*  *to the cohort as whole)* | GPA scores were collected for the 9 students who were not successful on the NCLEX-RN in 2015. Student scores ranged from 2.78-3.35 (Table I. L. 1).The mean GPA was 3.08 for failing students compared with 3.55 for passing students. This relatively small difference is likely a result of the Somewhere grading scale, which is skewed toward A & B grades (Table I. L. 2). Students are required to achieve a 78% exam average before other grade components are included in the calculation of the overall grade; however, students are less likely to receive a C as the course grade (Table I. L. 2) presents grade distribution for all clinical courses containing exams, and the majority of grades are above C. |  | None |  |
| **M. Availability of remediation**  **Strategies**  *(Discuss interventions*  *available to assist students to*  *improve or correct deficits in*  *knowledge or skills)* | Students scoring below the passing standard on course unit exams are required to meet with course faculty and enter into the remediation loop in which  students and faculty evaluate student performance on exams from a multitude of perspectives. Students remain in the remediation loop until a passing score and/or exam average is attained by the student. Of the 20xx graduating class 82% of students participated in at least one remediation loop and were able to successfully progress. Only one student who did not complete a remediation loop during the nursing program was unsuccessful on the first NCLEX attempt.  Remediation process was strengthened for fall 20xx by including the services of the Student Academic Success (SAS) Center with 1:1 meetings. All students were required to document study hours and meet with the SAS Center proactively. Somewhere U is in the process of integrating a hybrid testing package with custom HESI unit exams and standardized ATI and HESI exams, which will involve continued strengthening of remediation policies and the blueprint for success. In addition, the ATI Test of Essential Academic Skills (TEAS) and Self-Assessment will be administered in the 20xx admission class to provide data from which to identify high-risk students and provide targeted remediation proactively. |  | Revise remediation policy to incorporate ATI practice tests/remediation proactively. Continue to strengthen relationship and resources offered by SAS Center. Implement TEAS for incoming cohort in 20xx to provide baseline data and identify areas for strengthening through the SAS Center. |  |
| **N. Grading criteria utilized**  **throughout the program of**  **Nursing** | For the 20xx graduates, a 76% was considered the passing standard for all nursing exams. Students had to earn an exam average of ≥76% in each course for successful completion. Faculty developed unit exams and HESI exams are updated on an annual basis. As stated previously, the exam average policy was revised to increase the exam average requirement to 78%, effective January 20xx. |  | None |  |

**Table I. L 1. Progression Data Class of 20xx**

|  |  |  |
| --- | --- | --- |
| **Student** | **Cumulative GPA** | **Nursing Course Failures (Grade < C)** |
| Student I | 3.16 |  |
| Student J | 2.78 |  |
| Student K | 3.1 |  |
| Student L | 3.35 | Fundamentals & Health Assessment (Fall 20xx) – Repeated Somewhere U (Fall 20xx) |
| Student M | 3.21 |  |
| Student N | 3.27 |  |
| Student O | 2.88 | Nursing Research (Fall 20xx) – Not repeated |
| Student P | 3.03 | Intro to Adult Nsg. (SP20xx) – Repeated Somewhere U (SP20xx) |
| Student Q\* | 2.97 | Pharmacology – W (Sp20xx) – Repeated outside Somewhere U (SU20xx) |

**Table I. L 2. Grading Scale**

|  |  |  |
| --- | --- | --- |
| 91-100 | A | Exceptional |
| 82-90 | B | Superior; exceeds expectations |
| 78-81 | C | Average; meets expectations |
| 67-77 | D | Below Average; does not meet minimum standards |
| <66 | F | Well below acceptable standards |

