SOUTHWESTERN OREGON COMMUNITY COLLEGE NURSING PROGRAM
SELF-STUDY REPORT

Standards for Approval: Organization and Administration
851-021-0040

Standard	Self-Study Guidelines	Appendix	Evidence Room
(1) The controlling body shall be accredited by an appropriate regional or national accrediting association or agency and meet all current standards of the accreditor. (a) Institutions offering registered nurse programs shall be approved as a degree granting institution of higher education in Oregon, and (b) Accredited by a regional association or national agency recognized by the Council on Higher Education Accreditation (CHEA).	(1)Southwestern Oregon Community College is accredited by the Northwest Commission of Colleges and Universities (NWCCU). A full review was conducted in 2002, a fifth Year Interim visit in the spring of 2007 and a Focused Interim Visit in 2009. Copies of the college's accreditation, self-study reports, approvals and certifications are located in the College Library		Letter from the Northwest Commission of College and Universities
(2) There shall be a description or organizational chart that clearly illustrates communication and decision making processes within the nursing program, and accountability and communication of the nursing program to the controlling body.	(2) Organizational charts are located in the College Handbook, Nursing Student Handbook, College Website and the Nursing Faculty Handbook.	Organization Charts Instructional Organization and Reporting Structure pages from Associate Dean/Directors Handbook	• College Handbook • Associate Dean/Directors Handbook • Nursing Student Handbook • Nursing Faculty Handbook
(3) There shall be adequate financial support for the development, implementation, stability and continuation of the program, including required prerequisite and support courses if applicable.	(3) Funding for the nursing program was increased in 2009 and has remained stable. Source of funding includes application fees, tuition, nursing program fees and donations from Bay Area Hospital	Nursing Program 2011-2012 Budget	Nursing program budget College budget packet

(4) The authority and responsibility for the direction of the program shall be vested in a qualified nurse administrator as specified in OAR 851-021-0045.	(4) Susan Walker, RN, MSN is the Director of the Nursing Program. She was board approved on June 23, 2008 and served the role of Interim Director. She became the Director of Nursing on February 26, 2009.	Nurse Administrator Vitae OSBN Approval letter	File from Human Resources
(5) The nurse administrator shall have institutional authority and administrative responsibility for the program, including: (a) Leadership within the faculty for the development, implementation, and evaluation of the program, including curriculum and instructional delivery; (b) Creation and maintenance of an environment conducive to teaching and learning, including coordination and support of faculty assignments; (c) Liaison with executive administrators and administrative and student service units of the institution; (d) Participation in institutional policy and program decisions that affect teaching and learning within the nursing program; (e) Participation in preparation of the budget; (f) Administration of the budget;	(5)(a-f) The nurse administrator represents the program on the Associate Dean/Director and Instructional Council Committees, and OCNE Coordinating Council. The program director reports directly to the Interim Associate Dean and through her to the Interim Vice President of Instruction. The director sets agendas for faculty meetings, bringing relevant external information for discussion from OCNE Coordinating Council, OCAP, OSBN and SWOCC Instructional Council relevant to program and curriculum planning. The director has not participated in preparation of the budget but has given input into program needs and expenses supporting the budget amount for the program. The program director did work with the former Vice President, Valerie Martinez, to increase the supply budget amount to $20,000.00 and to add a line item for equipment repairs. This increase allowed the nursing program to purchase and repair equipment for the labs as needed. In the spring term of 2011, the Interim	Nurse administrator job/position description	File from Human Resources

	Associate Dean and the Program Director met with the Foundation Office to obtain financial assistance for the nursing graduates to take the Kaplan NCLEX prep course. The amount was small ($67.00/student) but was helpful for the students. The director has also applied for a grant through the Southern Oregon Cadre of Nurse Executives twice but unfortunately was denied.		
(g) Facilitation of faculty and faculty member development;	(g) Faculty are encouraged to attend in-services as they become available and as time allows. New faculty are mentored by the director and full-time faculty.		
(h) Participation in faculty member performance review; (i) Recommendation for faculty member appointment, promotion, tenure and retention; (j) Liaison with the Board related to the program's continuing compliance with the required elements of these rules.	(h) The program director does participate in faculty member's performance review. Recommendations are made for appointment, promotion, tenure and retention to the Interim Associate Dean.		
(6) The nurse administrator shall have sufficient time provided for carrying out administrative responsibilities. Instructional responsibilities and responsibilities for administration of other programs shall be consistent with the scope of the administrative responsibility for the nursing program.	(6)The percentage of time allocated for administration is 100%. The time is divided between the ADN program, BNA program, CNA2 program and Allied Health Programs. Administration of the Allied Health Programs occurred in July 2011. The director does teach approximately 1-2 weeks per term due to choice. With the recent increase in		File from Human Resources

	administrative responsibilities this may be difficult in regards to preparation and time. Faculty have assumed some of the teaching responsibilities of the director.		
(7) Nursing education program policies and procedures shall be in written form, congruent with those of the institution, and shall be reviewed periodically.	(7)Program policies are included in the Nursing Student Handbook, Nursing Application and the Nursing Faculty Manual and Nursing Faculty Angel website. In the survey visit from 2006, it was noted that programmatic/operation policies were not evident. We began developing policies in February 2007. We also developed a Nursing Faculty Manual that includes the program policies as well as curricular information. All nursing policies are reviewed and revised annually at the beginning of the academic year during the nursing faculty meetings to ensure they are accurate and congruent with institutional policies.		• Nursing Student Handbook • Nursing Faculty Manual • Nursing Policy Manual • Nursing Application • College Catalog

