PROGRAM REVIEW
Southern West Virginia Community and Technical College
Board of Governors

☑ Program with Special Accreditation   ☐ Program without Specialized Accreditation

Program: A.A.S. Nursing   12/15/2014
_____   _____
Degree and Title   Date

INSTITUTIONAL RECOMMENDATION

The institution is obligated to recommend continuance or discontinuance for each program reviewed and provide a brief rationale for its recommendation.

☑   1.   Continuation of the program at the current level of activity without corrective action;

☐   2.   Continuation of program with corrective action (specify required action - e.g., reducing the range of optional tracks or other corrective action);

☐   3.   Identification of the program for further development;

☐   4.   Development of a cooperative program with another institution or sharing of courses, facilities, and/or faculty, and the like;

☐   5.   Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs.*

Rationale for Recommendation:

The Associate in Applied Science Nursing degree program meets or exceeds all of the standards for a viable program as set forth by the West Virginia Council for Community and Technical College Education, Accreditation Commission for Education in Nursing (ACEN) and the West Virginia Board of Examiners for Registered Professional Nurses. The nursing program is designed to prepare the associate degree registered nurse to provide safe and effective care to individuals of any age in a variety of healthcare settings, once licensure requirements are satisfied. Applicants to the nursing program exceed the number of available seats yearly. Nursing is a job in demand and most graduates are employed before or soon after graduation. Southern West Virginia Community and Technical College Nursing Program is committed to meeting the education needs of the student, as well as meeting the healthcare needs of the community.

Mary Nemeth-Pyles / SBC   12/15/2014
_____   _____
Signature of person preparing report if other than Division Head   Date

Steven Hall   12/15/2014
_____   _____
Signature of Division Head   Date

Debra Leach   2/23/2015
_____   _____
Signature of Vice President for Academic Affairs and Student Services   Date

Jayne Jaegh Tomblin   3/30/15
_____   _____
Signature of President   Date

Thomas A. Heywood   4/21/15
_____   _____
Signature of Chair, Board of Governors   Date

Program Review Institutional Recommendation Form
Adopted March 2008   Revised 09/2014

Southern West Virginia Community and Technical College
Division of Healthcare and Business Programs
Nursing, Associate in Applied Science

Program Review Summary

A. Adequacy
- The curriculum requirements meet the standards of the West Virginia Board of Nursing and the Accreditation Commission for Education in Nursing.
- The program is adequately staffed with qualified faculty.
- Graduate job placement within their field of study has been successful.
- The graduates consistently have high passage rates on certification examinations.
- An advisory committee is actively involved in the program.
- The assessment system ensures that the student has attained the proper educational objectives.

Conclusion: The program meets and exceeds the minimum adequacy requirements.

B. Viability
- The number of students graduating from the program is acceptable and is expected to continue through the next assessment period.
- The program has the benefit of exceptional support and involvement from area community and healthcare industry.
- The entrance requirements meet the standards of Southern West Virginia Community and Technical College
- Technology has been incorporated in the classroom/lab setting suitable to this course of study.

Conclusion: The program meets minimum requirements for viability as a major.

C. Necessity
- The program meets both and educational and employment need in the service area as well as the nation.
- The graduates find successful and gainful employment.

Conclusion: The program is a necessary program.

D. Consistency with Mission
- The program supports the mission and vision of the institution.
- The program and core courses support the compact.
- There is limited impact on other programs.

Conclusion: The program is consistent with the Mission of the College.

PROGRAM REVIEW

West Virginia Council for Community and Technical College Education

Southern West Virginia Community and Technical College

Summary of Findings
2014

I.   **Name and degree level of program:** Nursing, Associate in Applied Science

II. **Hours Required for Graduation:** 60 (40 nursing and 20 general education)

III. **Synopses of significant findings, including findings of external reviewer(s)**

The mission statement for Southern West Virginia Community and Technical College states that Southern provides accessible, affordable, quality education and training that promote success for those we serve. Southern WV Community and Technical College (SWVCTC) offers a nationally accredited program in nursing with the terminal degree of Associate in Applied Science.

The Nursing Program is designed to prepare graduates to practice as registered nurses, once licensure requirements are satisfied. Graduates of the nursing program are eligible to take the National Council for Licensure Exam for Registered Nurses (NCLEX-RN). The Associate Degree Nurse is expected to be able to provide safe and effective care to meet healthcare needs of individuals of any age in a variety of healthcare settings.

After licensing requirements are met, the associate degree nurse practices within the combination of the three roles: provider of care, manager of care, and member within the discipline of nursing. The faculty in the Nursing Program believes that nursing is a unique profession concerned with assessing, promoting, maintaining, and restoring the health of individuals and families. The discipline of nursing incorporates the concepts of person-health-environment which was reflected in the nursing programs philosophy and curriculum. Nursing and general education courses at SWVCTC transfer to colleges and universities that allow nursing program graduates to continue educational goals to other degrees and fields.

A. Nursing Program Goals
The following programmatic commitments are established to fulfill the mission of the Nursing Program. The Nursing Program will:
1. Provide accessible nursing education through grant funding, scholarships, financial aid services, and referrals.
2. Provide alternative routes of admission, acknowledging nursing experiential learning.
3. Promote the opportunity for continued nursing education through articulation agreements, use of technologies, and distance learning.
4. Maximize the quality of the program and graduate by meeting standards set by the West Virginia Board of Examiners for Registered Professional Nurses and by monitoring and

evaluating program outcomes that includes but is not limited to: completion rates, graduate and employer satisfaction, employment rates, and NCLEX-RN passage rate.

5. Empower the student to realize their educational goal by preparing them to successfully take and pass the NCLEX-RN exam.

6. Prepare graduates to competently practice within the role of the A D N.

B. Graduate Outcomes

The graduate will be able to:

1. Practice within the ethical and legal frameworks and standards of professional nursing practice.

2. Function within the role of an Associate Degree Nurse (ADN).

3. Effectively utilize the nursing process and principles of growth and development in the care of the person(s) to meet healthcare needs throughout the lifespan.

4. Promote, maintain, and restore health of individuals or groups across the lifespan in a variety of settings.

5. Demonstrate a commitment to personal/professional growth and development through lifelong learning.

6. Demonstrate advocacy and collegiality as essential behaviors of the role of the nurse.

7. Use evidenced based information to support decision making in nursing practice.

C. Accreditation

Program accreditation is through Accreditation Commission for Education in Nursing (ACEN) and the WV Board of Examiners for Registered Professional Nurses (WVBON). Last review by ACEN was in October 2010. Full continuing accreditation was granted and will continue until 2018. SWVCTC's nursing program has continuing accreditation through the WVBON. The last onsite visit by the Board of Nursing was in February, 2014. In May, 2014, SWVCTC graduated the 41st class from the nursing program.

