

# Nursing - BS

## Enhanced Comprehensive Academic Program Review 2016-17

*Bachelor of Science Degree:  
Nursing*



Academic Effectiveness and Assessment  
St. Petersburg College

May 2017



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## Enhanced Comprehensive Academic Program Review Produced by

### Nursing - BS Program

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## Executive Summary

### *Introduction*

The program review process at St. Petersburg College (SPC) is a collaborative effort designed to continuously measure and improve the quality of educational services provided to the community.

### *Program Description*

An increasing complex health care system requires better educated nurses. Getting a Bachelor of Science in Nursing from SPC gives students a solid foundation for advancing their career and improving their skills. Many employers now require nurses to be adept in critical thinking, quality improvement, systems thinking, and team leadership. If you are an R.N., SPC's program delivers that and more in a flexible, online format. Other features of the program include opportunities to take courses one at a time or up to four courses in each Fall and Spring semester. Students also have the option to take their classes online or in the classroom.

### *Degree Offered*

A Bachelor of Science Degree in Nursing is offered at SPC.

### *Program Performance*

- *Actual Course Enrollment* decreased in 2015 (4,226) from the previous year (4,944).
- *Unduplicated Headcount* increased in 2015 (852) from the previous year (835).
- *SSH Enrollment* decreased in 2015 (12,967) from the previous year (15,376).
- Comparisons between the Fall semesters indicated that the *Percent Full Metric* decreased in Fall 2016 (79.7%) from Fall 2015 (91.4%).
- The *course success rate* increased in 2015 (95.4%) from the previous year (95.0%).
- *Grade Distribution* indicated that almost all of the students (95%) received an 'A', 'B' or 'C' during 2015.
- An *Industry Certification* or equivalent state or national exam has not been identified for the Nursing, BS program for evidence of certification attainment at the baccalaureate level. All students in the BS program were required to complete the National Council Licensure Examination (NCLEX®) prior to enrolling in the program.
- *Program Plans Taken by Plan* revealed that more than one-third of the students who were enrolled in the program during fall 2014, and had not graduated, remained in the program by fall 2015. By fall 2016, ten percent of the original (fall 2014) NURS-BS students remained in the program. This measure does not display the number of students who graduated during any given term.
- The number of *program graduates* in the Nursing - BS program decreased in 2015 (258) from the previous year (328).
- *Fulltime Faculty* taught 62.1% of the ECHs in 2015-16 as compared to 58.9% of the ECHs in 2014-15. Adjunct Faculty taught 37.9% of the ECHs in 2015-16 as compared to 41.1% of the ECHs in 2014-15.

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- The highest semester for Adjunct ECHs was Spring 2014-15 in which adjunct faculty taught 47.6% of the program's course load. The three-semester average for adjuncts (37.9%) is consistent with the College's general 55/45 Fulltime/Adjunct Faculty Ratio guideline.

#### *Occupation Profile*

- One *occupation description*, Registered Nurses, was located in the Florida Department of Economic Opportunity (DEO) website for the Nursing - BS program.
- The *2016 median hourly earnings* for Registered Nurses was \$30.45 in Florida and \$30.87 in Pinellas County.
- *Employment trend information* for Registered Nurses showed an average annual increase (16.2% - 16.9%) for the period between 2016 and 2024 across the state.
- The *major employers* of the Nursing - BS graduates are Morton Plant Mease Hospital, St Anthony's Hospital, All Children's Hospital, Moffitt Cancer Center, BayCare Health Systems, Bay Pines VA Healthcare System, Heart of Florida Regional Medical Center, Lakeland Regional Health, HCA Largo Medical Center, Orlando Health at Dr. Phillips Hospital, Bon Secours Home Health, Flagler Hospital, St. Petersburg College, PEMHS, Life Care of Orlando, East Cooper Medical Center, James A Haley VA, Munroe Regional Medical Center, Northside Hospital, St. Petersburg General Hospital, Suncoast Hospice, and Menorah Manor.
- *Total Placement* in the Nursing - BS program remained the same for students whom were reported as being employed or in the military in 2012-13 (86%) from the previous year; whereas, students whom were reported as continuing their education decreased in 2012-13 (11%) from the previous year (16%).

#### *Academics*

- The *2015-16 Academic Program Assessment Report* indicated that the desired results were met for all four Program Learning Outcomes (PLOs) assessed in the Nursing - BS Program.
- The *2015-16 Academic Program Assessment Follow-Up Report* has not yet been approved.

#### *Stakeholder Perceptions*

- All the individual average content area scores for the *Student Survey of Instruction (SSI)* were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Nursing - BS program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.
- Three-hundred and thirteen *Recent Alumni surveys* were provided to the 2014-15 graduates of the Nursing - BS program. Nineteen percent of the graduates responded to the survey (58 of the 313). Not all respondents answer every survey question; therefore the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

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Notable results include:

- 72.4% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to “*Continue my education*”; 8.6% selected “*Earn more money*”; 5.2% selected “*Get a promotion*”; 5.2% “*Meet certification/training needs*”; another 5.2% “*Other*”; 1.7% selected “*Change my career field*”; while the remaining 1.7% said “*Obtain employment.*”
- 50.0% of recent graduate survey respondents indicated that SPC did “*Exceptionally well*” in helping them meet their goal; 36.2% selected “*Very well*”; while 13.8% selected “*Adequately.*”
- 100.0% of recent graduate survey respondents would recommend SPC’ Nursing, B.S. program to another.
- Twenty-three *employer surveys* were sent based on permissions provided by recent graduates in the 2014-15 recent alumni survey. Thirty-nine percent of the employers surveyed responded to the survey.

Notable results include:

  - 100% of employers responding to the survey indicated they would hire another graduate from SPC.
  - 66.7% of employers responding to the survey had graduate employees who earned \$25.00 or more per hour (\$52,000 or more annually); 22.2% had employees who earned between \$20.00 and \$24.99 per hour (\$42,000 and \$51,999 annually); while 11.1% had employees who earned between \$15.00 and \$19.99 per hour (\$31,000 and \$41,999 annually).
- *Labor Insight/Jobs* reports indicated the majority of workforce openings during the past six months, for Nurses were in Tampa, FL. The top skills listed in the openings were patient care and case management; and the top industry sector was ‘Health Care and Social Assistance.’

#### *Dean’s Perspective: Issues, Trends, and Recent Successes*

Enrollment in the RN to BSN program has begun to level off over the past two years. However, the spring 2017 enrollment count represents a 2% increase over the fall 2016 enrollment count. Success rates in the RN to BSN program continue to be high with rates of 95.3% fall 2016 and 94.5% spring 2017.