Standards for Approval: Nursing Faculty
851-021-0045

Standard	Self-Study Guidelines	Appendix	Evidence Room
(1) The faculty shall include a sufficient number of qualified nurse educators and nurse educator associates to meet the identified learning outcomes of the nursing education program.	(1) There are 3 full-time Nurse Educators, seven (7) Nurse Educator Associates and one (1) Clinical Lab Teaching Assistant. Faculty have experience in Medical-Surgical Nursing, Mental Health Nursing, Community Health Nursing, Maternal-Child Nursing and Pediatric Nursing. Two of the full-time faculty members are tenured and one is in an adjunct position. We need to hire another full-time tenure track faculty member but have not received administrative approval to begin this process. We also need a faculty member with expertise in Maternal-Child Nursing.	Full-time and Part-time faculty information table	Nursing Program Faculty Notebook
(2) The nurse administrator and each nurse faculty member shall hold a current, unencumbered license to practice as a registered nurse in Oregon and be academically and experientially qualified for the position to which she/he is appointed.	(2) The nurse administrator and each nurse faculty member hold a current, unencumbered Oregon license to practice as a registered nurse. The director and all three nurse educators hold master's degrees in nursing. One faculty has a post master's certificate in nursing education. Six of the nurse educator associates have bachelor degrees in nursing. Two of the part-time nurse educator associates have master's degrees in nursing. The clinical teaching associate has an associate degree in nursing.	Full-time and Part-time faculty information table	• Nursing Program Faculty Notebook • OSBN license verification records • OSBN faculty approval verifications • Faculty files
(3) Faculty teaching in clinical settings shall also hold a registered nurse license to practice and meet	(3) Eight (8) faculty teach in the clinical setting and all hold current Oregon nursing licenses. Five of the clinical faculty have	Full-time and Part-time faculty	• Nursing Program Faculty Notebook • OSBN license

requirements in the state in which the clinical experience is occurring.	master's degrees. Three faculty are part-time and have BSN degrees.	information table	verification records • OSBN faculty approval verifications • Faculty files
(4) Each non-nurse faculty member shall be academically and experientially qualified for his/her responsibilities.	(4) The Southwestern Nursing Program does not have non-nurse faculty. We do have a Simulation Tech/Lab Assistant. Her position entails ordering and stocking supplies and equipment, repairing equipment, setting up the lab and simulators as needed.		• Job Descriptions • HR files
(5) The nurse administrator and each faculty member shall demonstrate professional competence and continued development in nursing, nursing education, and assigned teaching responsibilities. (a) The nurse administrator and each faculty member shall periodically review assigned teaching responsibilities, evaluating and revising **professional development plans** as indicated; and (b) The institution and nurse administrator shall support faculty in developing and maintaining competence in assigned teaching responsibilities.	(5) Full-time tenured faculty are evaluated every three years on a rotational schedule. Between evaluation years, tenured faculty submit a report of yearly service which includes a professional development plan. Non-tenured full-time faculty are evaluated annually. During the evaluation year faculty prepare a portfolio that contains a statement of teaching philosophy or methodology, syllabi and other developed instructional materials, instructor-defined evaluation area, statement identifying the faculty member's involvement with program and/or course development, materials documenting the faculty members observations of instruction, review of materials developed. Faculty attend in-services throughout the year. The nurse administrator and all full-time faculty have attended the annual OCNE Statewide meetings. Staff Development		• Faculty HR files • Nursing Faculty Notebook • Faculty Development Plan • Faculty Evaluation Portfolio, Process, Process Flow Chart, Timeline • Report of Yearly Service in HR files • Classroom visitation form

	Funds are available by request and some faculty have been able to receive funding for in-services. Teaching responsibilities are reviewed at faculty meetings. Professional development plans are evaluated yearly either during the evaluation process or upon submission of the Report of Yearly Service. See Professional Development Plan for Kathy Walsh, Pam Wick, Renee Menkens and Susan Walker in employee file. Some faculty would like a retreat to review the nursing program teaching philosophy and overall program. Funds were requested from the Foundation Office to support a retreat but unfortunately funding wasn't available.		
(6) Qualifications for practical nurse programs: (a) The nurse administrator shall: (A) Hold at least a master's degree in nursing with documentation of preparation and/or experience in curriculum and teaching; and (B) Have at least four years of nursing experience, of which two years shall have been in a teaching or administrative position in a nursing education program. (b) Each nurse educator shall: (A) Hold at least a baccalaureate degree in nursing; and (B) Have at least three years of nursing experience.	Southwestern Oregon Community College does not have a practical nurse program. We do, however, have a bridge program for LPNs.		• LPN Advance Placement notebook.

(c) Each nurse educator associate shall:
    (A) Hold at least a baccalaureate degree in nursing; and
    (B) Have at least two years of nursing experience.
(d) Each clinical lab teaching assistant shall:
    (A) Hold a degree or certificate that is, at a minimum, equivalent to that for which students are being prepared; and
    (B) Have at least two years of nursing experience.
(e) If the institutional program in practical nursing is embedded within a program in registered nursing, all faculty member appointments shall meet the qualifications required for registered nurse programs.			

(7) Qualifications for registered nurse programs
(a) The nurse administrator shall:
    (A) Hold at least a master's degree in nursing with documentation of preparation and/or experience in curriculum and teaching; and
    (B) Have at least four years of nursing experience, of which two years shall have been in a teaching or administrative position in a nursing education program.
(b) Each nurse educator shall:
    (A) Hold at least a master's degree
	(7)(a) Susan Walker holds a master's degree in Nursing and has 36 years of experience in nursing. Fourteen of the 36 years have been in teaching and three years in nursing education program administration. Susan also continues to work in an on-call position at Bay Area Hospital.
	