D. Program Statement on Adequacy, Viability, Necessity, and Consistency with College Mission

1. **Adequacy**

   a. **Curriculum:**

   The curriculum standards are set by the Accreditation Commission for Education in Nursing (ACEN) that comprises of six standards. Standard 1 addresses congruency with college's mission and effective administrative capacity. Standard 2 speaks to qualifications and workload of faculty and staff. Standard 3 identifies policies related to students and consistency with college policies. Standard 4 relates to curriculum and how it supports student success and safety. Standard 5 sufficiency of resources for student success and faculty support. Standard 6 describes evaluation of program goals and student success.

   The Associate of Applied Science degree, with a focus in nursing, involves a completion of sixty (60) credit hours. The established curriculum will end with the graduating class of 2015. In association with four WV associate degree nursing programs, Southern began a concept based curriculum in fall semester 2014, for the graduating class of 2016. In each curriculum, forty hours are designated as nursing courses with an additional 20 hours of support courses.

2

In the fall of 2014, the nursing program began a new curriculum representing the current principles of nursing education and practice. The new curriculum advances the concepts of person-health-environment to become the concepts of human flourishing, nursing judgment, professional identity and spirit of nursing. These concepts reflect current licensing and practice principles. This change in curriculum means that two curriculums will be taught during the 2014-2015 academic year, causing increased demand on faculty time. Therefore, fewer students were admitted for this academic year. Full enrollment is expected for 2015-2016 admissions. The overall program quality is continuously monitored.

b. Evaluation

Graduate surveys are conducted annually which measure the graduate's perception of the objectives, needs, and outcomes of the Nursing Program. Each semester students complete evaluations on clinical facilities, faculty and courses. The laboratory space, classroom, and research capacities are contained within the evaluation process. The program facilities and educational outcomes are measured using a standard 5-point Likert scale. Nursing students have continually rated the program quality at or above the minimum acceptable standards set forth by Accreditation Commission for Education in Nursing (ACEN) for associate degree nursing programs. The program has full approval through the West Virginia Board of Nursing (WVBON).

c. Faculty

ACEN requirements state that full-time faculty (including the coordinator) hold a minimum of a graduate degree with a major in nursing. Full- and part-time faculty include those individuals teaching and/or evaluating students in classroom, clinical, or laboratory settings. Part-time faculty hold a minimum of a baccalaureate degree with a major in nursing; a minimum of 50% of the part-time faculty also hold a graduate degree with a major in nursing. In addition all faculty must:

1. Be a licensed RN in West Virginia
2. Have at least two (2) years of experience as a registered nurse.
3. Be approved through the WVBON
4. Have ongoing continuing education for professional development for the WVBON and other appropriate credentialing service.
5. The faculty to student ratio in the clinical area cannot exceed 8-10:1

Faculty at SWVCTC meet these requirements. The nursing program at SWVCTC does not employ part-time faculty. The number, utilization, and credentials of staff and faculty within the nursing education unit are sufficient to achieve the program goals and outcomes. In addition, many of the faculty hold advanced credentialing and certifications. Three faculty hold tenure. The current number of tenured faculty in the institution exceeds 20%. Therefore, four faculty are eligible to apply for tenure, once it becomes available again. Four faculty are professors, three are associate professors, two assistant professors and two instructors. The nursing program employs a full time staff member dedicated to the nursing program and a laboratory manager for the nursing laboratory.

The current Interim Coordinator for Nursing was hired in August, 2014. A search for a permanent Coordinator will begin during the fall semester. A projected date of hire prior to the fall 2015 semester is anticipated.

Support or general education courses are taught by qualified college faculty. All faculty meet or exceed the qualifications of the Higher Learning Commission of the North Central Association of Schools and Colleges.

d. Students

1. Entrance Requirements:

Students applying for admission must meet the requirements for the Nursing Program as well as SWVCTC's general admission requirements. A GPA of 2.5, a passing pre-entrance test score, and eligibility for college level math and English is required for admission. Class size is limited in accordance with accreditation requirements, faculty/student ratio, and availability of learning facilities requiring onsite faculty.

Each student must have a background check and drug screen through a school approved agency. In addition each student must successfully complete a physical exam stating that the student is able to function safely in the clinical and lab settings. Immunizations and CPR certification must be documented as up to date. Entrance assessment provides information to assist in determining present level of competencies, placing students in appropriate courses and developing instructional programs to meet the needs of entering students.

The program typically has 200-300 applicants each year. Approximately 100 are qualified for acceptance as specified by entrance requirements. Class enrollment has been set at 75 admissions per year. In 2014, class size was limited to 56 because of changes in curriculum. Enrollment is expected to return to previous levels in the fall semester of 2015.

Students enrolled in associate degree programs are expected to participate in institutional, program, course and/or services assessment activities. Participation will most often be in the form of tests to determine the degree of student academic achievement within the basic skills, the general education core curriculum, or the academic major. As part of the academic calendar, a testing day is established during which students will be required to participate in assessment activities.

2. Exit Competencies

Graduates of the Nursing program must have knowledge of patient care concepts and skills to use the concepts in a direct care setting. This ability allows graduates to function safely within the role of a registered nurse as stated in the WV Code for Nursing, Scope of Practice. In addition to meeting course requirements, each student is required to pass an exit exam to qualify for graduation. The exam is a standardized test that measures successful attainment of program competencies. Graduates may then apply to the National Council of State Boards of Nursing to take the National Council Licensure Examination (NCLEX-RN). After passing the exam, licensure is granted by a state Board of Examiners for Nursing.

3. Resources

The Nursing program receives a budget from the college finance department. It is sufficient to purchase supplies, some learning tools and travel for faculty. Grant funding is obtained for specialized equipment and activities. The nursing program is apportioned an operating budget separate from other programs at Southern. Professional continuing education funding is provided in a college account and is adequate for program needs. Library resources are funded adequately for faculty and student needs.

College classrooms and laboratory facilities contain state-of-the-art equipment for simulation and online learning funded through grants. Clinical facilities are available and meet requirements for education and training.