Ninety-five percent of the recent graduates of the RN to BSN program are employed full-time with 87.5% of the graduates reporting earnings of more than \$25.00 per hour. One hundred percent of the employees surveyed indicated that they would hire another BSN graduate from St. Petersburg College of Nursing.

As a result of “The Future of Nursing” report by the Institute of Medicine, we will continue our efforts to increase enrollment in the RN to BSN program. Recruitment and retention efforts by the dean, academic chairs, and faculty (which include face-to-face meetings with stakeholders, “reach outs” to students via phone and email, and collaborating with health care agencies and community colleges that do not offer RN to BSN programs) will help maintain the volume and quality of RN to BSN graduates at St. Petersburg College.

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#### *Recommendations/Action Plan*

Program Recommendations and action plans are compiled by the Dean and Program Administrators, and are located at the end of the document.





## SPC Mission Statement

The mission of St. Petersburg College is to promote student success and enrich our communities through education, career development and self-discovery. St. Petersburg College fulfills its mission led by an outstanding, diverse faculty and staff and enhanced by advanced technologies, distance learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous institutional self-evaluation, a climate for student success, and an enduring commitment to excellence.

## Introduction

In a holistic approach, the effectiveness of any educational institution is the aggregate value of the education it provides to the community it serves. For over eighty-five years, St. Petersburg College (SPC) has provided a wide range of educational opportunities and services to a demographically diverse student body producing tens of thousands of alumni who have been on the forefront of building this county, state, and beyond. This is due, in large part, to the College's institutional effectiveness.

## *Institutional Effectiveness*

Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against the SPC mission for the purposes of continuous improvement of academic programs, administrative services, and educational support services offered by the College.

Operationally, the institutional effectiveness process ensures that the stated purposes of the College are accomplished. In other words did the institution successfully execute its mission, goals, and objectives? At SPC, the Department of Academic Effectiveness works with all departments and units to establish measurable statements of intent that are used to analyze effectiveness and to guide continuous quality improvement efforts. Each of St. Petersburg College's units is required to participate in the institutional effectiveness process.

The bottom-line from SPC's institutional effectiveness process is improvement. Once SPC has identified what it is going to do then it acts through the process of teaching, researching, and managing to accomplish

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its desired outcomes. The level of success of SPC's actions is then evaluated. A straightforward assessment process requires a realistic consideration of the intended outcomes that the institution has set and a frank evaluation of the evidence that the institution is achieving that intent.

There is no single right or best way to measure success, improvement, or quality. Nevertheless, objectives must be established, data related to those objectives must be collected and analyzed, and the results of those findings must be used to improve the institution in the future. The educational assessment is a critical component of St. Petersburg College's institutional effectiveness process.

#### *Educational Assessment*

Educational programs use a variety of assessment methods to improve their effectiveness. Assessment and evaluation measures are used at various levels throughout the institution to provide provosts, deans, program managers, and faculty vital information on how successful our efforts have been.

While the focus of a particular educational assessment area may change, the assessment strategies remain consistent and integrated to the fullest extent possible. The focus of Associate in Arts degrees is students continuing on to four-year degree programs. The Associate in Science programs are targeted towards students seeking employable skills, which does not require but may include continuing on to a four-year program. The General Education based assessments focus on the general learning outcomes from all degree programs, while Program Review looks at the viability of the specific programs.

The individual reports unique by their individual nature are nevertheless written to address how the assessments and their associated action plans have improved learning in their program. The College has developed an Educational Assessment Website <http://www.spcollege.edu/edoutcomes/> to serve as repository for all SPC's educational outcomes reports and to systematically manage our assessment efforts.



### *Program Review Process*

The program review process at St. Petersburg College is a collaborative effort to continuously measure and improve the quality of educational services provided to the community. The procedures described below go far beyond the “periodic review of existing programs” required by the Florida College System, and exceed the necessary guidelines within the Southern Association of Community Colleges and Schools Commission on Colleges (SACSCOC) review procedures.

State guidelines require institutions to conduct program reviews every seven years as mandated in chapter 1001.03(13) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

*(13) ...CYCLIC REVIEW OF POSTSECONDARY ACADEMIC PROGRAMS.--The State Board of Education shall provide for the cyclic review of all academic programs in Florida College System institutions at least every 7 years. Program reviews shall document how individual academic programs are achieving stated student learning and program objectives within the context of the institution's mission. The results of the program reviews shall inform strategic planning, program development, and budgeting decisions at the institutional level.*

In addition, Rule 6A-14.060 (5) states that each community college shall:

*(5) ...Develop a comprehensive, long-range program plan, including program and service priorities. Statements of expected outcomes shall be published, and facilities shall be used efficiently to achieve such outcomes. Periodic evaluations of programs and services shall use placement and follow-up data, shall determine whether expected outcomes are achieved, and shall be the basis for necessary improvements.*

The recommended program review timeline at SPC is four years and is aligned with the long-standing three-year academic program assessment cycle, producing a coherent and integrated review process. Figure 1

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represents the relationship between program assessment, program review, and the viability report processes that comprise the academic program assessment cycle.