**Table I. L. 3. Course Grade Components – Class of 20xx Courses Indicated in Bold Years**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course** | **NURxxx: Fundamentals** | | | | **NURxx: Health Assessment** | | | | **NURxxx: Pharmacology** | | | | **NURxxx: Intro to Adult** | | | |
| **20xx** | 20xx | 20xx | 20xx | **20xx** | 20xx | 20xx | 20xx | 20xx | **20xx** | 20xx | 20xx | 20xx | **20xx** | 20xx | 20xx |
| **Exams** | **4** | 4 | 4 | 4 | **4** | 4 | 4 | 2 | 2 | **2** | 5 | 4 | 4 | **4** | 4 | 3 |
| **# / % Faculty Written Exams** | **0** | 0 | 0 | 0 | **2 / 50%** | 2 / 50% | 2 / 50% | 1 / 50% | 2 / 100% | **2 / 100%** | 4 / 80% | 3 / 75%\* | 0 | **0** | 1 / 25% | 0 |
| **% Exams in Overall Grade** | **50%** | 50% | 50% | 50% | **55%** | 55% | 55% | 20% | 40% | **40%** | 45% | 75% | 60% | **55%** | 55% | 45% |
| **Quizzes Used in Exam Average** | **?** | No | No | No | **No** | No | No | Yes^ | Yes | **Yes** | No | No | ? | **No** | No | No |
| **Grade Distribution**  **A** | **10** | 3 | 7 | 1 | **-** | 8 | 9 | 9 | 5 | **-** | 16 | 0 | 1 | **-** | 4 | 5 |
| **B** | **17** | 18 | 7 | 9 | **-** | 16 | 12 | 13 | 11 | **-** | 1 | 7 | 23 | **-** | 11 | 3 |
| **C** | **0** | 7 | 4 | 0 | **-** | 4 | 0 | 0 | 6 | **-** | 0 | 2 | 2 | **-** | 0 | 0 |
| **D** | **0** | 0 | 1 | 1 | **-** | 0 | 0 | 0 | 3 | **-** | 0 | 1 | 0 | **1** | 0 | 3 |
| **F** | **0** | 0 | 0 | 1 | **-** | 0 | 0 | 0 | 0 | **-** | 0 | 0 | 0 | **-** | 0 | 0 |
| **HESI Group Mean /**  **Program % Rank** | N/A | 782 / 40 | N/A | 817 / 43 | **860 / 60** | 704 / 20 | 758 / 32 | 832 / 54 | N/A | N/A | N/A | 71.7 / 88 # | **941 / 76** | 892 / 67 | N/A | N/A |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course** | NURxxx: Maternity | | | | NURxxx: Maternity | | | | NURxxx: Maternity | | | | NURxx: Maternity | | | |
| 20xx | **20xx** | 20xx | 20xx | 20xx | **20xx** | 20xx | 20xx | 20xx | 20xx | **20xx** | 20xx | 20xx | 20xx | **20xx** | 20xx |
| **Number of Exams** | 4 | **4** | 4 | 4 | 4 | **4** | 4 | 4 | 4 | 4 | **4** | 2 | 5 | 5 | **4** | 4 |
| **# / % Faculty Written Exams** | 0 | **0** | 0 | 0 | 0 | **0** | 0 | 0 | 2 / 50% | 2 / 50% | **2 / 50%** | 1 / 50%\* | 0 | 0 | **0** | 0 |
| **% of Exams in Overall Grade** | 60% | **60%** | 60% | 60% | 60% | **60%** | 60% | 65% | 50% | 50% | **50%** | 40% | 65% | 65% | **55%** | 65% |
| **Quizzes Used in Exam Average** | ? | **Yes** | No | No | ? | **?** | No | No | ? | ? | **No** | No | No | No | **No** | No |
| **Grade Distribution**  **A** | 3 | **4** | 4 | 3 | 1 | **0** | 1 | 1 | 9 | 1 | **4** | 7 | 1 | - | **1** | 0 |
| **B** | 5 | **13** | 5 | 11 | 5 | **19** | 7 | 10 | 0 | 2 | **4** | 4 | 4 | 1 | **8** | 9 |
| **C** | 2 | **4** | 1 | 0 | 3 | **3** | 0 | 0 | 0 | - | **0** | 0 | 3 | - | **1** | 1 |
| **D** | 0 | **2** | 0 | 0 | 2 | **1** | 1 | 2 | 0 | - | **0** | 0 | 0 | - | **1** | 0 |
| **F** | 1 | **0** | 0 | 0 | 0 | **0** | 0 | 1 | 0 | - | **0** | 1 | 0 | - | **0** | 1 |
| **HESI Group Mean /**  **Program % Rank** | 801 / 36 | **870 / 49** | 839 / 40 | 697 / 18 | 872 / 58 | **788 / 32** | 839 / 40 | 787 / 39 | 868 / 58 | **844 / 45** | 855 / 49 | 952 / 78 | 857 / 54 | **848 / 47** | 799 / 34 | 865 / 62 |

Table I. L. 3. (Part 2) (ASN/BSN) Course Grade Components – Class of 20xx Courses Indicated in Bold Years

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course** | **NURxxx: Advanced Med-Surg** | | | | **NURxxx: Practicum** | | | |
| 20xx | 20xx | **20xx** | 20xx | 20xx | 20xx | 20xx | **20xx** |
| **Number of Exams** | 4 | 4 | **4** | 4 | 2 | 2 | 3 | **1** |
| **# Faculty Written Exams** | 0 | 0 | **0** | 0 | 0 | 0 | 0 | **0** |
| **% of Exams in Overall Grade** | 60% | 60% | **60%** | 60% | 15% | 15% | 15% | **10%** |
| **Quizzes Used in Exam Average** | Yes | Yes | **No** | No | No | No | No | **No** |
| **Grade Distribution**  **A** | 6 | 3 | **6** |  | 7 |  | 18 | **8** |
| **B** | 4 | 5 | **13** |  | 4 |  | 1 | **0** |
| **C** | 1 | 0 | **0** |  | 0 |  | 0 | **0** |
| **D** | 0 | 0 | **0** |  | 0 |  | 0 | **0** |
| **F** | 0 | 0 | **0** |  | 0 |  | 0 | **1** |
| **HESI Group Mean /**  **Program % Rank** | 841 / 38 | 866 / 48 | **819 / 36** | 883 / 64 | 915 / 68 | 941 / 71 | **880 / 55** | 852 / 60 |

