Minutes From Faculty Meeting And Steering Committee Joint Meeting
November 18, 2005

ATTENDANCE-Faculty
Delia Frederick-SCC  Wendy Hines-HCC  Susan Fowler-TCC
Ellen Heim-SCC  Virginia Milligan-HCC  Deborah Hogan-TCC
Amy Putnam-HCC  Carita Bird-HCC
Brenda Smith-HCC  Blake Rogers-HCC

Attendance-Steering Committee
Dr. Michael Germano, Chairman
Dr. Gene Couch
Dr. John Cabe

9-10 a.m. Faculty Consortium Meeting
10-12 a.m. Joint meeting Consortium Faculty and Steering Committee

ENROLLMENT REPORT

HCC Sophomores
14 students in day program  8 students in alternate schedule program
1 student in academic jeopardy  2 students are failing after test 5
1 student having acute physical problems

SCC Sophomores
16 students in day program  9 students in alternate schedule program

TCCC Sophomores
10 students in day program  7 students in alternate schedule program
1 student in jeopardy  3 students failing after test 5

Sophomore Requests to Return Spring Semester 2006
S. Sherlin, W. Oates, T. Wells, S. Ramsey, T. Henry
We have not officially heard from T. Pace or A. Lamb

HCC Freshmen
15 students in day program  7 students in alternate schedule program
J. McGirt withdrew  D. Keener, S. McGlone withdrew
2 students in jeopardy  1 student in jeopardy

SCC Freshmen
13 students in day program  9 students in alternate schedule program
L. Dixon, A. Fitzgerald, A. Stanley withdrew  T. Brinson withdrew (delivered baby)
1 student in jeopardy  2 students in jeopardy
TCCC Freshmen
14 students in day program         9 students in alternate schedule program
J. Firinci, K. Hall withdrew       R. Melgoza withdrew

Freshmen Requesting to Return Spring 2006
J. Willis – HCC                     L. Jenkins, C. Anderson, S. Davis - TCCC
At 10 a.m. the Steering Committee members joined with the Consortium faculty for general discussion of Consortium issues.

Attendance:
Dr. Michael Germano, Chairman
Dr. Gene Couch
Dr. John Cabe

After brief introductions of Consortium faculty, the meeting proceeded with the following:

NCLEX-RN PASS RATE
NCLEX-RN pass rate = 91%
There are still two students from the alternate schedule class who graduated at the end of July whose results are not yet available on the N.C. Board of Nursing website. Blake will try and determine how a few other schools in the state achieved a 100% pass rate.

Annual Report to the Board of Nursing
We currently have 140 students enrolled in RANC. The report was significantly easier to compose this year because the Board of Nursing allowed us to do separate reports for the day and alternate schedule program. The Deans received copies of the Annual Report sent to the NCBON. There were no questions regarding the report.

Pinning Ceremony
The Pinning Ceremony for the class graduating at the end of spring semester will be held at HCC on Tuesday, May 9 at 7:30 in the HCC Beall Auditorium.

Related Courses
Should students be allowed to make a grade of “D” in related courses? A grade of “D” is considered passing in non-nursing courses. It cannot be transferred into another school for credit. The student must achieve a grade of “C” or better in non-nursing courses for the course to count for points toward admission. The student can be encouraged (but not required) to repeat courses (especially A&P) for a better grade if they make a “D” in the course. Courses like Anatomy & Physiology are foundational for the student to assist them to understand nursing course material; however, PELL Grant will not cover the expense of repeating a course when the student receives a grade of “D” or better in the course and the student maintains a GPA of 2.0 or better.

Transfer Students
The Consortium has had two requests from students who need to complete only one more nursing course to meet the requirements for a nursing degree. These two students were enrolled at AB-Tech and state they are ineligible for readmission to that program.

The HCC and TCCC catalogs state that transfer students must complete a minimum of 25% of their semester credit hours of coursework at their schools before becoming eligible for graduation.

The SCC catalog states, “In order for an Associate Degree to be awarded, (a) a minimum of twenty-five (25) percent of total coursework and (b) a minimum of twenty-five (25) percent of required major courses in the degree program must be completed in residence at SCC.”

The Deans agreed that the nursing department should reflect the standards set at SCC.

Another option for these two students might be to take the course with us and transfer credit back to ABTCC. Blake was asked to have a conversation with Brenda Causey about this possibility or any other avenue that might be open to these two students.