Nursing faculty participates in national and state groups to improve program quality. Southern is a member of the WV Associate Degree in Nursing Consortium, the Association of Deans and Directors of Nursing Education, National Organization of Associate Degree Nursing, and ACEN.

4. Facilities

The Nursing Program utilizes multiple facilities off campus to obtain the best clinical experiences for students. Clinical facilities are supportive, with many actively supplying services to facilitate student learning and success. Nursing faculty are present at each facility where students give direct patient care. Observational experiences are limited and do not require onsite faculty presence. The facilities include:

    i. Coalfield Health Clinic
    ii. Highland Hospital
    iii. Logan Mingo Mental Health Association
    iv. Logan Regional Medical Center
    v. Mildred Mitchell Bateman Hospital
    vi. Thomas Memorial Hospital
    vii. Williamson Memorial Hospital

In the past, Williamson Appalachian Regional Hospital and several of its agencies had been utilized. However, due to the changes in the guidelines in Kentucky, we can no longer send students to these facilities. Southern administrators are in negotiations to resolve this situation.

On the Logan Campus of Southern, a nursing laboratory and simulation laboratory are available for classes and for independent practice. The nursing lab is equipped with materials, supplies and equipment necessary to function as an independent professional. The nursing laboratory is managed by a registered nurse with the title

"Lab Manager". The lab manager maintains equipment and supplies in the laboratory and is not considered nursing faculty.

The simulation laboratory was begun in 2012 with grant funding and features computer driven manikins that replicate real-life scenarios for student learning. One faculty has extensive training in the use of this technology with other faculty in various stages of expertise.

Library texts and references are available and must be no older than five (5) years. Nursing journals and resource material are updated by the nursing faculty and library staff. One faculty is designated as liaison with the library.

2. **Assessment Information**
   a. **Data**

   Students enrolling in the college are given entrance assessment exams to assist in placing students in appropriate level English and math courses. Prior to admission, prospective students take pre-entrance exams to evaluate general knowledge at the high school level. Students in the nursing program participate in the College's Assessment Day testing to evaluate progress in general education course. These tests evaluate student learning from support courses relevant to the associate degree outcomes.

   Each nursing course concludes with students taking a standardized test specific to course and program outcomes. Feedback related to knowledge of concepts, critical thinking ability, and application of information is assessed. Students receive feedback on strengths and weaknesses related to course outcomes and information. Ongoing assessment in the clinical and laboratory settings is completed with a Clinical Evaluation Tool that measures student knowledge and skills in the field.

   Students are required to take a standardized exit exam to test readiness for the NCLEX-RN exam and entry into practice. NCLEX-RN is a national certifying exam for registered nurses. All graduates must take and pass NCLEX-RN to be considered a registered nurse.

   b. **Advisory Committee**

   The accreditation agency (ACEN) requires an advisory committee or board for each program to meet annually. The committee is comprised of representatives from each agency used clinically, student representatives from each of the first and second year class, at least one employer of graduates, a college administrator and faculty. The committee size is not limited.

   An agenda is developed with representatives. The committee actively participates in the discussing curriculum, clinical rotations and makes recommendations for the future of the program. Advisory attendance has decreased over the last few years due to work conflicts. On recommendation from the committee and faculty, the advisory committee will meet on a different day and time in the future.

IV. Plans for program improvement, including timeline.

A new curriculum was begun in the fall of 2014 for the class of 2016. The concept based curriculum was developed in conjunction with four other West Virginia associate degree nursing programs. The West Virginia Consortium of Associate Degree Nursing Programs (Consortium) was formed to support the five nursing programs and provide guidance in developing and implementing the new curriculum. This curriculum reflects new ACEN standards of care, evidence based practice, and NCLEX-RN testing. Southern's traditional curriculum will end with the graduation of the 2015 class.

Nursing faculty are working closely with clinical facilities on implementation of new curriculum. The concept based curriculum was introduced to the Advisory Council in 2014 with wide support. Meetings concerning the curriculum were held with clinical agencies in the fall of 2014 to provide updates on implementation and changes in clinical structure. These actions were informational and made facilities a partner in administering and supporting the changes from a new concept based curriculum.

The consortium agreement provides a more standardized curriculum and course consistency. This allows for easier transfer of courses and students among programs. Guidelines allow for one transfer per student per admission with a limit of two admissions. Working with the consortium should allow for more flexibility for students and support from other schools.

Nursing faculty utilize an online information program, Blackboard, to maintain contact with students outside of the classroom. In 2014, students were encouraged to use ebooks with online supportive technology to improve studying skills, critical thinking, and health information technology skills.

In 2012, the nursing program received grant funding to purchase advanced clinical simulation equipment. Nursing faculty have received training incorporating simulation in laboratory/clinical experiences. All nursing courses now have simulation as part of the laboratory clinical component. It is anticipated that the need for simulation will increase for future classes.

Southern has 2+2 articulation agreements in nursing with three (3) universities (WVU, Marshall and WV Tech). The agreements are specific for nursing program graduates to progress towards a higher degree. A fourth college, Bluefield State University, is in negotiation with Southern for such an agreement to begin in 2015.

V. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished.

During the 2009 and 2010 academic years, courses were taught from the Logan Campus, but were transmitted to sites in Danville in Boone County; Moorefield, Hardy County; and Kanawha County in West Virginia. Onsite faculty acted as facilitators during class sessions. The Hardy County site was incorporated into Eastern West Virginia Community and Technical College in 2010. The Kanawha County site was incorporated into Kanawha Valley Community and Technical College in 2011 (now Bridgevalley Community and Technical College). Beginning with the fall of 2011, the full Nursing Program was available on the Logan Campus. The Boone/Lincoln, Williamson, and Wyoming/McDowell campuses offer the program support courses only.

The nursing program employs twelve full-time faculty, one of which is the interim coordinator, and a full time secretary. One faculty member is on medical leave. There are no unfilled faculty positions in the nursing program. The West Virginia Board of Examiners for Registered Professional Nurses (BON) and the Accreditation Commission for Education in Nursing (ACEN - formerly NLNAC), have changed the credentialing of full time and part time faculty for associate degree programs. Both full time and part time faculty must have an MSN degree. All faculty are full time and have a MSN degree and have been approved by the WV BON to teach at Southern in the nursing program.