	(b)Renee Menkens, Kathleen Walsh and Pam Wick hold master's degrees in nursing and each have been nurses for more than
			• Faculty files
			• Faculty vitae
			• OSBN appointment forms
			• Nursing Program Faculty Notebook

in nursing or a baccalaureate degree in nursing, and master's in a related field with a post-master's certificate in nursing from a program that is at least two semesters or three quarters in length; and (B) Have at least three years of nursing experience. (c) Each nurse educator associate shall hold at least a bachelor's degree in nursing with no less than two years of nursing experience. (d) Each clinical lab teaching assistant shall: (A) Hold at least the educational level of preparation for which students are being taught; and (B) Have at least two years of nursing experience.	three years. Renee Menkens has a post master's certificate in nursing education. Renee Menkens and Pamela Wick maintain on-call positions at a local hospital. (c)Each nurse educator associate has a bachelor's degree in nursing and more than two years of nursing experience. Three of the nurse educator associates also have Master's Degrees in Nursing. The clinical faculty maintains clinical practice. (d)Southwestern employs one clinical lab teaching assistant. She holds an Associate Degree in Nursing, graduated in 1992, and has 19 years of nursing experience. She is currently pursuing her Bachelor's in Nursing. She maintains a position at a local hospital.		
(8) Any exceptions to subsection (6)(a), (b), (c), (d), (e) and (7) (a), (b), (c), (d) of this rule shall be submitted in writing to the Board and shall include rationale for the request. The Board may grant exceptions for any of the following circumstances: (a) The education and experience qualifications are deemed	Southwestern does not employ any faculty by exception.	Not applicable	Not applicable

equivalent to the requirements: or (b) The individual has a baccalaureate in nursing, a masters or doctorate in a related field, and relevant nursing experience. The background of the individual is related to the teaching assignment and is complementary to the faculty mix, or (c) Substantial effort has been made to recruit a qualified faculty member, and the appointed individual is pursuing the needed qualifications; or (d) Substantial effort has been made to recruit a qualified faculty member, and the individual without full qualification is appointed for one year. The exception may be extended for one year with documentation of either continued and unsuccessful recruitment for a qualified replacement, or a plan to establish eligibility under exception (c) above.			
(9) Special Provision for Nursing Faculty. Nurse administrators and faculty members employed as such in Oregon during the 1984-85 academic year may be appointed after September 1, 1985 without meeting new requirements under paragraphs	Not applicable.	Not applicable	Not applicable.

6(a)(A), (6)(b)(A), (7)(a)(A) and (7)(b)(A) of this rule.			

(10)Faculty Member/Student Ratio:
  (a) The number of faculty members appointed shall be not less than one faculty member to every eight students having experience in one or more practice sites at any given time. A lower ratio shall apply when nursing faculty determine that student/client safety and learning effectiveness warrant.
  (b) Factors to be considered in determining the faculty member/student ratio shall be:
  (A) Objectives to be achieved;
  (B) Preparation and expertise of faculty member;
  (C) Use of clinical teaching associates;
  (D) Level of students;
  (E) Number, type and condition of clients'
  (F) Number, type, and location of practice sites; and
  (G) Adequacy of the ratio for nurse faculty to:
    (i) Assess students' capability to function safely within the practice situation;
    (ii) Select and guide
	(10) The faculty/student ratio is 1:8 in the clinical setting. Faculty only supervise and evaluate the students in their clinical cohort. We did not have a policy for the Instructor to Student ratio and create a policy July 2011. In the campus learning lab the faculty/student ratio is 2:8 in Coos Bay and 1:3-5 in Coquille and Brookings. During the final practicum the faculty/student ratio varies from 1:5 to 1:11. The faculty ratio depends on the number of and needs of the students, number of distant clinical sites used and needs of the program.		• Clinical schedules
			• Policy Manual

student experience; and (iii) Evaluate student performance (c) Clinical teaching associates may be used within the following guidelines: (A) There shall be a written plan for the clinical learning experience consistent with these rules; (B) Clinical teaching associates shall be selected according to written criteria developed by faculty, and agreed to by responsible person(s) in the practice site; (C) A faculty member shall be available to the clinical teaching associate(s) while students are involved in the clinical learning experience; (D) The faculty member shall confer with each clinical teaching associate and student (individually or in groups) regularly during the clinical learning experience; (E) Use of the clinical teaching associates does not modify the requirement for faculty member/student ratio, except that the ratio may be	Clinical Teaching Associates (CTA) are utilized during the spring term final practica, Nursing 224. There is a written plan that is congruent with the OCNE guidelines. CTAs receive either the OCNE online training, group training or one-on-one training by the Integrative Practicum Coordinator. Each CTA receives a handbook. Clinical teaching associates are selected according to OCNE guidelines and SOCC policies. The CTA to student ratio is 1:1. Two to four faculty members are available to the CTAs while students are in the practicum. As above, the faculty ratio depends on the number of students, number of distant clinical sites used and needs of the program. Faculty round on students at minimum twice a week or more frequently as deemed necessary. An on-call schedule is distributed to the CTAs and clinical agencies that include faculty contact information. If faculty cannot be reached for any reason, the director of nursing may be contacted. Although this has never occurred, we have a back-up plan in the event an instructor may be unavailable.		• Integrative Practicum CTA Handbook. • Nursing 224 Student Handbook • Faculty On-Call schedules