\* ATI Custom Assessment Builder used for faculty-developed exams

# ATI RN Comprehensive Predictor Administered – Group Score 71.4% / 75th percentile rank – 5 of 8 students achieved >94%

- Indicates data unavailable

**RED indicates score below benchmark for class of 2015**

**GREEN** indicates score above benchmark for class of 2015

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Contributing Factor** | **Data and Analysis** | | **Action** | |
|  | **Example Year: 20xx** | **Year:** | **Example Year: 20XX** | **Year:** |
| **O. Number of unit exams for**  **each course and number of**  **test items on exams** | **DATA**  Review of course syllabi revealed a lack of consistency with regard to the number of unit exams for each course and the number of test items on exams. Exams ranged from quizzes of 5-10 questions to unit exams of 50 items, to final exams of 100 items.  **ANALYSIS**  Lack of consistency among nursing courses with regard to the number of unit exams for each course and the number of test items on exams is a variable that can have a negative effect on performance of HESI specialty exams and RN Exit exams as well as the NCLEX. |  | Academic Assessment and NLCEX Prep Committee to perform assessment and evaluation of the number of unit exams for each course and the plan for item analysis of exams. |  |
| **P. Mapping of faculty exams to**  **the current NCLEX blueprint**  *Discuss how well the Faculty exams utilize the current NCLEX blueprint* | **DATA**  During the 20xx-20xx time-period, curriculum mapping with the NCLEX test blue prints and cognitive domain of items was lacking.  Faculty meeting minutes reveal curriculum mapping with the current NCLEX test blue prints occurred May 20xx. |  | Curriculum committee to monitor course integration, implementation and faculty orientation to:   * NCLEX blue-print * Utilization of case studies, practice exams * Selection of textbooks, resources and support courses |  |
| **R. Methods utilized to**  **enhance test**  **development & analysis**  *(Include resource available,*  *faculty development, item*  *analysis…)* |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Contributing Factor** | **Data and Analysis** | | **Action** | |
|  | **Example Year: 20xx** | **Year:** | **Example Year: 20XX** | **Year:** |
| **S. Use of Standardized Testing**  **across the curriculum** | The 20xx graduates took three versions of the HESI Exit Exam. The student group average on V1 was 824, on V2 was 812, and on V3 was 880, demonstrating improvement from the early to final attempt.  Upon review of comparison data for HESI Exit Exams for the prior graduating classes, the class of 20xx scores are comparable to prior groups; however, only V3 aggregate mean scores were above the national average for (ASN, BSN) students. Comparing the mean group scores for the passing vs. failing students, the failing group averaged 65 points lower than the passing group. The least difference is noted with V3 (71 V1; 81 V2; 43 V3). The passing group met the HESI minimum benchmark (850) on all three exams, while the failing group met the benchmark on only V3 (See Table I.S.1.)  Individual exit exam scores demonstrate wide variability among the three exams; 7 of the 9 students met the benchmark on at least one exam, while 2 students failed to meet the benchmark on any exam. To date, these students have not passed NCLEX-RN – one has attempted three times, and one attempted the first time after December 31, 20xx (See Table I S 2.).  In 20xx, the ATI Complete package was implemented with the graduating class. Students took both ATI comprehensive predictor and HESI exit exams. The sample size is too small to make any conclusions and analysis is ongoing, however, the 20xx graduating class (n=8 students) achieved an unofficial 88% first-time pass rate and 100% overall pass rate. In addition, the exit testing policy was revised. In 20xx, students were required to meet the exam average to pass, and additional exams were included in order for students to pass. In 20xx, the faculty adopted an approach in which students were encouraged to achieve at least 95% predictability level on either ATI or HESI; those who were unsuccessful entered into a learning contract and followed through virtual ATI until the “green light” was given for testing. The intended purpose of this approach was to attempt to improve student confidence through the process of preparing for NCLEX.  Table I. S 3. presents additional data for the mean exit exam scores for each cohort from 20xx-20xx. Data is compared from the two classes with 100% pass rates (20xx-20xx) and subsequent classes that averaged a 67% pass rate (20xx-20xx). The mean scores for the classes of 20xx-20xx lie below the HESI benchmark (850) in all client care areas but Management of Care. Basic Care & Comfort, Physiological Integrity, and Safe & Effective Care Environment are the areas of greatest concern. |  | Will continue to monitor and analyze data from ATI, HESI, and approach to testing. |  |
| **T. Types of clinical paperwork**  **utilized to promote**  **development of clinical**  **judgement/critical thinking** |  |  |  |  |
| **U. Use of Simulation**  (Discuss how simulation is  used within the program of  nursing. Distinguish between  low fidelity, mid-fidelity and  high fidelity simulation  activities)  **\*Low-Mid fidelity Simulation** leaves out some or many elements of the real-life experience so that the user can grasp the smaller concept(s) involved in an interaction before examining the concept(s) as a whole and in relation to the interaction  **\*High-fidelity simulations** mimic real life as closely as possible that is to say, it simulates as closely as possible the relationship or interactions that may occur in a given situation. |  |  |  |  |

Table I S. 1. Individual Exit Testing Data – Students Unsuccessful First Attempt NCLEX-RN

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student** | **Class** | **HESI Exit V1** | **HESI Exit V2** | **HESI Exit V3** |
| Student A | 20xx | 672 | 837 | - |
| Student B | 20xx | 714 | 746 | - |
| Student C | 20xx | 686 | 846 | - |
| Student D | 20xx | 868 | 815 | - |
| Student E | 20xx | 795 | 900 | - |
| Student F | 20xx | 689 | 827 | - |
| Student G | 20xx | 737 | 911 | - |
| Student H | 20xx | 721 | 913 | - |
| Student I | 20xx | 1028 | 869 | 969 |
| Student J | 20xx | 718 | 793 | 894 |
| Student K | 20xx | 786 | 925 | 746 |
| Student L | 20xx | 801 | 790 | 818 |
| Student M | 20xx | 808 | 686 | 933 |
| Student N | 20xx | 695 | 666 | 935 |
| Student O | 20xx | 659 | 797 | 821 |

* Student Q tested after 12/31/xx and is not included in NCLEX-RN pass rate.