An official visit by WV Board of Examiners for Registered Nurses was made in February 2014. The WV BON must visit each program every eight (8) years. Minor deficiencies in record keeping have been corrected and a follow-up report was submitted and accepted by the WV Board of Nursing. The Annual Report was submitted on time (August of each year) to WVBON with quarterly reports to both the Director, WV Board of Nursing and the Assistant Director of the WV Board of Nursing. The reports were reviewed and accepted. A report to ACEN will follow in November 2014, for annual evaluation.

Change in leadership in the Nursing program has occurred over the last four (4) years. This issue has been addressed by the WV BON. College response is to bring the Nursing program into the newly formed Division of Healthcare and Business. Reorganization provides support for the program coordinator and creates positions of course team leaders for each academic year of the program. Faculty committees meet monthly during the academic year. Student representatives attend meetings.

The attrition rate for the nursing program has remained greater than 25% per year. Attrition rates must be reported to the WVBON and ACEN yearly. According to the WV BON, the average attrition rate in West Virginia is 25-35% per year. The majority of attrition in Southern's nursing program occurs in the first semester. Faculty are monitoring this level and have taken action in response. Beginning in the fall semester 2014, faculty have increased supervised practice time in the campus nursing lab. Instructor guided remediation is available and can be mandatory. Simulation lab experience has been added to each course with increased lab experiences. Also, the concept based curriculum narrows the focus in the first semester to allow for more in depth teaching.

In the previous program review the NCLEX-RN passage rate on first testing had fallen. Since 2010, the passage rate has been above the national average, a requirement of ACEN. In 2011, NCLEX-RN underwent a change in test plan. This change was made due to developments in practice, research, and professional goals. Such developments changed how nursing was taught and learned, but had not been reflected in the test plan.

The following table identifies graduate statistics for NCLEX success:

NCLEX-RN RESULTS 2010-2014

Year of Graduation	Graduates taking NCLEX	Graduates passing NCLEX	Percentage passing	Number failing	State average for passing	National average for passing
2010	Boone—5, Logan---52, Moorefield--14	Boone—5, Logan---45, Moorefield--10	Boone 100%, Logan 87%, Moorefield 71% Average 86%	Boone –0, Logan---7, Moorefield --4	81.94%	87.42%
2011	Kanawha—11, Logan—48	Kanawha—10, Logan—42	Kanawha-90.8%* Logan—87.5%* Average 89%	Kanawha--1, Logan—6	80.57%*	87.90%
2012	Logan--43	39	92.85	3	88.87%	90.34%
2013	Logan--46	40	86.95	6	81.64%	83.04%
2014	Logan--47	44	93.62	3	Not available	Not available
			*test plan change			

VI.   **Summary of assessment model and how results are used for program improvement;**

Students enrolled in associate degree programs are expected to participate in institutional, program, course and/or services assessment activities. This participation is most often be in the form of tests to determine the degree of student academic achievement within the basic skills, the general education core curriculum, or the academic major. Minimum standard goals have been identified and the faculty work to ensure the goals of the Nursing Program are achieved upon completion of the associate degree program. The goals include preparing the students to function and interact as beginning level professionals as well as gain successful employment in their chosen field. These programmatic goals cover the three learning domains encountered during the education of the Nursing student. These domains include the cognitive, psychomotor, and affective learning domains.

VII.   **Data on student placement**

Currently the program has seen an increase in the attrition rate from 25-43% annually. Attrition rates must be reported to the WVBON and ACEN yearly with a plan of action. According to the WV BON, the average attrition rate in West Virginia is 25-35% per year. The majority of attrition in Southern's nursing program occurs in the first semester. Faculty are monitoring this level and have taken action in response (see item VI. Weaknesses or deficiencies).

Graduates and employers are asked to survey the program after the graduates have been in their facility at least six months. Survey results find students continue to work in their home areas after completion of this program.

VIII.   Final Recommendation Approved by the Governing Board

See the attached resolution for Board of Governors Final Recommendation and signatures.

Appendix I

The established curriculum for class of 2015 is:

Dept/No.	Title	Credit Hours
Support Courses		
AH 115	Drug Dosage Calculation	2
AH 241	Pharmacology for Allied Health	3
BS 124	Human Anatomy and Physiology I	4
BS 125	Human Anatomy and Physiology II	4
CS 103	Introduction to Computer Applications	1
EN 101	English Composition I	3
PY 218	Life-Span Developmental Psychology	3
Major Courses		
NU 100	Essentials of Nursing	6
NU 104	Nursing of Childbearing Family	5
NU 107	Psychosocial Transitions	5
NU 120	Health Assessment / Communication	3
NU 206	Nursing Care I	9
NU 210	Role Transition to Professional Nursing	3
NU 212	Nursing Care II	9

The new curriculum beginning in the fall of 2014 for the class of 2016 is:

Dept/No.	Title	Credit Hours
Support Courses		
BS 124	Human Anatomy and Physiology I	4
BS 125	Human Anatomy and Physiology II	4
EN 101	English Composition I	3
PY 201	General Psychology	3
1	General Education Elective	3
Major Courses		
NU 132	Drug and Dosage Calculation I	1
NU 133	Health Assessment and Diagnostics I	2
NU 134	Introduction to Nursing Concepts	8
NU 142	Drug and Dosage Calculations II	1
NU 143	Health Assessment and Diagnostics II	1
NU 144	Nursing Concepts of Health and Illness I	9
NU 234	Nursing Concepts of Health and Illness II	9
NU 244	Synthesis of Nursing Concepts	9
NU 245	Professional Nursing and Health Systems Concepts	3

APPENDIX II
Faculty Data Sheets

*(No more than **TWO** pages per faculty member)*

Name____Dena Barker_____   Rank_____Assistant Professor_____

Check one:
    Full-time__x___   Part-time_____   Adjunct_____   Graduate Asst._____

Highest Degree Earned Master's_____   Date Degree Received November 2012

Conferred by _____Grand Canyon University_____

Area of Specialization _____Nursing Education_____

Professional registration/licensure   RN/WV Yrs of employment at present institution 4.5
Yrs of employment in higher education   4.5   Yrs of related experience outside higher
                                                                    education   11
Non-teaching experience   11

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.)   For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	NU 120 Nursing Assessment	43
	(50% Classroom & 20% Clinical)	43
	NU 206 Nursing Concepts Clinical	
	(20% Classroom & 100% Clinical)	
Spring 2014	NU 210 Trends in Nursing	43
	(50% Classroom)	43
	NU 212 Nursing Care II Clincial	
	(20% Classroom & 100% Clinical)	
Fall 2014	NU 133 Health Assessment and Diagnostics I	49
	(50% Classroom & 20% Clinical)	49
	NU 134 Nursing Concept Clinical	
	(100% Clinical)	
Spring 2015	NU 210 Trends in Nursing	43
	(50% Classroom)	43
	NU 212 Nursing Care II Clincial	
	(20% Classroom & 100% Clinical)	

(b)   If degree is not in area of current assignment, explain.