modified for final practica.			
(11)Principle responsibilities of the faculty shall be to: (a) Develop, implement and evaluate the organizing framework and learning outcomes of the program; (b) Construct, implement, evaluate and revise the curriculum; (c) Develop, implement and evaluate policies and standards for the advising, selection, admission, advanced placement, progression and graduation of nursing students within the framework of the policies of the educational institution; (d) Develop, integrate and evaluate student learning experiences including selection of learning activities, appropriate use of emerging teaching and learning methodologies, assessment and guidance of the student and evaluation of client and student safety; (e) Develop, implement and evaluate policies for assessing student achievement in terms of course and program learning outcomes; (f) Evaluate student learning and performance, assign grades for courses according to policies,	(11) (a-e) Decisions related to curriculum development, implementation, evaluation, revision, clinical experiences, selection and evaluation of clinical sites, evaluation of safety and learning, ensuring consistent student evaluation and assessment, grading and program progression, policy development and review occur during faculty meetings. Each full-time faculty member is assigned to an OCNE committee that also addresses curricular issues. Information from these meetings are brought to the faculty meeting as necessary for discussion. (f)Student learning in evaluated weekly during clinical and lab learning experiences. Student evaluation meetings are conducted twice per term, once at midterm and at the	• Table of clinical experiences throughout program • Student clinical evaluation tools • Course evaluation forms	• Faculty Job Descriptions • Nursing Faculty Meeting minutes • Nursing Student and Nursing Faculty Handbook • OCNE Committee Meeting table • Nursing Faculty Policy Manual • Faculty Federation Contract Manual • OCNE 3rd and 6th term surveys

determine student progression within the program, and recommend successful candidates for the degree or certificate;	end of the term during finals week. Part-time faculty are requested to attend. Meetings are well attended by full-time faculty but only sporadically by part-time faculty. We have arranged to have some meetings during evening hours to accommodate part-time faculty. This has increased attendance by most part-time staff.		
(g) Develop, implement and evaluate policies and procedures necessary for the operation of the program;	(g) Polices are developed by individual faculty or during discussion at faculty meetings. New policies are approved during faculty meetings. All policies are reviewed annually during faculty meetings.		
(h) Provide for student evaluation of teaching effectiveness;	(h) Students evaluate part-time faculty annually and full-time faculty as per the union contract. The OCNE 3rd and 6th term surveys also provide an opportunity for students to evaluate teaching effectiveness. (i) Faculty are evaluated as per the union contract.		
(i) Provide for evaluation of faculty members within the framework of the educational institution; (j) Orient and provide on-going guidance to nurse educator associates, clinical teaching associates, and nursing staff in practice sites related to the program goals, learning outcomes and expected competencies of the	(j) Faculty are oriented/guided by the director and full-time faculty members. Orienting and mentoring has been a challenge due to frequent turn-over and staffing issues. However, the director and full-time faculty have made a concerted effort to ensure that faculty are oriented and mentored. A Nursing Faculty Handbook and Nursing Faculty website was developed to assist faculty and increase communication. See (10)(c) above.		

students;	(k) The director and all full-time faculty participate in review of the nursing program		
(k) Participate in review of the total nursing program;	(l) Full-time tenure-track and tenured faculty participate in college governance. Faculty are assigned to committees, such as Academic Affairs, Financial Aid Committee, Faculty Senate, etc. Faculty also participate in general faculty meetings and volunteer on various committees throughout the year such as the Accreditation Committee and Safety Committee.		
(l) Participate in determining academic policies and procedures of the institution;			
(m) Participate cooperatively with other nursing programs and agencies to develop appropriate and equitable access to practice sites; and	(m) Few nursing programs and agencies have utilized practice sites in our area. The issue was discussed at the Nursing Advisory meeting held 4/8/2011.		
(n) Provide mechanisms for student input into and/or participation in decisions related to the nursing program.	(n) Students provide input via • Course evaluations • OCNE 3rd and 6th Term Evaluations • Class Representative. Each year a student representative is chosen from each class. The student (get info from handbook). The rep attends weekly nursing faculty meetings and is invited to attend the Nursing Advisory meetings. • Individual Advising Meetings • Nursing Club • Brown Bag sessions • Focus Groups. On occasion we have held focus group meetings to obtain feedback from students. For		

	example, in the Spring term 2010, we met with 6 second year nursing students to review the Nursing Student Handbook and asked for suggestions for changes. Based on student feedback sections of the handbook were revised (need minutes on this). At the end of Spring term we meet with all of the second year nursing students to obtain feedback about the Integrative Practicum.		
(12) Faculty organization shall be as follows: (a) The nursing faculty shall participate through faculty meetings or other methods in developing, implementing and evaluating the program and curriculum and other responsibilities of the faculty; (b) Minutes of faculty and committee meetings, including actions taken, shall be recorded and available for reference; and (c) Faculty participation in decisions related to developing, implementing, and evaluating the curriculum, and to establishing or modifying nursing program policies shall be documented.	(12)(a-c) Faculty meetings are held weekly. On occasion, meetings may be held more often to address program issues. During the last academic year we met more frequently to discuss our NCLEX pass rate, develop an action plan and discuss our progress. We have scheduled dinner meetings during the fall and spring term with the part-time clinical faculty hoping this would increase participation to discuss our NCLEX pass rate and clinical. Based on these meetings, changes were implemented to student clinical learning activities and to the clinical evaluation. Although our pass rate increased for our June 2011 graduating class it still remains below the expected standard of 85%. We are continuing to meet to evaluate factors that are impacting our pass rate.		• Faculty meeting minutes • SOAR minutes

Standards for Approval: Curriculum
051-021-0050

Standard	Self-Study Guidelines	Appendix	Evidence Room

(1) Curriculum shall:
  (a) Prepare the student to achieve the nursing competencies necessary for safe practice based on current standards of care;
  (b) Reflect the identified mission, goals, and learning outcomes of the nursing education program; and
  (c) Be consistent with the law governing the practice of nursing.
	(1)The Southwestern nursing program provides nursing education to create competent nurses who provide high quality, evidence-based care that promotes the health of their clients in all health care settings. The nursing program follows the Oregon Consortium for Nursing Education (OCNE) curriculum based on the concepts of life-long learning and competency-based nursing education.
	The mission of the nursing program is to change lives and fill educational needs in our communities and in its members by producing successful graduates at the registered nurse entry level, who are competent health care professionals, effective communicators, leaders, teachers, critical thinkers, skillful users of technology, collaborative team members and life-long learners.
	The OCNE competencies are consistent with the Oregon Nurse Practice Act.
		Nursing Student Handbook.	Curriculum documents:
			• Course outlines
			• Syllabi
			• Course Rubrics