Table I S 2. Exit Testing Data – Aggregate Summary 20xx-20xx

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Class** | **Students** | **NCLEX Pass Rate** | **HESI Exit V1**  **(Range)** | **HESI Exit V1**  **(Mean)** | **HESI Exit V2**  **(Range)** | **HESI Exit V2**  **(Mean)** | **HESI Exit V3**  **(Range)** | **HESI Exit V3**  **(Mean)** | **HESI Exit National Mean** |
| 20xx | 11 | 73% | 668-1006 | 837 | 746-979 | 861 | -- | -- | 823 |
| 20xx | 9 | 100% | 625-1044 | 897 | 882-1146 | 988 | -- | -- | 834 |
| 20xx | 7 | 100% | 853-970 | 901 | 867-1002 | 918 | -- | -- | 846 |
| 20xx | 11 | 82% | 750-1027 | 858 | 739-1093 | 915 | -- | -- | 846 |
| 20xx | 8 | 63% | 718-887 | 780 | 822-1022 | 941 | 693-849 | 766\* | 853 |
| 20xx | 19 | 53% | 659-1028 | 824 | 666-980 | 812 | 746-1000 | 880 | 859 |
| 20xx | Mean score failing group / passing group | | | 788/ 859 |  | 771/ 852 |  | 865/ 908 |  |

\* V3 used as practice test

Table I. S. 3. - Aggregate Exit Testing Data – Client Needs Categories

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Class** | **Exit Mean Score** | **Basic Care & Comfort** | **Health Promotion & Maintenance** | **Mgmt. of Care** | **Pharm & Parenteral Therapies** | **Physio Adaptation** | **Physio Integrity** | **Psychosocial Integrity** | **Reduce Risk Potential** | **Safe & Effective Environment** | **Safety & Infection Control** |
| 20xx | 922 | 938 | 936 | 914 | 889 | 982 | 948 | 860 | 929 | 1026 | 944 |
| 20xx | 910 | 869 | 868 | 933 | 921 | 866 | 1037 | 913 | 871 | 943 | 858 |
| **20xx-20xx** | **916** | **904** | **902** | **924** | **905** | **924** | **992** | **886** | **900** | **985** | **901** |
| 20xx | 846 | 832 | 832 | 880 | 850 | 791 | 705 | 834 | 845 | 599 | 855 |
| 20xx | 860 | 853 | 876 | 874 | 833 | 782 | 844 | 827 | 738 | 900 | 854 |
| 20xx | 839 | 759 | 821 | 892 | 844 | 854 | 811 | 854 | 835 | 871 | 816 |
| **20xx-20xx** | **847** | **810** | **839** | **883** | **844** | **812** | **779** | **840** | **815** | **776** | **840** |

**Appendix A – Admission Requirements / Process for *Somewhere U* Pre-licensure (ASN/BSN) Program – Effective 20xx-20xx**

**Admission Requirements**

Applicants for undergraduate admission to Somewhere University (SWU) who meet specific criteria may be admitted directly into the nursing major as a first-year SWU student. First-year SWU nursing majors will complete courses in the arts and science core and pre-requisite nursing support courses. First-year SWU nursing majors who remain in good standing will be eligible to progress to the sophomore nursing courses.

First-year applicants who are admitted to SWU but are not eligible for admission directly into the nursing major will be designated as undecided major and may be eligible to apply for regular admission to the nursing major. Undergraduate transfer applicants may also be eligible to apply for regular admission to the nursing major. Regular admission to the nursing major for the sophomore nursing courses is determined on a competitive basis according to space available. Applicants are advised to adhere to application deadlines posted on the SWU website.

**Direct Admission**

Applicants for undergraduate admission to Somewhere University who meet the following criteria will be admitted directly into the nursing major as a first-year SWU student: 1. Minimum ACT Composite score of 22 and ACT Math sub-score of 19. 2. Minimum cumulative unweighted high school GPA 3.25 on a 4.0 scale. 3. Completion of college preparatory curriculum including four years of mathematics and science (including algebra, biology, and chemistry). 4. Minimum TOEFL iBTA English proficiency score of 84 and speaking score of 26 required for applicants for whom English is not their native language. A first-year SWU nursing student must meet the following criteria to remain in good standing and progress to the sophomore nursing courses: 1. Complete a minimum of 30 credit hours or more of college level course work (courses numbered below the 100 level will not be considered as part of the required 30 credit hours). 2. Maintain minimum GPA of 3.0 on a 4.0 scale (science grades are averaged if courses are repeated). 3. Successfully complete ENG 101, ENG 102, BIO 111, BIO 112, and HCP 101 with a grade of “C” or above.