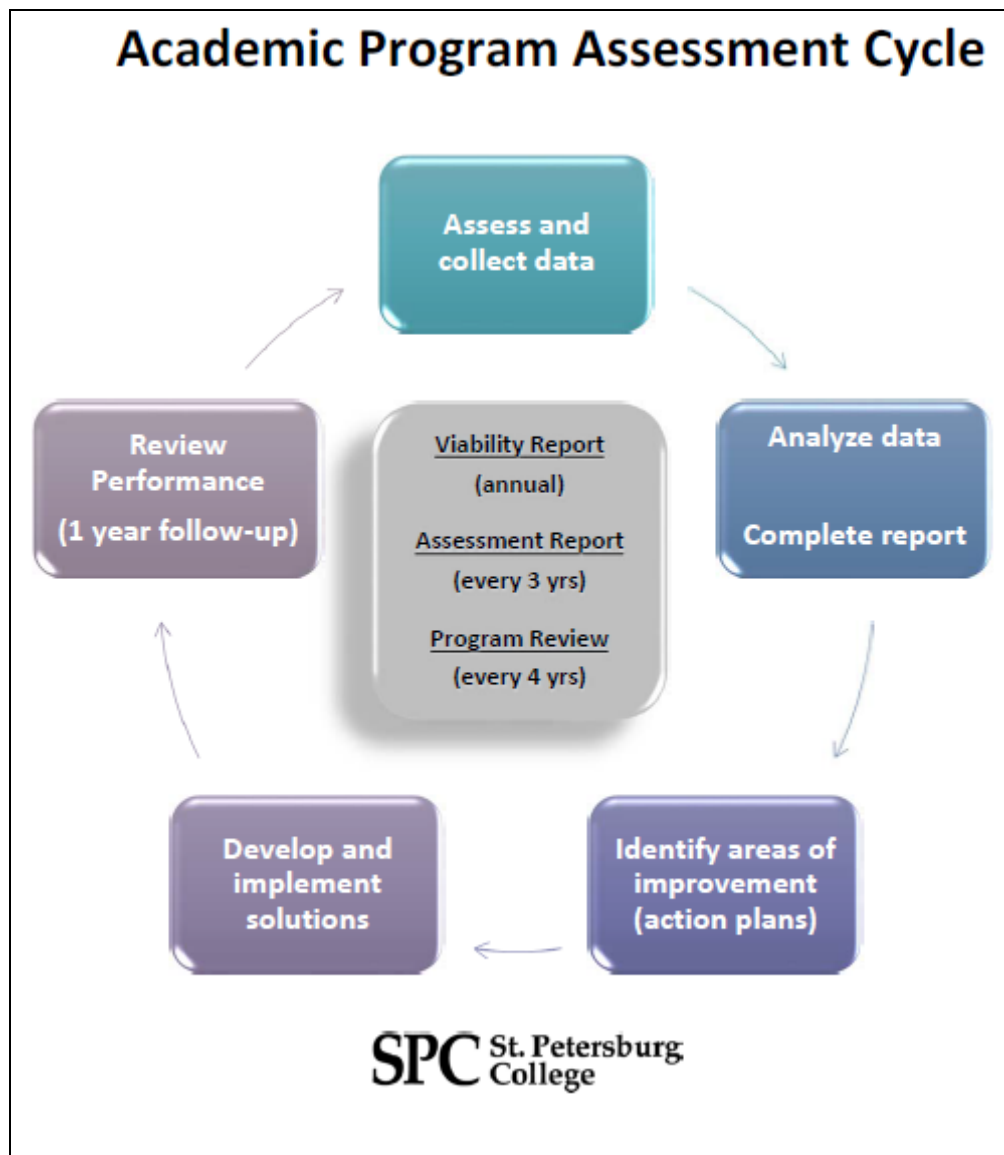


Figure 1: Academic Program Assessment Cycle



## Program Description

An increasing complex health care system requires better educated nurses. Getting a Bachelor of Science in Nursing from SPC gives students a solid foundation for advancing their career and improving their skills. Many employers now require nurses to be adept in critical thinking, quality improvement, systems thinking, and team leadership. If you are an R.N., SPC's program delivers that and more in a flexible, online format. Other features of the program include opportunities to take courses one at a time or up to four courses in each Fall and Spring semester. Students also have the option to take their classes online or in the classroom.

### *Degree Offered*

A Bachelor of Science Degree in Nursing is offered at SPC.

For a complete listing of all courses within the Nursing Program, please see Appendix A.

### *Accreditation*

SPC's Bachelor of Science Nursing program is accredited by the Commission on Collegiate Nursing Education. The program was last accredited in 2011, and the next accreditation is scheduled for 2021.

### *Program Learning Outcomes*

1. Incorporate cultural and ethical perspectives into nursing practice.
2. Use evidence-based knowledge in the application of nursing care.
3. Demonstrate the use of leadership and management skills in professional nursing practice.
4. Integrate health promotion and risk reduction strategies into the nursing practice.



## Measure Descriptions

The CAPR reports include twenty-three measures designed to provide an overview of all the various elements pertaining to the program. The source of the information for nine of the first ten measures is the Program Review CAPR Dashboard in the SPC Pulse/Business Intelligence system. Sources for the remaining measures can be found within their measure description. Measures obtained from SPC Pulse/Business Intelligence were extracted in fall 2016. Each measure is described in detail below.

### *Measure #1: Actual Course Enrollment (Enrollment Count)*

Actual Course Enrollment is the sum of actual student enrollment for the courses within the specified Academic Organization during the selected academic years. This number is a duplicated headcount of students enrolled in the program's courses, and does not reflect the actual number of students enrolled in the program or its associated certificates (if applicable). The filters for the Actual Course Enrollment measure are as follows:

- Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

### *Measure #2: Unduplicated Headcount*

Unduplicated Headcount is the total number of unduplicated students enrolled in courses within the specified Academic Organization during the selected academic years. The filters for the Unduplicated Headcount measure are as follows:

- Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

### *Measure #3: SSH Enrollment*

Student Semester Hours (SSH) Enrollment is defined as the total number of student semester hours in the specified Academic Organization during the selected academic years. The filters for the SSH Enrollment measure are as follows:

- Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

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#### *Measure #4: Percent Full*

The Percent Full metric is the actual enrollment count of the specified Academic Organization divided by the Standard Course Load (SCL) for the selected academic terms. The filters for the Percent Full metric are as follows:

- Academic Year - Term Desc - Multi: 2015-16 Fall, Spring, Summer; 2016-17 Fall
- College - Group - Acad Org - Subject: Academic Organization
- Class Status: Active, Full, Stop Further Enrollment
- All other filters: All

#### *Measure #5: Course Success (Performance)*

The Performance measure is defined as the number of students successfully completing a course with a grade of A, B, or C (success rate), divided by the total number of students enrolled in courses within the Academic Organization during the selected academic years. The filters for the Performance measure are as follows:

- Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015
- Academic Plan - Multi: Undergraduate
- College - Group - Acad Org - Subject: Academic Organization
- All other filters: All

#### *Measure #6: Grade Distribution*

The Grade Distribution measure reports the number of students receiving an A, B, C, D, F, N, W, or WF in courses within the academic program plan during the selected academic years. The filters for the Grade Distribution measure are as follows:

- Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015
- Academic Plan - Multi: Program Plan
- All other filters: All

#### *Measure #7: Industry Certification Attainment*

The Industry Certification Attainment measure reports the number of students in the program plan that have attained an industry certification or have passed a licensing exam. *Source: SPC Factbook, Table 9; Workforce database of student certifications.*

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#### *Measure #8: Internship Enrollment (Course Groups)*

The Internship Enrollment measure reports the number of students enrolled in clinical, practicum, or internship courses within the program plan during the selected academic years. The filters for the Internship Enrollment measure are as follows:

- Academic Year - Term Desc - Multi: 2015-16 Fall, Spring, Summer; 2016-17 Fall
- Academic Plan - Multi: Program Plan
- All other filters: All

#### *Measure #9: Program Plans Taken by Plan*

The Program Plans Taken by Plan measure reports the number of students in the specified program plan in a selected cohort (by Term) that have continued in the plan, and the number of students that have since transferred to other plans, for the selected academic terms or years. The filters for the Program Plans Taken by Plan measure are as follows:

- Student Cohort Student Term History Academic Year-Term Desc: 2014-15 Fall
- Enroll History Acad Term Desc (must be same as above): 2014-15 Fall
- Student Term History Academic Plan: Applicable Program plan
- Comparison Filters  
Academic Year - Term Desc - Multi: 2014-15 Fall, Spring, Summer; 2015-16 Fall, Spring, Summer; 2016-17 Fall
- All other filters: All

#### *Measure #10: Graduates*

The Graduates measure depicts the total number of graduates within specified program plan(s) associated with the Academic Organization, for the selected academic years. The filters for the Graduates measure are as follows:

- Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015
- Graduation Degree Plan Subplan - Multi: All Applicable Program Plans
- All other filters: All





#### *Measure #11: Faculty/Adjunct Ratio*

The Faculty/Adjunct Ratio measure reports the number and percentage of program equated credit hours (ECHs) taught by the individual faculty classifications. *Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S\_FACRAT).*

*Measure #12: Revenue and Expenses (will be available by December 2017)*

*Measure #13: Capital Expenditures (will be available by December 2017)*

#### *Measure #14: State and County Trends and Wage Information*

Employment trend information is reported by state and county. Jobs (2016) refers to the average annual job openings due to growth and net replacement; % Change (2016-2024) depicts the percent change in the number of annual job openings during the eight-year period; and Median Earnings refers to the average earnings for the specified job title. *Source: Florida Department of Economic Opportunity (DEO) <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>*

#### *Measure #15: Major Employers*

Major employers consist of the primary local employers of SPC graduates. These names are obtained from the Recent Alumni Survey Report and Program Administrators.

#### *Measure #16: Total Placement*

Total Placement is the percentage of students who have enlisted in the military, are continuing their education, or are employed in their field within the first year of graduation. *Source: FETPIP Florida College System Vocational Reports <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml>.*

#### *Measure #17: State Graduates Outcomes*

State graduates outcomes provide reference data for the employment trend data. Specifically, data on former students and program participants who have graduated, exited or completed a public or training program within the State of Florida are documented. *Source: FETPIP Florida College System Vocational Reports <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml>.*

#### *Measure #18: Educational Outcomes*

End-of-program assessment data that are reported in the program's most recent Academic Program Assessment Report (APAR) are summarized and reported with

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the program's learning outcomes, means of assessment, and information about the program's next assessment report.

*Measure #19: Three-Year Course Review (will be available by December 2017)*

*Measure #20: Student Survey of Instruction*

The Student Survey of Instruction (SSI) is electronically distributed to all students enrolled in traditional classroom sections, lab courses and self-paced or directed individual study, and online courses at the College. The purpose of the SSI is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.

*Measure #21: Recent Alumni Survey*

Recent alumni surveys are administered to measure alumni satisfaction with SPC's education programs. The Recent Alumni Survey collects information related to career preparation, preparation for continuing education, and the current employment information and educational status of former students. Recent Alumni are surveyed six months after they graduate from SPC.

*Measure #22: Employer Survey*

Employer surveys are used to measure employer satisfaction with SPC graduates. Employers evaluate graduates from Bachelor of Science/Bachelor of Applied Science (BS/BAS), Associate in Science/Associate in Applied Science (AA/AS), and certificate programs. Surveys are sent to employers of recent graduates annually each spring semester.

*Measure #23: Labor Insight/Jobs*

Labor Insight/Jobs provides a variety of reports which are based on current workforce openings. Reports are available by occupations, top titles, education and experience, top skills, top industry sectors, top employers, salary distributions, and job counts. Filters allow the user to select a timeframe, geographic location, and job title. A license is required to access Burning Glass at <http://laborinsight.burning-glass.com/>



## Program Performance

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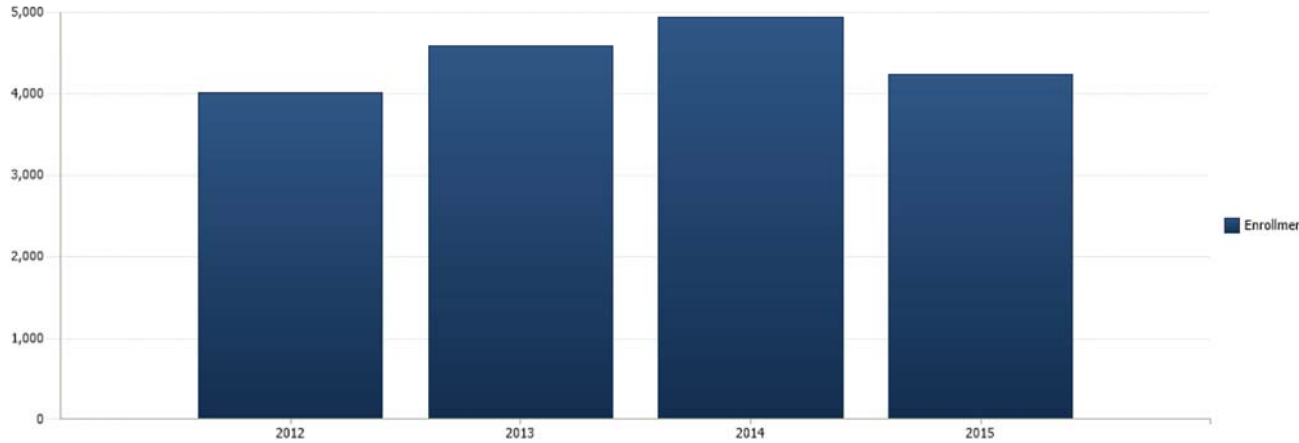


## CAPR &gt; Enrollment

[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Grade Distribution](#) | [Course Groups](#) | [Program Plans Taken by Plan](#)

## Enrollment Count Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **NURSE-UD**, Class Academic Career%



## Enrollment Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **NURSE-UD**, Class Academic Career%

Term Academic Year - Term Desc	Enrollment Count
2012	4,005
2013	4,580
2014	4,944
2015	4,226