(2) Curriculum plan shall identify:
  (a) Competencies or learning outcomes at the course and program level;
  (b) Learning activities to develop identified competencies. Courses, learning activities and clinical
	(2)(a-b) The program of instruction is centered on the OCNE curriculum competencies and benchmarks which define the intended outcomes of the nursing education program and serve as the basis for clinical practice. The curriculum is founded on the concept of a		

practicum shall be organized in such a manner to have sufficient proximity in time to allow the student to form necessary links of theoretical knowledge, clinical reasoning, and deliberate practice; (A) Clinical practica shall include sufficient direct patient care hours to achieve identified competencies, course and program outcomes. (B) All clinical practica shall be directed and supervised by a nurse educator or nurse educator associate. (C) All programs shall include no less than six (6) contact hours of learning activities related to pain management. (c) Requirements of the educational institution for graduation; and (d) Total units required for graduation.	spiral pattern that encourages students to continually increase their competencies in understanding and providing competent nursing care. The program uses rubrics to assist students to meet competencies as they progress through the curriculum. Benchmarks are based on the competencies and are used at the end of the first and second year evaluation to assess student progress. A variety of learning methods are used in the curriculum to assist students to meet their goal of becoming competent nurses. OCNE competencies (A) Clinical practice includes 81-90 hours of direct patient care hours/term for 5 terms and 210 hours of direct patient care hours during the final practicum in the 6th term of the program. (B) All clinical practice is directed and supervised by nurse educators and nurse educator associates. (C) The Southwestern nursing program includes a minimum of nine (9) contact hours of learning activities related to pain management. (c) The nursing curriculum meets the institutional requirements for the associate of applied science degree. (d) Students are required to take a minimum of 90 quarter units and 50 units of prerequisite credits for graduation.		

(3) Practical Nurse Programs
  (a) In practical nursing programs, the course content and clinical experience required shall be a minimum of 42 quarter units or 28 semester units
  (b) The Practical Nurse program shall provide theory and faculty-supervised clinical practice in nursing to achieve competencies within the practical nursing scope of practice, included those related to:
	(3)Does not apply. Southwestern Oregon Community College does not have a Practical Nurse program.		

(4) Registered Nurse Programs
  (a) Registered nurse curricula shall meet all institutional requirements for and culminate in the award of an associate, baccalaureate, masters, or doctoral degree.
 	
  (b) In registered nurse programs, the course content and clinical experience required shall be a minimum of 84 quarter units or 56 semester units including:
  (A) Physical, biological, social and behavioral sciences and humanities: minimum of 36 quarter units or 24 semester
	(4)
	(a)The nursing curricula meets institutional requirements and culminates in an Associate of Applied Science degree. Upon admission to Southwestern, students are co-enrolled at Oregon Health Sciences University and can move into the BSN program during the sixth term of the program prior to completion of the AAS degree or complete the AAS degree and move into the RN-to-BSN program after obtaining licensure.
	
	(b) The curriculum requires a minimum of 90 quarter units plus 50 prerequisite quarter units.
	
	  (A) The 50 prerequisite credits encompass physical, biological, social and behavioral sciences and humanities.
			College Catalog
			Nursing Program Catalog

units; and (B) Nursing: minimum of 48 quarter units or 32 semester units of which no less than 24 quarter units or 16 semester units shall be clinical experience.	(B) Nursing entails 60 quarter units of which 27 of the 60 quarter units are clinical experience.		
(c) The Registered Nurse program shall provide theory and faculty-supervised clinical practice in nursing to develop competencies at the registered nursing scope of practice related to: (A) Creating and maintaining a safe environment of care; (B) Demonstrating professional, ethical and legal behavior in nursing practice; (C) Using problem-solving skills, reflection, and clinical judgment in nursing practice; (D) Prescribing/directing, managing, delegating and supervising nursing care for individuals, families, or groups; (E) Providing safe, clinically competent, culturally sensitive, client-centered and evidence-based care to promote, restore and maintain wellness or for a palliation across the lifespan and settings of care; (F) Providing culturally sensitive and evidence-based teaching, counseling, and advocacy for	(c) The OCNE curriculum addresses the competencies at the registered nursing scope of practice. Competencies A-K are threaded throughout the program and emphasized in each course as appropriate.		Curriculum documents: • Course outlines • Syllabi • Clinical evaluation tools

individuals, families and groups; (G) Participating within and providing leadership for an interdisciplinary team; (H) Applying leadership skills to identify the need for and to promote change; (I) Using communication and information technology effectively and appropriately; (J) Applying and integrating principles of community health and community-based care into practice; and (K) Integrating concepts of resource utilization, quality improvement and systems to enhance care delivery (L) Baccalaureate and basic masters or doctoral programs shall also include competencies related to:	(L) NA. Southwestern is an Associate Degree Program		
(5) Programs providing distance nursing education shall: (a) Deliver the approved curriculum through learning activities designed to allow students to achieve stated learning outcomes or competencies; (b) Provide learning activities that are sufficiently comprehensive to achieve stated program outcomes and competencies; and (c) Support instructor-student interaction and meaningful student interaction.	(5)Southwestern has two distant sites, one in Brookings and one in Coquille. The lecture content is delivered via an IPV system. All learning activities mirror the activities at the main campus in Coos Bay. All students access the Angel Course Management System (CMS) for each course. Faculty utilize the Angel CMS for posting materials, testing, assignment submission, asynchronous discussions and communication among students and faculty.		