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name   Regina A. Bias   Rank   Professor

Check one: Full-time   X   Part-time   Adjunct

Highest Degree Earned   MSN
Date Degree Received   May 1992
Conferred by   Bellarmine College, Louisville, KY
Area of Specialization   Nursing Education

Professional registration/licensure   WV: 37921   ANCC: PNP
Years of employment at present institution   18 Years
Years of employment in higher education   18 Years
Years of related experience outside higher education   29 Years
Non-teaching experience   29 Years

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	Nursing 206: Nursing Care I (25%:lecture; 100: clinical)	43
Spring 2014	Nursing 212: Nursing Care II (25%:lecture; 100: clinical)	43
Fall 2014	Nursing 206: Nursing Care I (25%:lecture; 100: clinical)	43
	AH 241: Pharmacology for Allied Health (100% lecture)	35
Spring 2015	Nursing 206: Nursing Care II(25%:lecture; 100: clinical)	43

(b).   If degree is not in area of current assignment, explain.

(No more than TWO pages per faculty member)

Name_____Shawn Cline-Riggins____Rank_____Professor_____

Check one:
    Full-time__X____   Part-time_____   Adjunct_____   Graduate Asst._____

Highest Degree Earned _Master's_ Date Degree Received ____1998_____

Conferred by_____Marshall University_____

Area of Specialization_____Nursing_____

Professional registration/licensure   RN/WV Yrs of employment at present institution __22__
Yrs of employment in higher education   __22__ Yrs of related experience outside higher
                                                                            education   __31__
Non-teaching experience   __31__

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you
        participated in team-taught course, indicate each of them and what percent of
        courses you taught.)   For each course include year and semester taught, course
        number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	NU 206 Nursing Care I	47
	(Team Leader & 25% Classroom & 100% Clinic	
Spring 2014	NU 210 Role Transition of Prof. Nsg.	46
Spring 2014	NU 212 Nursing Care II	46
	(Team Leader & 25% Classroom & 100% Clinic	
Fall 2014	NU 206 Nursing Care I	43
	(Team Leader & 25% Classroom & 100% Clinic	
Spring 2015	NU 210 Role Transition of Prof. Nsg.	43
Spring 2015	NU 212 Nursing Care II	43
	(Team Leader & 25% Classroom & 100% Clinic	

(b)   If degree is not in area of current assignment, explain.

(No more than TWO pages per faculty member)

Name_____Martin Codispoti_____ Rank_____Instructor_____

Check one:

Full-time__X___ Part-time_____ Adjunct_____ Graduate Asst._____

Highest Degree Earned _Bachelor__ Date Degree Received ____2009_____

Conferred by_____West Virginia University_____

Area of Specialization_____Nursing_____

Professional registration/licensure   RN/WV Yrs of employment at present institution ___1___
Yrs of employment in higher education   __1__ Yrs of related experience outside higher
                                                  education   __2__
Non-teaching experience   __2__

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2010	NU 100 – Essentials of Nursing (25% Classroom & 100% Clinical)	53
Spring 2011	NU 107 – Psychosocial Transitions (33% Classroom & 100% Clinical)	48

(b) If degree is not in area of current assignment, explain.

(No more than TWO pages per faculty member)

Name_____Kathy Dalton_____Rank__Professor_____

Check one:
      Full-time__X___   Part-time_____   Adjunct_____   Graduate Asst._____

Highest Degree Earned _MSN/ Post Masters-FNP_____

Date Degree Received _6/2000____5/2004_____

Conferred by_____Mountain State University/ WVU_____

Area of Specialization_____Nursing Administration/Education_____

Professional registration/licensure   WV RN #30720
Yrs of employment at present institution _17_____
Yrs of employment in higher education _17_____
Yrs of related experience outside higher education __19.4____Total Yrs. Nursing Experience 36.
Non-teaching experience _19.4_____

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	NU-206 (Nursing Care I) (25% Classroom & 100% Clinical)	47
Spring 2014	NU-212 (Nursing Care II) (25% Classroom & 100% Clinical)	46
Fall 2014	NU-206 (Nursing Care I) (25% Classroom & 100% Clinical)	43
Spring 2015	NU-212 (Nursing Care II) (25% Classroom & 100% Clinical)	43

(b)   If degree is not in area of current assignment, explain. NA

(No more than TWO pages per faculty member)

Name <u>Sheliah M. Elkins</u>   Rank <u>Associate Professor – Nursing</u>

Check one:

        Full-time <u> X </u>   Part-time<u>   </u>   Adjunct<u>   </u>   Graduate Asst.<u>   </u>

Highest Degree Earned <u> MSN </u>   Date Degree Received <u> August 2009   </u>

Conferred by <u>Marshall University</u>

Area of Specialization <u>Nursing Adminstration   </u>

Professional registration/licensure	<u>WV – RN 41755</u>	Yrs of employment in higher education	<u>10</u>
Yrs of employment at present institution	<u>10</u>	Yrs of related experience outside higher education	<u>0</u>
Non-teaching experience	<u>34</u>		

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	NU 100 Essentials of Nursing (Team Leader & 25% Classroom & 100% Clinical)	65
Spring 2014	NU 104 Nursing of the Childbearing Family (Co-Team Leader & 33.3% Classroom & 100% Clinical)	37
Fall 2014	NU 133 Health Assessment and Diagnostics (20% Clinical)	49
Spring 2015	NU 134 Intro to Nursing Concepts (Team Leader & 20% Classroom & 100% Clinical)	49
	NU 143 Health Assessment & Diag. II (100%)	39
	NU 144 Nursing Concepts of Health & Illness I (Team Leader & 20% Classroom)	39

(b)   If degree is not in area of current assignment, explain.