## Student System Cube Refresh

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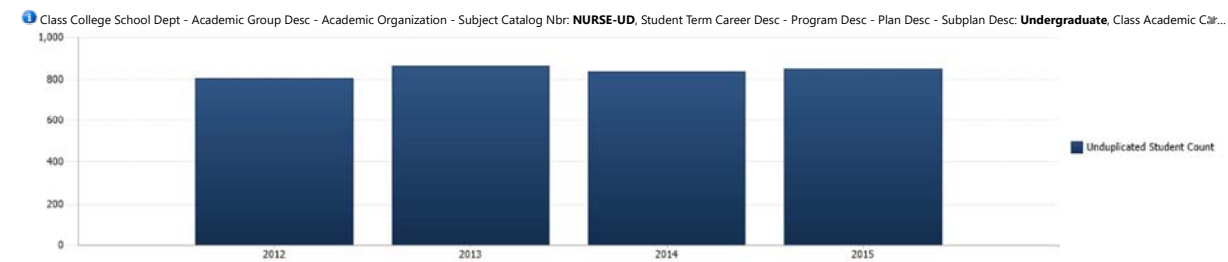
## CAPR Process Document

[CAPR Process Document](#)Academic Year - Term Desc - Multi Campus Description Academic Plan - Multi College - Group - Acad Org - Subject Course Instructional Method Student Type (FTIC) Class Academic Group Age Group Ethnic Group Gender Custom Cohort Student Group Course Group

# Academic Program Viability Report > Enrollment

Enrollment | Performance | Percent Full | Graduates | Course Groups

## Unduplicated Student Count Graph



## Unduplicated Student Count

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **NURSE-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Class Academic Cár...

Term Academic Year - Term Desc	Unduplicated Student Count
2012	807
2013	865
2014	835
2015	852

## Student System Cube Refresh

Last Refresh: 9/9/2016 10:31:34 AM

Academic Year - Term Desc - Multi 2012, 2013, 2014, 2015

Campus Description All

Career - Program - Plan - Subplan - Multi Undergraduate

College - Group - Acad Org - Subject NURSE-UD

Course Instructional Method All

Student Type (FTIC) All

Age Group All

Ethnic Group All

Gender All

Custom Cohort All

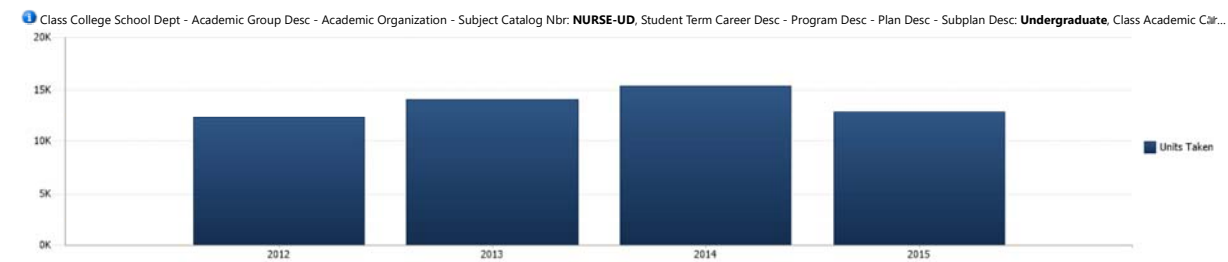
Student Group All

Course Group All

# Academic Program Viability Report > Enrollment

Enrollment | Performance | Percent Full | Graduates | Course Groups

## SSH Enrollment Graph



## SSH Enrollment

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **NURSE-UD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Class Academic Cár...

Term Academic Year - Term Desc	Units Taken
2012	12,317
2013	14,062
2014	15,376
2015	12,967

## Student System Cube Refresh

Last Refresh: 9/9/2016 10:31:34 AM

Academic Year - Term Desc - Multi 2012, 2013, 2014, 2015

Campus Description All

Career - Program - Plan - Subplan - Multi Undergraduate

College - Group - Acad Org - Subject NURSE-UD

Course Instructional Method All

Student Type (FTIC) All

Age Group All

Ethnic Group All

Gender All

Custom Cohort All

Student Group All

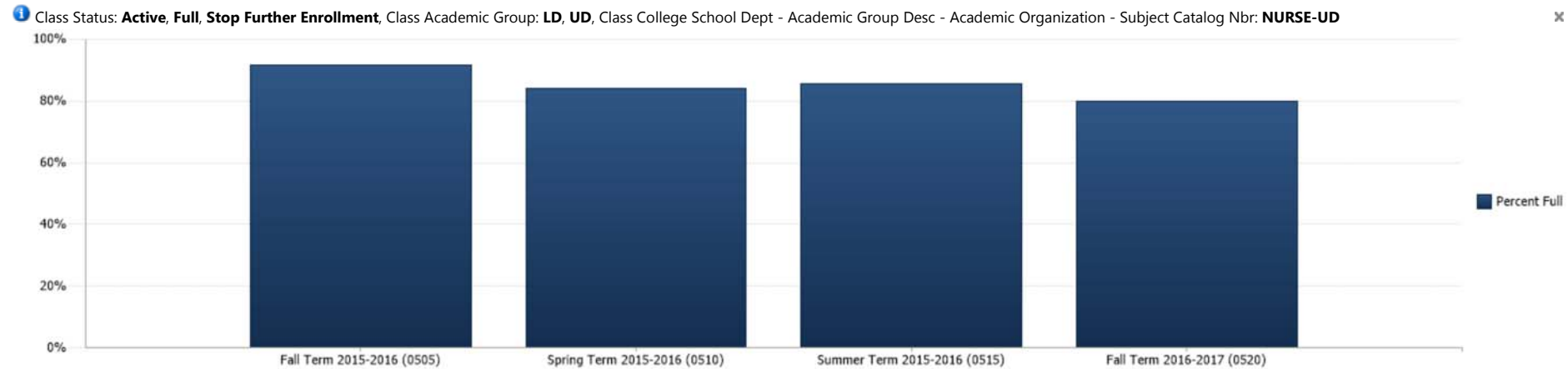
Course Group All



# Academic Program Viability Report > Percent Full

Enrollment | Performance | [Percent Full](#) | Graduates | Course Groups

## Percent Full Metric Graph



## Percent Full Metric by Instructional Method

**Class Status: Active, Full, Stop Further Enrollment**, Class Academic Group: **LD, UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **NURSE-UD**, Filter empty rows and columns