(6) Programs that provide for advanced placement of students shall develop and use policies designed to assure that such students meet the equivalent of the program's current curriculum and competencies	(6)Southwestern has an advance placement process for ● Students who exited the program and are requesting re-entry ● Students who are transferring within OCNE programs ● Students who are LPNs and entering the LPN Advance Placement Bridge Program.	Nursing Student Handbook, pages 20-22 LPN Advance Placement Program handouts	

Standards for Approval: Students
851-021-0055
The program in nursing is accountable to students by providing that:

Standard	Self-Study Guidelines	Appendix	Evidence Room
(1) Admission, readmission, transfer, progression, retention, dismissal and graduation requirements are available to the students in written form and are consistent with those of the sponsoring institution. Where necessary, policies specific to nursing students may be adopted if justified by the nature and purposes of the nursing program.	(1)Information related to admission, readmission, transfer, progression, retention, dismissal and graduation requirements is location in the Application, Nursing Student Handbook, College Handbook and online. Policies specific to nursing students are listed in the Nursing Student Handbook. The handbook is reviewed and updated annually by the faculty. All students receive a copy of the handbook at no cost at the beginning of the academic year and it is available on the Angel Online Learning System.		College Student Handbook Nursing Student Handbook Application Packet
(2) Students are admitted without discrimination as to age, race, religion, gender, sexual preference, national origin or marital status.	(2)The policy of the college and nursing program are congruent and state: It is the policy of Southwestern Oregon Community College board of Education that there will be no discrimination or harassment on the grounds of race, color, gender, marital status, sexual orientation, religion, national origin, age, political affiliation, parental status, veteran status or disability in any education programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Vice President of Administrative Services in Tioga 512, phone 541-888-7206 or TDD 541-888-7368. All other issues, concerns, and complaints should also be directed to the Vice President of Administrative	Policy related to nondiscrimination	College Student Handbook Nursing Student Handbook Syllabi

	Services for referral to the appropriate administrator. This policy is listed in the college catalog, nursing student handbook, syllabi and on the college website.		
(3) Facilities and services of the program and its sponsoring institution are documented and available to students.	(3)Resources available to nursing students include: • Counseling services – Students may access counseling services at any time, individual counseling is available • Advising – once admitted to the nursing program students are assigned to a full-time nursing faculty member for advising • Disability Services for Students – disability services are available if needed. • Bookstore • Computer Labs – computer labs are available to students at the Coos Bay and Brookings campus, one computer lab is available on a drop-in basis. • Family Center and Child Care – nursing students may submit an application for their child, the center serves children ages 7 weeks through 6 years. • Learning Resource Center (Tutoring Lab) – students may utilize the tutoring lab on a drop in or by appointment. Most of our nursing students have utilized the center for math, writing or A&P assistance. • Library – students receive instruction during their first term of the program		College Catalog Student Orientation Handout

	from the librarian on how to access the resources either on campus in the library or via online. • Recreation Center – students can utilize the recreation center free during open hours. • Student First Stop Center – students utilize the first stop center to register/withdraw from classes, pay tuition and fees, order transcripts, apply for financial aid • Student Government, Clubs – the Nursing Club is active in student government • Student Housing – housing is available for students per application. We currently do not have any students in housing. • Writing Center – writing center is available to nursing students, students may utilize the center on-campus or use the Online Writing Tutor at www.socc.edu/onlinewritingtutor . Students are informed of the services available at orientation and referred to the college handbook.		
(4) Distance Nursing education programs are effectively supported through accessible modes of delivery, resources and student support.	(4)Students at our Brookings campus and Coquille site receive lecture via IPTV. We have recently had some difficulty with visual clarity and a delay in receipt of information at our Coquille site. The system did go down twice last year and the students had to travel to the Coos Bay site for the lecture. We have a Trouble Shooting List and back-up plan if		Trouble shooting List with Back-up plan.

	the IPTV system does not function properly. Lectures are recorded by students and posted onto the Angel Student website for student review. All of the resources above under (3) are available to all of the students at the distant sites.		
(5) Student rights and responsibilities are available in written form.	(5)Student's rights and responsibilities are listed in the college catalog, nursing student handbook, syllabi and on the college website. Nursing students are informed of the policies and receive a copy of the nursing student handbook at the beginning of each academic year. The handbook is briefly reviewed with the students either on the first day of the fall term or at an orientation meeting with the first year students. Students are instructed to read the handbook and sign an agreement form that testifies that they have read and understand the material in the handbook. The handbook is also posted onto the Angel website. Student rights and responsibilities are also addressed in each course syllabus.	Policies related to student rights and responsibilities	College Student Handbook Nursing Student Handbook Syllabi
(6) Students are required to submit to a criminal background check to identify criminal convictions that may: (a) Pose a risk to public safety; (b) Preclude the ability to complete required clinical practica; or (c) Result in Notice to Deny Licensure on application for initial licensure in Oregon.	(6)Students undergo a national criminal background check prior to enrollment in the nursing program. Students are provided with information related to the background check after provisional admittance to the program. Students sign and submit a Statement of Understanding, FBI applicant fingerprint card and processing fees. The Oregon State Police notifies the Director of Nursing whether the student is approved	Criminal Background Check Statement of Understanding	• Oregon State Police Criminal background check documents • Criminal Background Check Statement of Understanding

	or not approved based on the list of disqualifying crimes. Students are notified by the Director of Nursing if they are not approved.		
(7) There is a signed agreement for the articulation or program graduates into the next level of nursing education as follows: (a) Programs leading to a certificate or degree in practical nursing shall have an agreement with an Oregon-approved program preparing candidates for licensure as a registered nurse; or (b) Programs leading to an associate degree in nursing shall have an agreement with an Oregon-approved program leading to a baccalaureate or higher degree in nursing.	(7)Southwestern has an articulation agreement with OHSU.		Articulation agreement