**Regular Admission**

Applicants must meet the following minimum requirements to be eligible to apply for regular admission:

1. Successful completion of the following pre-requisite or equivalent courses with a “C” or above:

* ENG 101: English Composition I
* ENG 102: English Composition II
* BIO111: Anatomy & Physiology I
* BIO 112: Anatomy & Physiology II
* HCP 101: Introduction to Psychology

2. Completion of a minimum of 30 credit hours or more of college level course work (courses numbered below the 100 level will not be considered as part of the required 30 credit hours).

3. A minimum cumulative GPA of 3.0 on a 4.0 scale in all college courses taken (as a high school of college student). Science grades are averaged if courses have been repeated.

4. Minimum ACT Composite score of 21 or previously completed degree from an accredited institution.

5. Minimum TOEFL iBTA English proficiency score of 84 and speaking score of 26 required for applicants for whom English is not their native language.

6. Personal statement describing the applicant’s interest in nursing as a career and the reason for desiring to enroll in the nursing major.

7. Anatomy and Physiology I & II (life sciences courses) must have been completed within 5 years prior to application to the nursing major.

8. Personal interviews may be required.

Applicants with more than 2 failures of required courses within 3 years of application to the nursing major are ineligible to apply.

Return the completed report/form as a PDF to Eric Velazquez ([EricW.Velazquez@ky.gov](mailto:EricW.Velazquez@ky.gov)). Should you have any questions please contact Education Consultants Valerie Jones ([Valerie.Jones@ky.gov](mailto:Valerie.Jones@ky.gov); (502) 429-723) or Myra Goldman ([MyraK.Goldman@ky.gov](mailto:MyraK.Goldman@ky.gov); 502-429-3315).

**Program of Nursing Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_

🞏 Practical Nurse Program 🞏 Associate Degree Program 🞏 Baccalaureate Degree Program 🞏 Master’s Entry (MEPN) Program

**II. Faculty Turnover**

A response to this section is required for programs of nursing that have a faculty turnover rate greater than thirty (30) percent for two (2) consecutive years. [Ref. 201 KAR 20:360 Section 5(2)(f)2.].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Contributing Factor** | **Data and Analysis** | | **Action** | |
|  | **Example Year: 20xx** | **Year:** | **Example Year: 20XX** | **Year:** |
| **A. Faculty Student Ratio**  **(***Number of full-time and*  *part-time faculty in relation*  *to the number of students*  *enrolled)* | Faculty to student ratio in the classroom ranges from 1:29 to 1:9 (see Table II. A.).Full-time faculty to student ratio ranged from 1:8 to 1:10 during the time the 20xx graduates were enrolled. It is significant to note that the two years with 100% NCLEX-RN pass rates (20xx-20xx and 20xx-20xx) had higher ratios of full-time faculty and lower student enrollments (average 1:5 full-time faculty to student ratio), whereas the years in which NCLEX-RN pass rates were below 85% (20xx-20xx, 20xx-20xx, and 20xx-20xx) had higher ratios of part-time faculty and higher student enrollments (average 1:9 full-time faculty to student ratio).  Overall, faculty (including full- and part-time) to student ratios have increased 60% from 1:4 in 20xx-20xx to 1:6.5 in 20xx-xx. During this same time period, Somewhere U reintroduced the online RN-BSN program and developed an online MSN program that was implemented fall 2015.  This trend is likely to continue with the growth of online programs and commitment by Somewhere U to have 25% of courses across the university taught by part-time (adjunct) faculty. |  | Continue to monitor, hire qualified part-time faculty, and adjust full-time faculty teaching assignments to allow for increased responsibilities outside the classroom. |  |
| **B. Turnover and retirement** | 13 faculty / 3 left = 23% Turnover.  The three (3) faculty left for the following reasons:   * Left for another position; * Left to go to school full-time for a degree in health administration * Left to take a practice position in home health. |  | None |  |