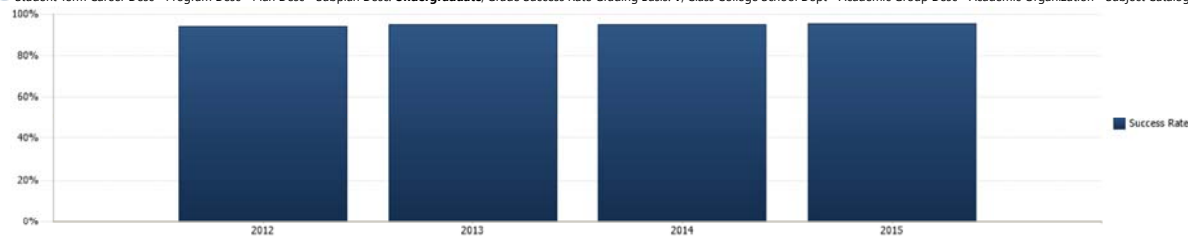
Term Academic Year - Term Desc	Measures	All	Face-to-Face	Independent Study	Online
Fall Term 2015-2016 (0505)	Enrollment Count	1,798	408	2	1,388
Fall Term 2015-2016 (0505)	Standard Course Load	1,968	264	48	1,656
Fall Term 2015-2016 (0505)	Percent Full	91.4%	154.5%	4.2%	83.9%
Spring Term 2015-2016 (0510)	Enrollment Count	1,756	497	4	1,255
Spring Term 2015-2016 (0510)	Standard Course Load	2,088	576	48	1,464
Spring Term 2015-2016 (0510)	Percent Full	84.1%	86.3%	8.3%	85.7%
Summer Term 2015-2016 (0515)	Enrollment Count	677	177	7	493
Summer Term 2015-2016 (0515)	Standard Course Load	792	192	24	576
Summer Term 2015-2016 (0515)	Percent Full	85.5%	92.2%	29.2%	85.6%
Fall Term 2016-2017 (0520)	Enrollment Count	1,837	454	7	1,376
Fall Term 2016-2017 (0520)	Standard Course Load	2,304	504	48	1,752
Fall Term 2016-2017 (0520)	Percent Full	79.7%	90.1%	14.6%	78.5%

# Academic Program Viability Report > Performance

Enrollment | [Performance](#) | Percent Full | Graduates | Course Groups

## Success Rate Graph

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog...



## Performance

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog...

Term	Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
2012		4,004	94.0%	3.7%	1.1%	0.7%
2013		4,580	95.0%	3.0%	0.7%	0.7%
2014		4,944	95.0%	3.2%	0.8%	0.4%
2015		4,231	95.4%	2.9%	0.6%	0.5%

## Student System Cube Refresh

Last Refresh: 9/9/2016 10:31:34 AM

Academic Year - Term Desc - Multi 2012, 2013, 2014, 2015

Campus Description All

Career - Program - Plan - Subplan - Multi Undergraduate

College - Group - Acad Org - Subject NURSE-UD

Course Instructional Method All

Student Type (FTIC) All

Age Group All

Ethnic Group All

Gender All

Student Group All

Course Group All

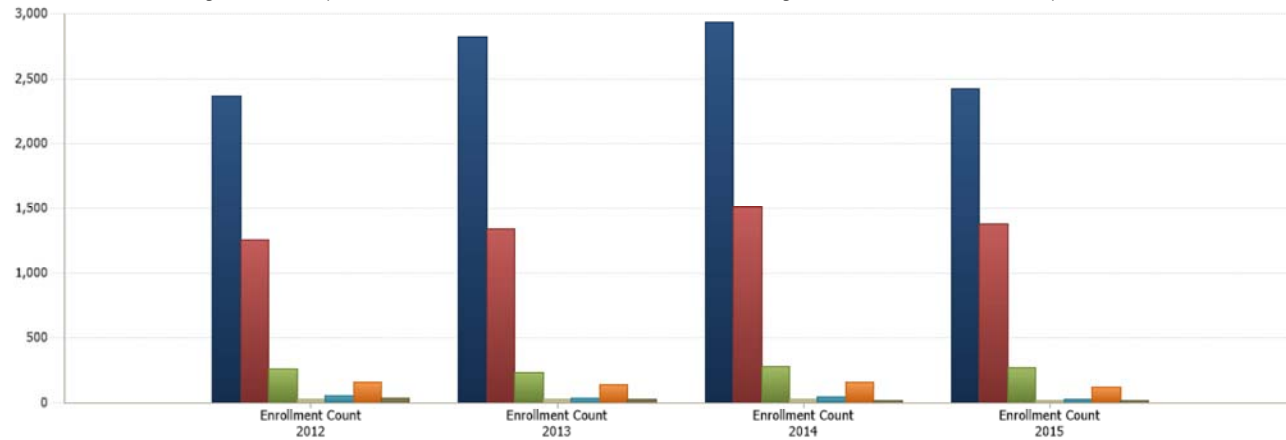




## CAPR &gt; Grade Distribution

Enrollment | Performance | Percent Full | Graduates | [Grade Distribution](#) | Course Groups | Program Plans Taken by Plan

## Student Grade Distribution Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **NURS-BS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career: **UGRD**, Filtered

## Student Grade Distribution

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **NURS-BS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career: **UGRD**, Filtered

Term Academic Year - Term Desc	Enrollment Count						
	All	A	B	C	D	F	W
2012	4,165	2,368	1,262	262	51	161	36
2013	4,634	2,826	1,342	235	38	135	29
2014	4,957	2,930	1,508	274	25	156	22
2015	4,256	2,421	1,379	264	22	124	19

## Student System Cube Refresh

Last Refresh: 4/21/2017 5:26:29 AM

## CAPR Process Document

[CAPR Process Document](#)Academic Year - Term Desc - Multi 2012, 2013, 2014, 2015Campus Description AllAcademic Plan - Multi NURS-BSCourse Instructional Method AllStudent Type (FTIO) AllClass Academic Group AllAge Group AllEthnic Group AllGender AllStudent Group AllCourse Group All



### *Industry Certification Attainment*

An industry certification or equivalent state or national exam has not been identified for the Nursing, BS program for evidence of certification attainment at the baccalaureate level. All students in the BS program were required to complete the National Council Licensure Examination (NCLEX®) prior to enrolling in the program.



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CAPR > Program Plans Taken by Plan

Enrollment | Performance | Percent Full | Graduates | Grade Distribution | Course Groups | [Program Plans Taken by Plan](#)

Program Plans Taken by Plan

Student Enrollment History Class Academic Career: **UGRD**, Class Academic Career: **UGRD**, Student Enrollment History Academic Year - Term Desc: **Fall Term 2014-2015 (0490)**, Student Term History Academic Plan: **NURS-BS**, Student Term History Academic Year - Term Desc: **Fall...**

	Fall Term 2014-2015 (0490)	Spring Term 2014-2015 (0495)	Summer Term 2014-2015 (0500)	Fall Term 2015-2016 (0505)	Spring Term 2015-2016 (0510)	Summer Term 2015-2016 (0515)	Fall Term 2016-2017 (0520)	Spring Term 2016-2017 (0525)
Academic Plan	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count
All	623	556	311	248	121	41	66	40
NURS-BS	623	556	310	243	118	37	63	37
GEN-AA				1				
ENRCH-NO			1	2	2	2	3	2
BUS-AS				1				
HSA-BAS				1	1	1		1
LEGAL-AS						1		

Student System Cube Refresh

Last Refresh: 4/21/2017 5:26:29 AM

CAPR Process Document

 [CAPR Process Document](#)

Cohort Selection Filters

Cohort Selection Filters

Comparison Filters

Student Term History Academic Year-Term Desc

Fall Term 2014-2015 (0490)

Student Enroll History Instructional Modality

All

Academic Year - Term Desc - Multi

Fall Term 2014-2015 (0490), Spring Term...