*(No more than **TWO** pages per faculty member)*

Name_____Karen Evans_____Rank_____Assistant Professor_____

Check one:

     Full-time__X____   Part-time_____   Adjunct_____   Graduate Asst._____

Highest Degree Earned _Master's_ Date Degree Received ___May 2013_____

Conferred by_____Marshall University_____

Area of Specialization_____Nursing_____

Professional registration/licensure   RN/WV Yrs of employment at present institution __6__

Yrs of employment in higher education   __6__   Yrs of related experience outside higher education   __14__

Non-teaching experience   __14__

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	NU 206 Nursing Care I (25% Classroom & 100% Clinical)	47
Spring 2014	NU 212 Nursing Care II (25% Classroom & 100% Clinical)	46

(b)   If degree is not in area of current assignment, explain.

APPENDIX II
Faculty Data

*(No more than **TWO** pages per faculty member)*

Name_____Olivia Goad_____Rank_____Instructor_____

Check one:

      Full-time_x_____   Part-time_____   Adjunct_____   Graduate Asst._____

Highest Degree Earned _____MSN_____ Date Degree Received _May 2014_____

Conferred by_____West Virginia University_____

Area of Specialization_____Nursing_____

Professional registration/licensure ___RN/WV___   Yrs of employment at present institution _0.5__
Yrs of employment in higher education_0.5___   Yrs of related experience outside higher 0____
Non-teaching experience   __3.5__ _

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2014	NU 133 Health Assessment and Diagnostics I (20%)	49
Fall 2014	NU 134 Introduction to Nursing Concepts (20%)	49
Spring 2015	NU 144 Concepts of Health and Illness 2 (20%)	39

(b)   If degree is not in area of current assignment, explain.

APPENDIX II
Faculty Data

*(No more than **TWO** pages per faculty member)*

Name_____Karan Grimes_____Rank_____Professor_____

Check one:

Full-time__X____   Part-time_____   Adjunct_____   Graduate Asst._____

Highest Degree Earned _Master's_ Date Degree Received ____1995_____

Conferred by_____Marshall University_____

Area of Specialization_____Nursing_____

Professional registration/licensure   RN/WV Yrs of employment at present institution __20__
Yrs of employment in higher education   __20__ Yrs of related experience outside higher
                                                                    education   __21__
Non-teaching experience   __21__

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2010	AH 120 Health Assessment and Communication (33% Classroom & 100% Clinical)	49
Spring 2011	Administrative – Coordinator	

(b)   If degree is not in area of current assignment, explain.

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name___Stacy Hatfield_____ Rank_____Associate Professor_____

Check one:
   Full-time__X___   Part-time_____   Adjunct_____   Graduate Asst._____

Highest Degree Earned __Master's__ Date Degree Received ___2002_____

Conferred by___Marshall University Graduate College_____

Area of Specialization_____Nursing Administration with Minor in Teaching_____

Professional registration/licensure   __RN__   Yrs of employment at present institution __1__
Yrs of employment in higher education   __12___   Yrs of related experience outside higher
                                                                       education   __8__
Non-teaching experience   __8__

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.)   For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
2014/Fall Semester	NU 133 Health Assessment and Diagnosis (20% Clinical/Skills)	49
	NU 134 Introduction to Nursing Concepts (20% Lecture, 100% Skills/Clinicals)	49
2015/Spring Semester	NU 144 Nursing Concepts of Health and Illness I (20% Lecture, 100% Skills/Clinical)	39

(b)   If degree is not in area of current assignment, explain.

*(No more than **TWO** pages per faculty member)*

Name____Amanda Hinkle_____Rank_____Instructor_____

Check one:
Full-time__X____ Part-time_____ Adjunct_____ Graduate Asst._____

Highest Degree Earned _Master's_ Date Degree Received ___2013_____

Conferred by_____West Virginia University_____

Area of Specialization_____Nursing_____

Professional registration/licensure   RN/WV Yrs of employment at present institution __1__
Yrs of employment in higher education   __1__ Yrs of related experience outside higher
                                              education   8
Non-teaching experience   __8__

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Spring 2014	NU 107 Psychosocial Transitions (33% Classroom & 100% Clinical)	38

(b)   If degree is not in area of current assignment, explain.

(No more than TWO pages per faculty member)

Name_____Kirk, Melissa___Rank_____Assistant Professor_____

Check one:
      Full-time__X____   Part-time_____   Adjunct_____   Graduate Asst._____

Highest Degree Earned _Master's_ Date Degree Received ___August 2004_____

Conferred by_____Marshall University_____

Area of Specialization_____Nursing_____

Professional registration/licensure   RN/WV Yrs of employment at present institution   13
Yrs of employment in higher education   13____ Yrs of related experience outside higher
                                            education   25
Non-teaching experience   12

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	NU Simulation Coordinator	
	NU 100 Lecturer (20%)	48
	AH 115 Dosage Calculations (100%)	49
	NU 210 Clinical (25%)	50
Spring 2014	NU Simulation Coordinator	
	NU 212 Med/Surg II (25%)	48
	NU 107 Psychosocial Transitions (33%)	45
Fall 2014	NU Simulation Coordinator	
	NU 210 Med/Surg I (20%)	50
	NU 132 Drug & Dosage I (100%)	50
	NU 134 Intro to Nursing Concepts (25%)	50
Spring 2015	Nursing Simulation Coordinator	
	NU 142 Drug and Dosage II (100%)	39
	NU 144 Nursing Concepts and Illness I (25%)	39

(b)   If degree is not in area of current assignment, explain.

*(No more than **TWO** pages per faculty member)*

Name Mary Nemeth-Pyles   Rank   Professor

Check one:

     Full-time X____   Part-time_____   Adjunct_____   Graduate Asst._____

Highest Degree Earned _Master's__ Date Degree Received _____1985_____

Conferred by_ West Virginia University

Area of Specialization_____Nursing

Professional registration/licensure ____X___ Yrs of employment at present institution ___14_
Yrs of employment in higher education _35_ Yrs of related experience outside higher
                                                 education   ___7_

Non-teaching experience _____7___

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.)   For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
2013 Fall Semester	NU 100 Essentials of Nursing (0% theory; 20% clinical)	65
	NU 120 Health Assessment & Communications (50%)	65
	AH 241 Pharmacology for Allied Health (100%)	44
2014 Spring Semester	NU 104 Nursing of Childbearing Family (33%)	39
2014 Fall Semester	Administrative – Interim Nursing Coordinator	92
2015 Spring Semester	Administrative – Interim Nursing Coordinator	82

(b)   If degree is not in area of current assignment, explain.