**Table II. .A. Comparison of Student Enrollment and Number of Faculty**

|  |  |  |  |
| --- | --- | --- | --- |
| **Academic Year** | **Student Enrollment** | **Full-Time Faculty** | **Part-Time Faculty** |
| 20xx-20xx | 27 | 5 | 1 |
| 20xx-20xx | 36 | 8 | 0 |
| 20xx-20xx | 50 | 6 | 3 |
| 20xx-20xx | 60 | 6 | 4 |
| 20xx-20xx | 59 | 6 | 3 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Contributing Factor** | **Data and Analysis** | | **Action** | |
|  | **Example Year: 20xx** | **Year:** | **Example Year: 20XX** | **Year:** |
| **C. Workload Assignment** | *28 units per week consisting of teaching, tutoring, grading papers, course development, advising, test preparation, and coordination of lab and clinical. This includes an average of 12-16 hours of direct student teaching by lecture or lab. See Appendix II A* |  | None |  |
| **D. Number of Full time Faculty**  **teaching overload** | 0 |  | None |  |
| **E. Percentage of Full-time Faculty**  **Teaching overload** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Contributing Factor** | **Data and Analysis** | | **Action** | |
|  | **Example Year: 20xx** | **Year:** | **Example Year: 20XX** | **Year:** |
| **F. Number of Part-time/adjunct**  **Faculty teaching overload** |  |  |  |  |
| **G. Percentage of Part-time/adjunct**  **Faculty Teaching overload** |  |  |  |  |
| **H. Orientation of Inexperienced**  **Faculty members** | All new faculty are assigned a mentor who serves as a resource through the first year of employment. In addition, the Dean implemented a new faculty evaluation process in which faculty are assisted to develop individual goals and receive 1:1 mentoring from the Dean. |  | In 20xx-xx, the faculty-mentoring program will be developed as an online “course”. Will monitor over the coming year to determine effectiveness of moving to online. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Contributing Factor** | **Data and Analysis** | | **Action** | |
|  | **Example Year: 20xx** | **Year:** | **Example Year: 20XX** | **Year:** |
| **I. Orientation of Experienced**  **Faculty members** | In 20xx and 20xx, the faculty-mentoring program was strengthened and continues to be enhanced. Significant faculty development resources are now available through ATI that will further enhance the mentoring program. |  | In 20xx-xx, the faculty-mentoring program will be developed as an online “course”. Will monitor over the coming year to determine effectiveness of moving to online. |  |
| **J. Faculty Responsibilities external**  **to classroom** | See Appendix II A. |  |  |  |
| **K. Methods used to evaluate**  **instructional effectiveness** | Course evaluations and nursing course analysis are used to evaluate instructional effectiveness. Appropriate modifications are made based on evaluation summaries. All data used to improve instructional effectiveness is reviewed and considered in the annual end of year evaluation.  Course evaluations are submitted by students for each course each semester, and Nursing Course Analysis, written by course instructors at the conclusion of each course are adequate mechanisms to analyze the effectiveness of faculty teaching methods. An evaluation meeting is held annually to evaluate course evaluations and nursing course analysis to make modifications and prepare for the upcoming academic year.  Faculty evaluations are completed annually by the Dean beginning in 20xx-xx. Faculty members receive evaluation feedback and collaborate with supervisor to develop strategies for improvement in instructional effectiveness, student mentoring, and academic advising. |  | Somewhere U has hired an external company to provide evaluation services, including course evaluations. The Somewhere U PON Dean is working with the company to improve the evaluation process and data received.  Somewhere U PON faculty are currently exploring the use of formative assessment strategies and peer review. |  |
| **L. Professional development**  **opportunities** | Somewhere University supports the Somewhere U program of nursing through professional development funding and encouragement of faculty completing advanced degrees. Somewhere U has enhanced faculty development offerings through partnership with ATI. Three (3) faculty development offerings were presented internally during 20xx-xx related to active learning in classroom and online environments. Two faculty development offerings are planned for 20xx-xx with external speakers,  During the period of time the 20xx graduates were enrolled in Somewhere U PON, one faculty member was enrolled in a doctorate program, which was completed in 20xx. Currently, three full-time (one clinical) and one part-time (clinical) faculty members are enrolled in Somewhere U’s MSN-APRN program and receive 100% tuition remission. Faculty negotiate teaching assignments with the Dean and are offered additional workload release as staffing allows. |  | Continue to monitor faculty workloads. |  |

**Table II. I. Somewhere U PON Faculty Education, Experience, and Clinical Expertise**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Faculty** | **Education** | **Nursing Education Experience** | **Clinical**  **Experience** | **Teaching Responsibility** |
| 1 | MSN, APRN | 11 years | Medical-Surgical  APRN in Family Practice/ Urgent Care Setting | Didactic responsibilities in health assessment, medical-surgical courses, and pharmacology. |
| 2 | BSN | 1 year | Mental Health Nursing | Clinical responsibilities in mental health course. |
| 3 | MSN | 5 years | Medical-Surgical | Didactic responsibilities in fundamentals and medical-surgical courses. |
| 4 | MSN | 6 years | Medical-Surgical  Critical Care/Emergency Department | Didactic responsibilities in medical-surgical, pediatrics, and advanced medical-surgical concepts.  Clinical responsibilities in medical-surgical, pediatrics, critical care, and emergency department. |
| 5 | MSN | 12 years | Surgery  Maternal-Child Nursing | Didactic responsibilities in medical-surgical and maternity courses. |
| 6 | MSN | 6 years | Medical-Surgical  Critical Care/Emergency Department | Didactic responsibilities in medical-surgical.  Clinical responsibilities in medical-surgical and pediatrics. |
| 7 | BSN | 1 year | Medical-Surgical/ Emergency Department | Clinical responsibilities in maternity course. |
| 8 | BSN | 2 years | Medical-Surgical | Clinical responsibilities in medical-surgical, pediatrics, and advanced medical-surgical courses. |
| 9 | MSN, APRN, MA | 1 year | Mental Health/ Medical-Surgical/ FNP | Didactic responsibilities in mental health course. |
| 10 | MSN | 2 years | Medical-Surgical/ Emergency Department | Didactic and clinical responsibilities in medical-surgical, pediatrics, and advanced medical-surgical courses. |

**Appendix II A. School of Nursing (SON) Workload Calculation**

Full-time nursing faculty receive compensation for a 40-hour workweek, a part-time positions is based on a percentage of a 40-hour workweek. The premise of the Workload Calculator (WLC) is that one unit equals one hour of work. The WLC is used prospectively by each associate dean and faculty members to plan teaching assignments for each quarter and to monitor contributions to the SON. The calendar year consists of 4 quarters equally approximately 46 weeks of the 52-week year are calculated in the workload. The remaining 11 weeks are not included in calculating teaching assignments and are used for vacations and holidays. The following describes the major components addressed in the WLC.