Enroll History Acad Term Desc (must be same as above)

Fall Term 2014-2015 (0490)

Student Term History Part Full Time

All

Student Term History Academic Plan

NURS-BS

Student Term History Age Group

All

Student Term History FTIC

All

Ethnic Group

All

Student Term History Enrollment Type

All

Gender

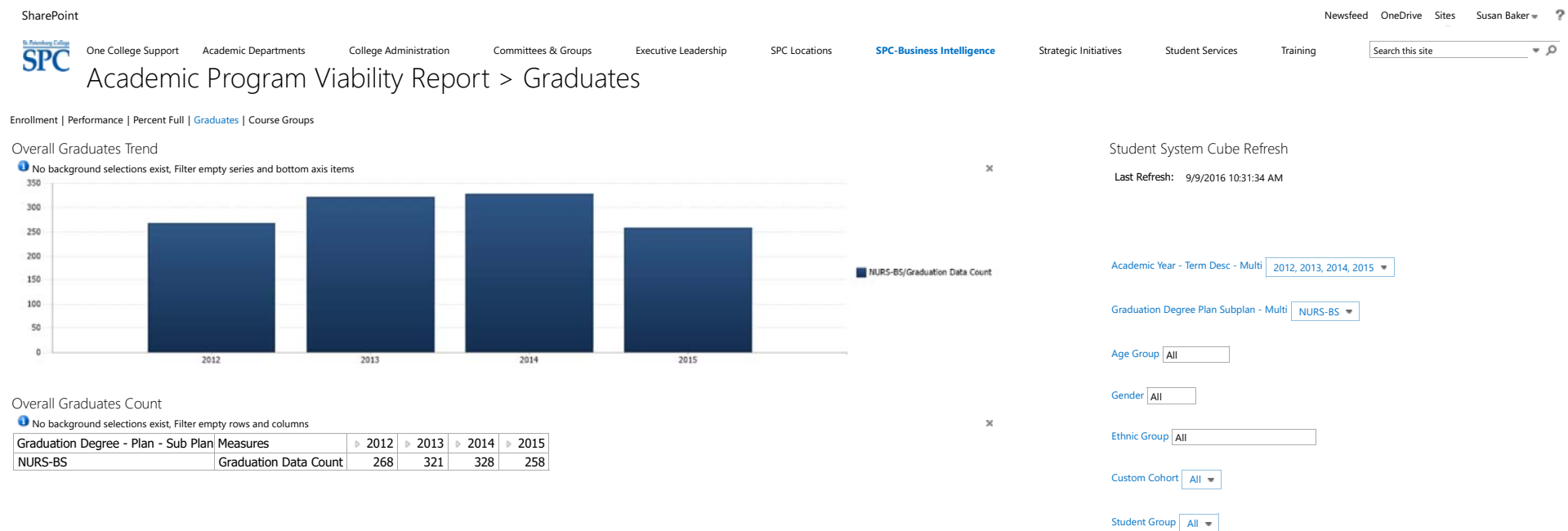
All

Student Term History Total Cumulative Units

All

Custom Cohort

All





## Faculty/Adjunct Ratio

### Equated Credit Hours by Faculty Classification

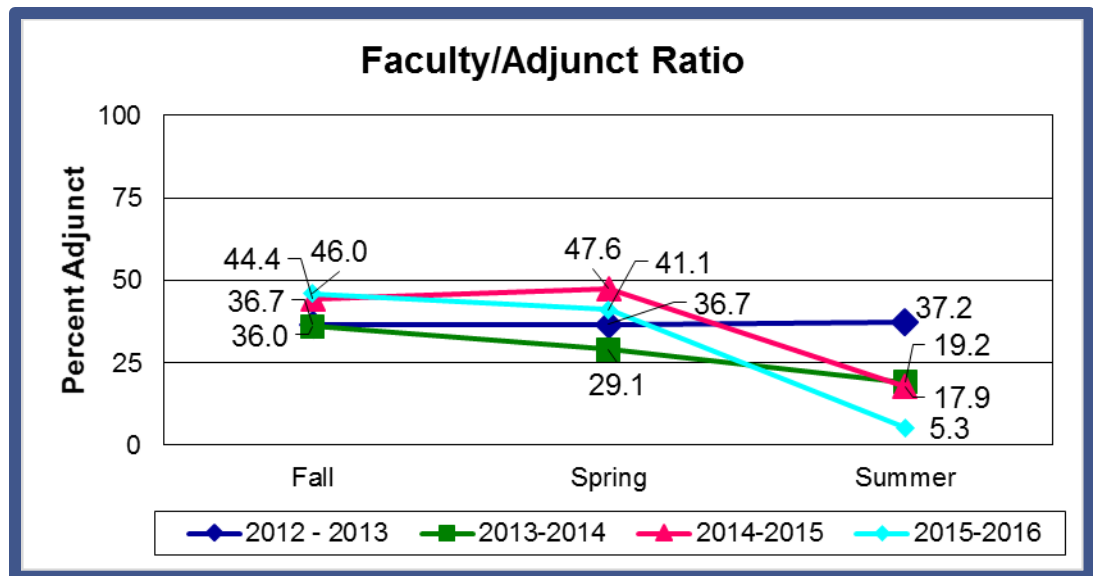
	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2012-2013	126.0	63.3%	0.0	0.0%	73.0	36.7%
Spring 2012-2013	162.0	63.3%	0.0	0.0%	94.0	36.7%
Summer 2012-2013	83.0	62.8%	0.0	0.0%	49.1	37.2%
2012-2013 Total	371.0	63.2%	0.0	0.0%	216.1	36.8%
Fall 2013-2014	142.0	63.1%	2.0	0.9%	81.0	36.0%
Spring 2013-2014	194.8	68.4%	7.0	2.5%	83.0	29.1%
Summer 2013-2014	107.0	75.9%	7.0	5.0%	27.0	19.2%
2013-2014 Total	443.8	68.2%	16.0	2.5%	191.0	29.3%
Fall 2014-2015	151.4	55.6%	0.0	0.0%	121.0	44.4%
Spring 2014-2015	178.5	52.4%	0.0	0.0%	162.0	47.6%
Summer 2014-2015	110.4	82.1%	0.0	0.0%	24.0	17.9%
2014-2015 Total	440.2	58.9%	0.0	0.0%	307.0	41.1%
Fall 2015-2016	150.2	54.0%	0.0	0.0%	128.0	46.0%
Spring 2015-2016	153.3	58.9%	0.0	0.0%	107.0	41.1%
Summer 2015-2016	89.9	94.7%	0.0	0.0%	5.0	5.3%
2015-2016 Total	393.4	62.1%	0.0	0.0%	240.0	37.9%

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S\_FACRAT).