Standards for Approval: Records
8510021-0060

Standard	Self-Study Guidelines	Appendix	Evidence Room
(1) Program records – A system of records shall be maintained and be made available to the Board representative and shall include: (a) Data relating to accreditation by any agency or body; (b) Course outlines; (c) Minutes of faculty and committee meetings; (d) Reports of standardized tests; and (e) Survey reports	(1)Program records are maintained as follows: (a) Accreditation data is located in the Office of Instruction and college library. (b) Course Outlines are located in the Office of Instruction, shared Nursing Drive, and in a notebook (c) Minutes of faculty meetings are maintained in a notebook, shared Nursing Drive, Nursing Faculty Angel Website (d) Standardized tests are located in a notebook and on the shared Nursing Drive (e) Survey reports are located in a notebook, Office of Instruction, college Website and on the shared Nursing Drive.		(a) Accreditation Reports (b) Course outline notebook (c) Faculty meeting minutes (d) Standardized testing notebook (e) Survey reports
(2) Record(s) shall be maintained for each student, available to the Board representative, and shall include: (a) Student application (b) Student transcript, which must be maintained indefinitely (c) Current record of achievement; and (d) Other records in accordance with state or federal guidelines, program or institution policy,	(2)Files for current students are kept in a locked file in the office of the Administrative Assistant, Jade Stalcup, Sumner 4. The files contain the student application, transcript, health information, CPR card, skills list/evaluation information. Transcripts are maintained online and in a locked vault in Dellwood Hall. Once students have graduated the files are put in the vault in Dellwood		Nursing Student files in the office of the Administrative Assistant

record retention schedule or statute of limitations.	Hall.		
(3) The program shall make provisions for the protection of student and graduate records against loss, destruction and unauthorized use.	(3)All files for graduate students are in a locked vault in Dellwood Hall. Student and graduate information is also located on a secure website.		
(4) Information describing the curriculum shall be published in the college catalog, maintained in archives, and made available upon request.	(4)Information is published in the college catalog and online. Paper and electronic catalog copies are maintained indefinitely.		College catalog

Standards for Approval: Facilities and Services
851-021-0065

Standard	Self-Study Guidelines	Appendix	Evidence Room
(1) Educational facilities shall include: (a) Classrooms, laboratories and conference rooms adequate in number, size and type according to the number of students and educational purposes for which the rooms are used;	(a) The primary nursing classrooms at Coos Bay, Coquille and Brookings are all adequate in size and include an adequate number of tables and chairs for students. The Coos Bay classroom includes a Smart board, computer with Internet/PowerPoint access, and the IPTV equipment. The Brookings classroom, once completed, will also include the equipment above. The campus laboratory at Coos Bay is an 8 bed lab. We have 5 low-fidelity mannequins and multiple task trainers. Two rooms house the high fidelity simulators and another room is a Maternal-Child room that houses one infant high-fidelity simulator and a birthing simulator. A control room is next to the simulation rooms in which faculty can observe/monitor a simulation activity. Our debriefing/observation room served as a conference room and study room. During the month of August 2011 we moved the office of our Simulation/Lab Tech into what was the debriefing room which provided her with more room and provided more storage space for our equipment. We inherited a small classroom to utilize as an observation, debriefing and conference room. Students may also use this space as a study room when it is not in use for a debriefing room during a simulation activity. We are slowly adding more comfortable furniture for the students to use. Students may also set up their computers in this room and will have internet		

	access. The Coquille and Brookings labs each have two beds, ample storage space, low fidelity mannequins and several task trainers. The new Brookings lab will have 5 patient care beds and two simulation rooms once completed. Supplies are ordered and supplied frequently throughout the year. Our Lab Tech orders/stocks/repairs/maintains the equipment on an as needed basis.		
(b) Offices and conference rooms available and adequate in number and size to meet faculty needs for individual student counseling and faculty meetings; (c) Space provided for secretarial staff, files, storage and equipment; and (d) Telephones, computers, equipment and support adequate in number and capacity to conduct program business.	(b) Each full-time faculty member has their own office for student counseling. A larger conference room is available if needed for meetings with students. (c) The office of the administrative assistant is next to the office of the director. (d) All offices are fully equipped with computer equipment, desks, telephones, files cabinets and bookshelves. The secretary also has locked file cabinets available in the part-time faculty room in Lampa for additional storage.		
(2) Education services and resources shall include: (a) Adequate secretarial services (b) Adequate library services, holdings, and electronic learning resources; (c) Adequate student support services such as academic advising, financial aid advising,	(a) Southwestern has one FTE of administrative assistant support. Her office is located next to the office of the director of nursing. (b) The library has shelved library resources and multiple electronic resources for students, faculty and staff. The librarian works with faculty (c) The college has adequate student support		• List of library holdings • Nursing Program Advisor/Advisee list • Advising list/emails • Student Technology

and academic bookstore services; and (d) Adequate technology to support teaching and learning.	services. Students in the nursing program are advised by nursing faculty. Pre-nursing students are advised by designated nursing advisors, including nursing faculty. Advisors are updated regarding program changes via meetings, during in-services, and/or emails. Financial aid advising is available to students in Dellwood Hall by financial aid advisors. Students have complained about financial aid, particularly the lack of financial aid available and the delay in receiving financial aid disbursements. Issues are addressed by the financial aid office as needed. Bookstore services are available on campus and online. (d) Information Technology Services (ITS) are available to support faculty, staff and students. ITS has an online Technology Handbook and online training for student and staff. A Help Desk is also available for assistance. Angel is our learning management system that is utilized to house materials for students, communicate with students and staff, and administer tests. Students are oriented to the system when they begin the program. On-line tutorial modules and assistance is available as needed.		Handbook Handout
(3) Institutions offering distance nursing education programs shall provide	(3)Our ITS provides adequate support for faculty and students. The nursing program		

ongoing and appropriate technical, design, and production support for faculty members and technical support for students.	employs a simulation/lab tech that assists with our simulation equipment and distance learning equipment.		
(4) Selection of practice sites shall be based on written criteria established by faculty.	(4)Practice sites are selected based on the SOCC Nursing Program Policy written and approved by faculty.	Program Policy	Selection of Clinical Practice Sites Policy
(5) There is a written agreement that is in effect between the authorities responsible for the educational program and the nursing service or other relevant service of the practice site.	(5)Clinical affiliation agreements are in place for the clinical agencies utilized. Due to changes in administration at the college and clinical agencies affiliation agreements have been updated over the last year. Agreements are reviewed annually.		Site Agreement Handbook