Other discussion about this topic included:

Could we ask the students to retake Adult Nursing I to prove competency?
There are legal issues about asking them to repeat courses in which they have achieved a passing grade.

Can we just say, “No”?
We can just say, “No” if we do not try to justify the answer. We should have a rationale that undergirds our decision but we do not have to give it to the student.

If the student was in good standing then transfer will be easier

If the student requests a transfer and was not in good standing at the time of exit from their previous nursing program, we should ask them to give a reason. The following is a suggestion for our policy manual:

“Upon requesting transfer, a student may be asked to disclose information relevant to his/her unsuccessful attempt in a previous nursing program. Based upon this information, the Steering Committee will have the final decision on allowing or not allowing the transfer.”

**How many attempts should a student be allowed?**

The faculty requested that we change the policy and allow students two attempts to be successful at completing our program, not three.

The Deans asked Blake to check the data on the number of students who have asked for a third attempt and compare that to their success rate on the third attempt.

**Answer:**

<table>
<thead>
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<th>Year</th>
<th>Number of students who were on their 3rd attempt</th>
<th>Passed</th>
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</thead>
<tbody>
<tr>
<td>Year</td>
<td>Number</td>
<td>Result</td>
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<td>2002</td>
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<tr>
<td>2004</td>
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</tr>
<tr>
<td>2005</td>
<td>1</td>
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</tr>
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</table>

**Faculty Salaries**

By 2015, faculty will be required to hold a master’s degree by the NCBON. This is both expensive and time consuming for the faculty. The faculty asked the Steering Committee members to consider supporting their education to a greater degree and providing a greater salary incentive for achieving an advanced degree. If clinical faculty are also required to hold a master’s degree in the future, this will present an even larger problem. Currently, we struggle to find qualified faculty to do part-time clinical with us who hold a BSN degree and have two years of full-time nursing experience.

**Mandatory Continuing Education**

Copies of an article from the NCBON *Bulletin* were distributed. Continuing education will be a requirement for license renewal in the future. “Effective July 1, 2006, at the time of license renewal or reinstatement, each nurse will be expected to: self-assess his/her practice, develop a learning plan with at least 1 goal, select a learning activity to reach the goal, implement the plan and complete it before the next license renewal. Beginning July 1, 2008, at the time of license renewal, the chosen activity should be complete and the nurse should be prepared to provide evidence to the NCBON, if requested.”

The learning activities to choose from are:
*National certification or recertification by a national credentialing body recognized by the NCBON
*Thirty contact hours of continuing education
*Completion of a Board-approved refresher course
*Completion of a minimum of two semester hours of post-licensure academic education related to nursing practice
*Fifteen contact hours of a continuing education activity and completion of a nursing project as principal or co-principal investigator, to include a statement of the problem, a statement of project objectives, a description of methods, and a summary of findings.

We must begin to plan to relieve faculty to attend continuing education offerings and to be sure the funds are in place to support this need.

**Dividing the Consortium**

Currently, none of the schools in the Consortium are actively pursuing separation from the Consortium.

**Grant Money for Disadvantaged Students**
HCC has applied and received grant money to support disadvantaged students. They plan to use the money to explore the use of tutorial, on-line packages produced by a company called Assessment Technologies Institute (ATI). These packages provide assessment and remediation for a variety of nursing courses (Fundamentals, Med/Surg, Maternal/Newborn, Pediatrics, Mental Health, Pharmacology, Community, and Leadership). The program assesses the students’ strengths and weakness in the various content areas, provides remediation (review modules, DVDs), and retests them until the student has mastered the content. The computerized tests provide the same kinds of questions in the same format that the students will see on their NCLEX-RN exam for RN licensure. This package does not negate the need for classroom, lab or clinical session which we now provide.

The software will allow instructors to view group results and the individual student results as they progress through the modules. The instructor can also gage the effectiveness of the presentation of different components of lecture materials.

ATI also produces an Academic Success Study Guide that helps the student with critical thinking, study skills, test-taking skills, textbook annotation, and note-taking skills. At the end, the company provides an NCLEX Preparation/Exit exam, similar to the Mosby Assess Test we currently use, to help the student look at their overall strengths and weaknesses in preparation for their NCLEX exam. The advantage of the ATI test is that it is taken on the computer just like the real NCLEX.