(No more than TWO pages per faculty member)

Name_____Alyce Patterson-Diaz_____Rank_____Professor_____

Check one:

Full-time__X____   Part-time_____   Adjunct_____   Graduate Asst._____

Highest Degree Earned _Master's_ Date Degree Received ____1995_____

Conferred by_____West Virginia University_____

Area of Specialization_____Nursing_____

Professional registration/licensure   RN/WV Yrs of employment at present institution __24__
Yrs of employment in higher education   _24__ Yrs of related experience outside higher
                                                                                   education   _11__
Non-teaching experience   _11_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	**Course Number & Title**	**Enrollment**
Administrative	Chair, Allied Health and Nursing	

(b) If degree is not in area of current assignment, explain.

Name: <u>Carla Ramey</u>   Rank: <u>Assistant Professor</u>

Check one:

      Full-time_X___   Part-time_____   Adjunct_____   Graduate Asst._____

Highest Degree Earned: <u>Master's</u>   Date Degree Received: <u>November. 2012</u>

Conferred by: <u>Grand Canyon University</u>

Area of Specialization: <u>Nursing Education</u>

Professional registration/licensure	<u>36</u>	Yrs of employment at present institution	<u>5</u>
Yrs of employment in higher education	<u>5</u>	Yrs of related experience outside higher education	<u>6</u>
Non-teaching experience	<u>30</u>		

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.)   For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	NU 100 Essentials of Nursing (25%classroom and 100%clincials)	65
Spring 2014	NU 104 Nursing of Childbearing Family (33.3% classroom and 100%clinicals)	37
Fall 2014	NU 133 Health Assessment and Diagnostics I (20% clinicals)	49
	NU 134 Introduction to Nursing Concepts (20% classroom and 100%clinicals)	49
Spring 2015	NU 144 Concepts of Health and Illness I (20% classroom and 100% clinicals)	39

(b)   If degree is not in area of current assignment, explain.

APPENDIX II
Faculty Data

*(No more than **TWO** pages per faculty member)*

Name__Julie Walls_____Rank_____Instructor or Nursing_____

Check one:
  Full-time__X___   Part-time_____   Adjunct_____   Graduate Asst._____

Highest Degree Earned ___Master's___ Date Degree Received _May 17, 2014_____

Conferred by___West Virginia University School of Nursing_____

Area of Specialization__Nursing_____

Professional registration/licensure   __11__ Yrs of employment at present institution _1____

Yrs of employment in higher education   __1__ Yrs of related experience outside higher
                                                education   _11___

Non-teaching experience   __11___

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
2014 Fall	NU 206-Nursing Care I (25%)	43
2015 Spring	NU 212-Nursing Care II (25%)	43

(b) If degree is not in area of current assignment, explain.

N/A

Name_____Workman, Shelba_____Rank_____Associate Professor_____

Check one:
        Full-time__X___   Part-time_____   Adjunct_____   Graduate Asst._____

Highest Degree Earned _Master's_ Date Degree Received ____1998_____

Conferred by_____University of Virginia_____

Area of Specialization_____Nursing_____

Professional registration/licensure   RN/WV Yrs of employment at present institution __12__
Yrs of employment in higher education   __12__ Yrs of related experience outside higher
                                                                            education   28
Non-teaching experience   __28__

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	NU 100 Essentials of Nursing (25% Classroom & 100% Clinical)	49
	NU 120 Health Assessment and Communication (25% Classroom & 100% Clinical)	63
Spring 2014	NU 107 Psychosocial Transition (33% Classroom & 100% Clinical)	38

(b)   If degree is not in area of current assignment, explain.

Appendix III

Program Enrollment and Graduates

Fall 2010

Applicants	314
Enrolled	75-1st yr; 73-2nd yr
Graduates	71

Fall 2011

Applicants	249
Enrolled	79-1st yr, 60-2nd yr
Graduates	59

Fall 2012

Applicants	289
Enrolled	75-1st yr, 43-2nd yr
Graduates	43

Fall 2013

Applicants	361
Enrolled	77-1st yr, 47 2nd yr
Graduates	46

Fall 2014

Applicants	328
Enrolled	49-1st yr, 43-2nd yr
Graduates	47

NCLEX-RN RESULTS 2010-2014

Year of Graduation	Graduates taking NCLEX	Graduates passing NCLEX	Percentage passing	Number failing	State average for passing	National average for passing
2010	Boone—5, Logan---52, Moorefield--14	Boone—5, Logan---45, Moorefield--10	Boone 100%, Logan 87%, Moorefield 71% Average 86%	Boone –0, Logan---7, Moorefield --4	81.94%	87.42%
2011	Kanawha—11, Logan—48	Kanawha—10, Logan—42	Kanawha-90.8%* Logan—87.5%* Average 89%	Kanawha—1, Logan—6	80.57%*	87.90%
2012	Logan--43	39	92.85	3	88.87%	90.34%
2013	Logan--46	40	86.95	6	81.64%	83.04%
2014	Logan--47	44	93.62	3	Not available	Not available
			*test plan change			

Appendix IV

Department of Nursing
AAS
Nursing
(Assessment data)

Allied Health—Nursing –AAS
Appendix IV

Table 1

Campus	Major	Total Score	Critical Thinking	Reading	Writing	Math	Humanities	Social Science	Natural Science
Logan	444	476	123	128	121	117	123	126	130
Logan	444	426	107	113	113	105	111	110	109
Logan	444	455	117	120	118	115	115	119	120
Logan	444	452	115	121	119	113	119	115	118
Logan	444	462	117	128	116	115	125	124	118
Logan	444	447	114	119	115	114	111	119	117
Logan	444	466	122	122	118	120	122	117	124
Logan	444	443	114	118	111	114	115	112	118
Logan	444	450	115	119	119	113	120	114	115
Logan	444	446	112	119	114	115	113	106	122
Logan	444	448	112	121	118	113	117	115	115
Logan	444	442	108	121	116	111	117	108	117
Logan	444	457	114	123	118	117	119	114	121
Logan	444	458	120	126	115	113	125	119	122
Logan	444	449	113	124	116	111	122	115	117
Logan	444	487	123	127	130	125	125	124	124
Logan	444	452	114	121	120	113	115	119	117
Logan	444	435	107	115	119	108	113	105	114
Logan	444	488	130	130	120	122	130	128	130
Logan	444	476	126	129	119	116	127	126	130
Logan	444	458	112	128	118	115	120	119	120
		9573	2435	2572	2473	2405	2504	2454	2518
	MEAN	455.857	115.952	122.476	117.762	114.5238095	119.238095	116.857	119.905