**Committee Work**

Five percent (5 %), or 2 hours per week, are provided for committee work and College/SON clubs participation for all full-time nursing faculty. Part-time nursing faculty who are employed > 50% of any academic quarter, but less than full-time, are expected to participate in committee meetings, and may or may not be assigned committee work.

**Grading/Scoring ATI, Papers, tests/exams, etc.**

Five percent (5 %), or 2 hours per week, are provided for all full-time nursing faculty to grade various ATI, papers, tests/exams, portfolios, etc. Part-time nursing faculty who are employed > 50% of any academic quarter, but less than full-time, are expected to grade/score papers, test/exams, etc. and collaborate with course lead instructor and/or program administrator.

**Student Advisement**

Twenty percent (20 %), or 8 hours per week, are provided for student advisement for all full-time nursing faculty. Part-time nursing faculty who are employed > 50% of any academic quarter, but less than full-time, are expected to advise students in whom they provide instruction.

**Teaching and Other Salary-Funded Activities**

Seventy percent (70 %), or 28 hours per week of a nursing faculty’s time is devoted to teaching or other salary-funded activities. Any funded activities that provide salary support for a percentage of faculty’s time are included in calculating workload.

|  |  |  |
| --- | --- | --- |
| **SON Workload Calculation Form** | | |
|  | **Units Earned per Week** | **Units Earned per Quarter** |
| **Requirements of SON Faculty** |  |  |
| 40-hour workweek | 40 Units | 440 Units |
| Committee work & meetings | 2 Units | 22 Units |
| Student Advisement | 8 Units | 88 Units |
| Grading/Scoring of ATI, papers, tests, exams, etc. | 2 Units | 22 Units |
| Faculty must fund 70 % of their workload (salary) with teaching and other salary-funded activities as defined below. | 28 Units | 308 Units |
|  |  |  |
| **Teaching & Other Salary-Funded Activities** |  |  |
| Course leader; if co-leading, each gets half |  | 10 – 40 Students = 40 Units  40 – 80 Students = 60 Units  80-100 Students = 80 Units |
| Lecture or classroom/computer course or distance education | 1 Unit per 1 hour of lecture + 2 Units of preparation = 3 Units/credit hour | Varies. (e.g., 3-credit hour course taught by 1 person = 99 Units) |
|  |  |  |
| Clinical group with direct supervision of students | 1-credit clinical course = 3 units + 0.5 /credit hour preparation = 3.5 units  2-credit clinical course = 6 units + 0.5 unit/credit hour preparation = 7 units  3-credit clinical = 9 units + 0.5 units/credit hour preparation = 10.5 units  4- credit clinical = 12 units + 0.5 unit/credit hour preparation = 14 units | 38.5 Units  77 Units  115.5 Units  154 Units |
| Clinical faculty supervision of up to 10 students directly precepted by agency preceptors | 1-credit clinical course = 3 units  2-credit clinical course = 6  3-credit clinical = 9 units  4- credit clinical = 12 units | 33 Units  66 Units  99 Units  132 Units |
|  |  |  |
| Laboratory group | 1 Unit per 1 hour of laboratory time + 2 units of preparation = 3 units per hour | Varies depending on length of lab (e.g., 2 hour lab +2 units preparation = 44 Units) |
|  |  |  |
| Proctoring exam for course in which you are **not** teaching | 1 Unit per 1 hour | Varies |
|  |  |  |
| \* Expectations include that faculty (1) contribute service to the College, and (2) submit reports and other information needed by the departments. Every person who teaches in a course is expected to proctor exams for that course. | | |
| \*\* A course leader is the designated person for a large undergraduate course involving several faculty, several student clinical or lab groups, and multiple clinical agencies or any level of course with more than one faculty teacher. If teaching a class alone, no course leader credit is provided. | | |

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**Program of Nursing Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_

🞏 Practical Nurse Program 🞏 Associate Degree Program 🞏 Baccalaureate Degree Program 🞏 Masters Entry (MEPN) Program

**III. Program Administrator Turnover Rate**

A response to this section is required for programs of nursing that have a Program Administrator Rate of more than three (3) individuals in Five (5) years [Ref. 201 KAR 20:360 Section 5(2)(f)3.].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Contributing Factor** | **Data and Analysis** | | **Action** | |
|  | **Example Year: 20xx** | **Year:** | **Example Year: 20XX** | **Year:** |
| **A. Reason for Departure of**  **Program Administrator** | Program Administrator, Mr. Prince Charming left to go back into practice in the hospital (20xx-20xx)  Mr. Charming was replaced by Ms. Snow White. She served as Program administrator for the 20xx-20xx academic year. She left to take a position as Director of Education for \_\_\_\_\_ Healthcare  Ms. White was replaced by Ms. Cinder Ellison. She was appointed as Program Administrator for the 20xx-20xx and remains in this position as of this report. |  | None |  |
| **B. Leadership experience prior to**  **appointment to role** |  |  |  |  |
| **C. Orientation provided to the**  **Program Administrator** |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Contributing Factor** | **Data and Analysis** | | | **Action** | |
|  | **Example Year: 20xx** | **Year:** | **Example Year: 20XX** | | **Year:** |
| **D. Mentoring opportunities**  **provided to the program**  **administrator lacking experience**  **in this role** |  |  |  | |  |
| **E. Professional development**  **opportunities** |  |  |  | |  |
| **F. Percent of Workload allocations**  **(Ref: 201 KAR 20:260 Section**  **2(3)]**  **% teaching**  **% administrative duties** |  |  |  | |  |