The cost to the students who are on the 5 semester track is $333.00 ($85 the first semester and $62 in each of the last 4 semesters).

**Uniforms and the Auditor**

The Auditor was not happy that we use only one vendor to supply students with uniforms and that students paid the vendor directly for the uniforms so there is no paper trail of the transaction. Blake has tried numerous times to contact the auditor both by phone and by e-mail for clarification on how to handle this a little better but has been unsuccessful at this point.

We have been hesitant to ask the bookstores to handle uniform orders for us in order to create a paper trail because using the bookstore will add to the cost of uniforms and the bookstore will have to keep a large inventory of sizes of uniforms.

We are also hesitant to give the students general guidelines for uniforms and allow them to choose a vendor for fear that the clinical groups will turn up with a dozen different shades of blue pants (for example).

Reeds Uniforms still wants our business and may be able to supply us as an alternate vendor site.

Dr. Germano commented that it is not auditor’s job to give advice/opinions; however, **Blake should try and contact the auditor one more time** and write up the results of the
conversation in specific detail and give to Dr. Germano. We would like to have some direction on this issue before April when the new class for fall 2006 will be ordering uniforms.

**Advisement Error**
Due to the volume of student advisement, there is always the potential that a student may be misadvised. The student has the responsibility for reading and being familiar with the catalog standards (and RANC standards if they are a Consortium student). We should hold the student to the catalog requirements. If a student has special circumstances surrounding an advisement issue, they can always appeal the advisement error to their Dean.

**Additions to the Admission Points System**
On the points criteria we should
- Lump all the chemistries together for 2 points
- Add MAT 140 or higher for 1 point
- Add HEA 110 for 1 point

   We could also take a look at the curriculum standards and consider replacing something in the curriculum with a math. Blake will check the standards and report at the next meeting. (See attachment)

**Adult Nursing I – This is a BIG problem**
A=0, B=3, C=14, D=4, F=1 The grades are unusually low after test #5
“A” students are barely hanging on to a B, “B” students are barely hanging on to a “C”, etc. Suggestions for the future included:
- Hire a full-time instructor at each school to teach Adult Nursing I next fall semester.
- Consider how this person will be utilized in the following semesters.

Blake will work up how much it will cost to hire 1 more instructor and try and determine if there are options we have not tried yet.

In the short-term, we are planning to give an open-book final in this course (100 questions with a 3 hour time limit) in order to give the students one last chance to improve their grades. The exam should be given on the last lab day at each school.

Labs need to mesh better with lecture. It is difficult to compose test questions when the information may be a little different in lab and theory. Test questions need to parallel the objectives better and students should be reminded that material covered in lab is fair game for test questions.

If there are notes for the class, the notes need to go up on Blackboard early (before lecture).
Deb H. will type up tips for taking an open-book test and make these available to the students; for example, the student should answer all the questions they are sure of before pausing to look up the answers to questions they are not sure of.

**APA Format**
We need to strengthen teaching APA format in the first year of the program. Students in the sophomore year are struggling with writing formal papers because they cannot use this format easily. **Virginia will set up a standard for writing this kind of paper** and even if APA changes during the students’ time here, we will adhere to our original standard. (It was noted that there is a website that will automatically put material into APA format as it is written.)

**Nursing As A High Cost Program**
This is still at the State Legislature level.

**Course Documents/Syllabi**
We need to either put these documents up on a Blackboard site or have them printed and bound and given to the Bookstores for sale rather than use so much budget money on printing costs.

**Assessment**
Ellen suggested that students gather assessment data using the assessment form and use their taped assessment as time when they explore variances from the norm in more detail. A suggestion was also made that students be given a “heads-up” that they have a 10-15 minute time frame to tape their assessment.

It was noted that handwashing should be put back on the assessment checklist.

**Graded Case Studies**
Each school should send copies of the graded case studies to HCC for the master file.

**Miscellaneous**
Course committees need to meet to put the course docs for spring into good working order. Copies of the current committee chairs and composition were distributed.

We need to add objectives for gallbladder disease and hepatitis to Adult Nursing I.

Brenda is proposing a new mental health nursing textbook. This will be decided upon during spring semester.

The most current master textbook list was distributed.

We need copies of the math tests for NUR 135 from TCCC for the file.