Standards for Approval: Evaluation
851-021-0070

Standard	Self-Study Guidelines	Appendix	Evidence Room
(1) There is a comprehensive plan for evaluation of the nursing education program that includes systematic assessment and analysis of: (a) Compliance with the OSBN Standards for Approval for nursing education programs; (b) Internal and external measures of Graduate achievement of identified program competencies and learning outcomes; (c) NCLEX pass rate data, trends, and contributing factors; (d) Curriculum design, including nursing and other required courses, course sequencing and scheduling; (e) Effectiveness of instructional strategies and methodologies; (f) Faculty sufficient in number, preparation, experience and diversity to effectively achieve course outcomes and maintain client and student safety; and (g) Resources, including human, physical, and financial resources to support the number of enrolled students, instructional delivery and achievement of program learning outcomes.	(1)A formal comprehensive plan for evaluating the nursing programs operation, effectiveness and outcomes was developed August 2011. Various evaluations have been conducted prior to this date but we did not have a formal plan until this year. Measures utilized to evaluate the program include: • OCNE third and sixth term program satisfaction surveys. • Student course evaluations • HESI Testing • NCLEX pass rate data, trends and contributing factors. As mentioned above (page 16, section (12)(a-c) our pass rate remains problematic and is below the 85% standard. We are continuing to evaluate factors that are impacting our pass rate. • Advisory meetings • Meetings with clinical liaisons • Faculty and staff evaluations • Focus group meetings • Budget meetings • Employer surveys. o Southwestern has conducted general employer surveys that are not specific to nursing. The surveys are done via a survey monkey and are anonymous. Response rates have been low. An employer survey specific to nursing was developed and distributed 11/09/11 at the Nursing Advisory meeting. We are	Comprehensive Plan for Evaluation	• Comprehensive Plan for Evaluation • OCNE surveys • Student course evaluations • HESI Testing • NCLEX Pass Rate Data • NCLEX meeting minutes • Faculty Meeting Minutes • Advisory Meeting Minutes • Student Course Evaluations • SOCC Budget & Nursing Budget Data • HR files with faculty/staff evaluations

	awaiting feedback from the surveys.
	   o Informal meetings were conducted with Nursing Administrators at Bay Area Hospital, Coquille Valley Hospital, Lower Umpqua Hospital and Life Care Center and the Director of Nursing from Southwestern during the summer of 2010. The results of these meetings were shared with faculty at the Nursing Faculty In-service meeting on 09/22/2010.
	• OCNE Meetings
	   o OCNE Committee Meetings are available on the OHSU Sakai learning management system
	   o Each faculty member is assigned to a committee and results are shared at the SOCC faculty meetings
	• Clinical Evaluations are completed by clinical faculty for each student they supervise. Issues/concerns are reviewed by all faculty at midterm and finals. Clinical faculty contact student's full-time faculty advisor regarding issues throughout the term.
	• CTA Evaluations are completed at the end of the Clinical Practicum
	• TraDat is a management software system utilized by Southwestern to store assessment-related processes and documents. It is used to document Student Learning Outcomes, Administrative and Education Support Unit Outcomes, General Education Outcomes, Degree and Certificate		

	Outcomes, Department and/or unit annual priorities, link goals with outcomes, access reports, document program review, and request funds. • Faculty meetings are held weekly. Discussions primarily focus on curricular information, student issues, and OCNE meetings. Part-time faculty are invited to the meetings and have attended sporadically when not working at another job. Most of the part-time faculty attend the student evaluation meetings. We have scheduled dinner meetings with the part-time clinical faculty hoping this would increase participation to discuss our NCLEX pass rate and clinical. Based on these meetings, changes were implemented to student clinical learning activities and to the clinical evaluation.		
(2) There is evidence that the comprehensive plan for evaluation is being implemented and that evaluative data is used for ongoing program involvement.	Faculty meeting minutes demonstrate that evaluative data is utilized for ongoing program improvement.		Faculty Meeting Minutes

Standards for Out-of-State Student Clinical Experience in Oregon
851-021-0090

Standard	Self-Study Guidelines	Appendix	
(1) Out-of-State Nursing Programs who seek to routinely send groups of students for clinical experience in Oregon.	Not Applicable		
(2) Nursing programs with faculty and facilities located in Oregon and approved by another state as of April 1, 1998	Not Applicable		
(3) Nursing programs that do not regularly send clinical sections to Oregon sites, and that seek to place an individual student for precepted experience.	Not Applicable		

Nursing-Critical Shortage Area Defined for the Purpose of the Oregon Nursing Services Program
851-021-0120

Standard	Self-Study Guidelines	Appendix	Evidence Room
(1) For the purposes of the Oregon Nursing Services Program, a student loan repayment program administered by the Oregon Student Assistance Commission, "a nursing-critical shortage area" means: (a) A locality or practice setting defined by the Office of Rural Health as "frontier" or "rural"; (b) A practice specialty determined to be "critical" by the Board of Nursing, in consultation with the Office of Rural Health.	Not Applicable		
(2) A complete list of practice settings and/or practice specialties considered to be "critical" will be identified annually in Board policy.	Not Applicable		