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**Program of Nursing Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_

🞏 Practical Nurse Program 🞏 Associate Degree Program 🞏 Baccalaureate Degree Program 🞏 Master’s Entry (MEPN) Program

**IV. Graduation Rate**

A graduation rate of less than sixty (60) percent of the admitted cohort within the maximum time-frame allowed for completion. The maximum time frame shall be determined by multiplying the standard program length for normally progressing students by 1.5 [Ref. 201 KAR 20:360 Section 5(2)(f)4.].

|  |  |  |  |  |  |
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| **Contributing Factor** | **Data and Analysis** | | | **Action** | |
|  | **Example Year: 20xx** | **Year:** | **Example Year: 20XX** | | **Year:** |
| **A. Admission criteria for the**  **program of nursing** |  |  |  | |  |
| **B. Percentage of students who**  **were admitted to the program of**  **nursing that did not meet the**  **admission criteria for the past**  **academic year.**  *(e.g. if the report is being written for*  *submission in fall of 2018, the*  *reflect upon admission of students*  *for 2017-2018 academic year. If*  *graduation rate is a reflection on*  *current NCLEX Pass Rate of less*  *than 80%, also add or reference*  *discussion related to this factor)* |  |  |  | |  |
| **C. Changes to admission criteria**  **including the rationale for**  **changes**  *(If discussed in Section I. NCLEX*  *Pass Rate, reference or add here)* |  |  |  | |  |

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| **Contributing Factor** | **Data and Analysis** | | **Action** | |
|  | **Example Year: 20xx** | **Year:** | **Example Year: 20XX** | **Year:** |
| **D. Number of students admitted to**  **the program of nursing under a**  **previous admission policy.** |  |  |  |  |
| **E. Number of failed nursing**  **courses per unsuccessful**  **student**  *(please discuss in relation*  *to the cohort as whole)* |  |  |  |  |
| **F. Availability of remediation**  **Strategies**  *(Discuss interventions*  *available to assist students to*  *improve or correct deficits in*  *knowledge or skills)* |  |  |  |  |
| **G. Total Number of students who**  **did not graduate due to**  **academic failure** *(analyze the*  *reasons for student departure)***.** |  |  |  |  |

Return the completed report/form as a PDF to Eric Velazquez ([EricW.Velazquez@ky.gov](mailto:amy.ninneman@ky.gov)). Should you have any questions please contact Education Consultants Valerie Jones ([Valerie.Jones@ky.gov](mailto:Valerie.Jones@ky.gov); (502) 429-723) or Myra Goldman ([MyraK.Goldman@ky.gov](mailto:MyraK.Goldman@ky.gov); 502-429-3315).

**Program of Nursing Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_

🞏 Practical Nurse Program 🞏 Associate Degree Program 🞏 Baccalaureate Degree Program 🞏 Master’s Entry (MEPN) Program

**V. Nursing Faculty Grievances/Appeals**

Twenty-five (25) percent or more of the total number of nursing faculty who file grievances or appeals that are substantiated [Ref. 201 KAR 20:360 Section 5(2)(f)5.].

*\*Substantiated for the purposes of this report means that the individual followed the formal grievance procedure established in the Governing Institution’s Faculty Handbook.*

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| **Contributing Factor** | **Data and Analysis** | | **Action** | |
|  | **Example Year: 20xx** | **Year:** | **Example Year: 20XX** | **Year:** |
| **A. Number of substantiated**  **nursing faculty grievances** |  |  |  |  |
| **B. Analysis of grievance** *(report*  *reason for grievance and*  *outcome)***.** |  |  |  |  |

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**Program of Nursing Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_

🞏 Practical Nurse Program 🞏 Associate Degree Program 🞏 Baccalaureate Degree Program 🞏 Master’s Entry (MEPN) Program

**VI. Student Grievance/Appeals**

Student grievances and appeals of more than ten (10) percent of the nursing student population each year [Ref. 201 KAR 20:360 Section 5(2)(f)6.].

\*Substantiated for the purposes of this report means that the individual followed the formal grievance procedure established in the Governing Institution’s Student and Nursing Student Handbook (should be the same in both documents).

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| **Contributing Factor** | **Data and Analysis** | | | **Action** | |
|  | **Example Year: 20xx** | **Year:** | **Example Year: 20XX** | | **Year:** |
| **A. Number of substantiated**  **student grievances** |  |  |  | |  |
| **B. Analysis of grievance** *(report*  *reason for grievance and*  *outcome)***.** |  |  |  | |  |

**VII. Conclusions:**

Brief summary of significant data and conclusions (additional information not addressed in previous sections may be addressed in this section).