Allied Health—Nursing –AAS
Appendix IV

Table 2

Major	Reading		Critical Thinking	Writing			Math		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
444	P	P	M	P	P	M	P	P	N
444	M	N	N	M	N	N	N	N	N
444	P	M	M	P	M	M	P	P	N
444	P	M	N	P	M	M	P	N	N
444	P	P	M	P	M	N	P	p	N
444	P	M	N	P	M	N	P	N	N
444	P	P	M	P	M	M	P	P	M
444	P	M	N	M	N	N	P	M	N
444	P	M	N	P	M	M	P	M	N
444	P	M	N	P	M	N	P	M	N
444	P	M	N	P	M	M	P	M	N
444	P	M	N	P	M	N	M	N	N
444	P	P	N	P	M	M	P	M	N
444	P	P	M	P	M	N	P	M	N
444	P	P	N	P	M	N	M	N	N
444	P	P	M	P	P	P	P	P	P
444	P	M	N	P	P	M	M	M	N
444	M	N	N	P	M	M	M	N	N
444	P	P	P	P	P	M	P	P	M
444	P	P	P	P	M	M	P	M	N
444	P	P	N	P	M	M	P	M	N
Proficient	19	10	2	19	4	1	16	6	1
Marginal	2	9	6	2	15	12	4	9	2
Not Proficient	0	2	13	0	2	8	1	6	18
TOTAL	21	21	21	21	21	21	21	21	21

Allied Health—Nursing –AAS
Appendix IV

Table 3

	Reading		Critical Thinking	Writing			Math		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Proficient	90.48%	47.62%	9.52%	90.48%	19.05%	4.76%	76.19%	28.57%	4.76%
Marginal	9.52%	42.86%	28.57%	9.52%	71.43%	57.14%	19.05%	42.86%	9.52%
Not Proficient	0.00%	9.52%	61.9%0	0.00%	9.52%	38.10%	4.76%	28.57%	85.71%

APPENDIX V

Accrediting Documents

Laura S. Rhodes, M.S.N., R.N.
Executive Director

email: rnboard@wv.gov
ıb address: www.wvrnboard.com

TELEPHONE:

(304) 558-3596

FAX (304) 558-3666

STATE OF WEST VIRGINIA
BOARD OF EXAMINERS FOR REGISTERED PROFESSIONAL NURSES
101 Dee Drive, Suite 102
Charleston, WV 25311-1620

March 21, 2014

Regina Bias, MSN, RN
Nursing Program Coordinator
Southern West Virginia Community and Technical College
2900 Dempsey Branch Road
Mt Gay, WV 25637

Dear Ms. Bias:

The West Virginia Board of Examiners for Registered Professional Nurses (Board) in session March 20, 2014 continued the full accreditation for the Associate Degree Nursing (ADN) program at Southern West Virginia Community and Technical College through March 31, 2015.

The Board reviewed the spring 2014 accreditation evaluation, curriculum implementation report, and chair development report. The Board accepted the reports and requests program reports on student record audits, chair leadership development, student and faculty policy reviews, clinical learning experiences, and curriculum implementation 30 days prior to each Education Committee Meeting. The next meeting is May 30, 2014.

Should you have any questions or require further information please contact this office.

For the Board,

Laura Skidmore Rhodes, MSN, RN
Executive Director

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Buffalo, New York

August 2, 2013

Pamela L. Alderman, EdD, RN
Dean, Career and Technical Programs
Division of Allied Health Department of Nursing
Southern West Virginia Community and Technical College
PO Box 2900
Mount Gay, WV 25637

Dear Dr. Alderman:

This letter is formal notification of the action taken by the Accreditation Commission for Education in Nursing (ACEN) at its meeting on July 11-12, 2013. The Board of Commissioners received, reviewed, and accepted the Follow-Up Report of the associate nursing program and affirmed the next visit for Fall 2018.

Deliberations centered on the Follow-Up Report and the recommendation of the Evaluation Review Panel. (See Summary of Deliberations and Recommendation of the Evaluation Review Panel.) The Board of Commissioners affirmed the following areas needing development:

Areas Needing Development

Standard 2 Faculty and Staff
- Ensure faculty credentials are commensurate with their assigned roles and responsibilities.

Standard 3 Students
- Ensure integrity and consistency of all information (print and electronic) intended to inform the public, including the ACEN information.

On behalf of the Commission, we thank you and your colleagues for your commitment to quality nursing education. If you have questions about this action or about ACEN policies and procedures, please contact me.

Sincerely,

Sharon J. Tanner, EdD, MSN, RN
Chief Executive Officer

Enc.   Summary of Deliberations of the Evaluation Review Panel

SUMMARY OF DELIBERATIONS AND RECOMMENDATION OF THE
ASSOCIATE EVALUATION REVIEW PANEL
SPRING 2013 FOLLOW-UP REPORTS

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
MOUNT GAY, WV

Accreditation Status

Last Evaluation Visit: Fall 2010
Last Commission Action: March 2011
                           Continuing Accreditation with Conditions, Fall 2018 with Conditions
                           Follow-Up Report – Spring 2013
                           Next review in two (2) years to be based on a Follow-Up Report addressing:
                           - Standard 2 Faculty and Staff, Criterion 2.1
                           - Standard 3 Students, Criteria 3.3 and 3.5

Evaluation Review Panel Recommendation

Accept the Follow-Up Report.

Areas Needing Development

Standard 2 Faculty and Staff
- Ensure faculty credentials are commensurate with their assigned roles and responsibilities.

Standard 3 Students
- Ensure integrity and consistency of all information (print and electronic) intended to inform the public, including the ACEN information.

APPENDIX VI

Financial and Budget Data

FINANCIAL AND BUDGET DATA—NURSING

Appendix VI

ITEM	OPERATING COSTS per year	PLANNED COSTS per year
Faculty	$601,243.79	$664,500.00
Clerical	$43,073.71	$48,400.00
Office	$1950.00	$1963.00
Travel	$2400.00	$2400.00
Memberships	$4263.00	$4263.00
Faculty Development	$363.05	*
Equipment	$8673.00**	$3,427.00
Other	$126,610.57***	$140,578.88***

*Paid from college development fund based upon individual need. Currently adequate for department needs.

**In addition, simulation equipment for lab experiences was grant funded for college use. In excess of $100,000.00 over the last 5 years. Currently adequate for department needs.

***Fringe benefits