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Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S\_FACRAT).



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## Occupation Profile

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### *Occupation Description*

There was no occupation description for Registered Nurses (291141) found in the DEO website.

### *State and County Trends and Wage Information*

The distribution of 2016 wage information for Registered Nurses is located in the table below. The median hourly earnings for Registered Nurses was \$30.45 in Florida and \$30.87 in Pinellas County.

Employment trend information for occupations related to Nursing are also provided in the tables. An average annual increase in employment for Registered Nurses (16.2% - 16.9%) is shown for the period between 2016 and 2024, across the state and county.





### *Employment Data*

#### Growth for Registered Nurses

	Jobs (2016)	% Change (2016-2024)	Median Earnings
Florida	178,186	16.2%	\$30.45/hr
Pinellas County	10,139	16.9%	\$30.87/hr

Source: Florida Department of Economic Opportunity (DEO)  
<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>



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### *Major Employers*

Graduates of SPC's Nursing - BS program are employed in various areas related to their field. The primary local employers of these graduates are Morton Plant Mease Hospital, St Anthony's Hospital, All Children's Hospital, Moffitt Cancer Center, BayCare Health Systems, Bay Pines VA Healthcare System, Heart of Florida Regional Medical Center, Lakeland Regional Health, HCA Largo Medical Center, Orlando Health at Dr. Phillips Hospital, Bon Secours Home Health, Flagler Hospital, St. Petersburg College, PEMHS, Life Care of Orlando, East Cooper Medical Center, James A Haley VA, Munroe Regional Medical Center, Northside Hospital, St. Petersburg General Hospital, Suncoast Hospice, and Menorah Manor, as depicted in the table below.

### *Major Employers*

Employers of Nursing - BS Graduates
Morton Plant Mease Hospital
St Anthony's Hospital
All Children's Hospital
Moffitt Cancer Center
BayCare Health Systems
Bay Pines VA Healthcare System
Heart of Florida Regional Medical Center
Lakeland Regional Health
HCA Largo Medical Center
Orlando Health at Dr. Phillips Hospital
Bon Secours Home Health
Flagler Hospital
St. Petersburg College
PEMHS
Life Care of Orlando
East Cooper Medical Center

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James A Haley VA
Munroe Regional Medical Center
Northside Hospital
St. Petersburg General Hospital
Suncoast Hospice
Menorah Manor

*Source: Recent Alumni Survey reports and program administrator records*

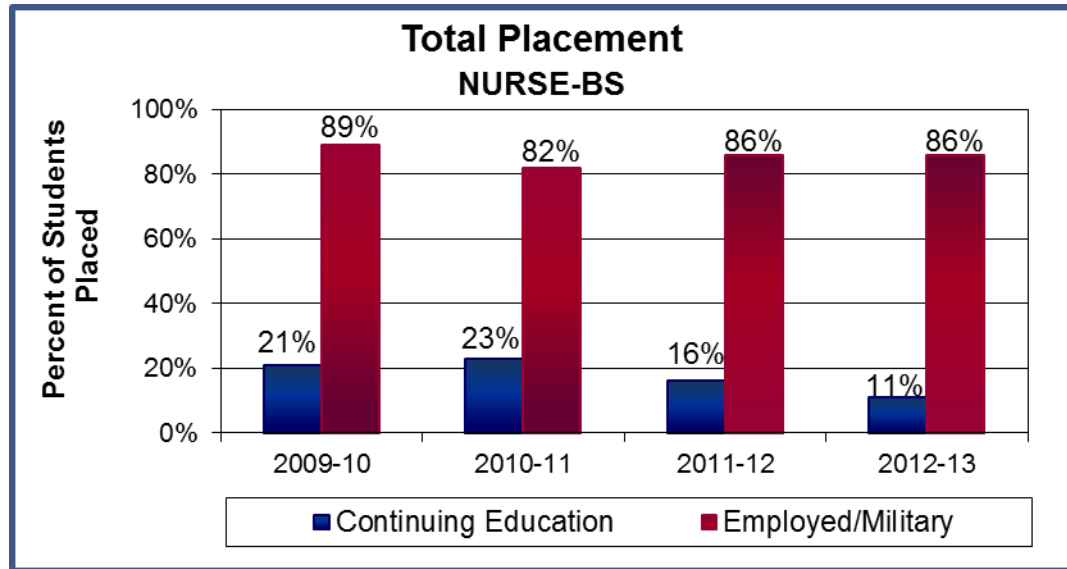


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### 2015-16 Placement Data



NURSE BS		
	Continuing Education	Employed/Military
2009-10	21%	89%
2010-11	23%	82%
2011-12	16%	86%
2012-13	11%	86%

Source: FETPIP Follow-up Outcomes <http://www.fl DOE.org/fetpip/ccs.asp>



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## Academics

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### *Educational Outcomes*

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS/BS/BAS program every three years to evaluate the quality of the program's educational outcomes. The Nursing - BS program was evaluated through an Academic Program Assessment Report (APAR).

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2015-16 assessment. Each of the four PLOs is listed below:

1. Incorporate cultural and ethical perspectives into nursing practice.
2. Use evidence-based knowledge in the application of nursing care.
3. Demonstrate the use of leadership and management skills in professional nursing practice.
4. Integrate health promotion and risk reduction strategies into the nursing practice.

### *Means of Assessment*

The purpose of the End of Program assessment is to make summative interpretations for program improvement.

The Nursing (BS) program used the results of a cultural assessment paper and an analysis paper for PLO 1; a presentation for PLO 2; a leadership project for PLO 3; and a teaching project for PLO 4. The criteria for success stated that students should attain a minimum score of 70% on all assessments.

Data were collected during Fall 2014 through Summer 2015 for PLO 1; Spring and Summer 2015 for PLOs 2 and 3; and Fall 2014 and Summer 2015 for PLO 4. The students whom were assessed achieved a minimum score of 70% on of the assessments for all four PLOs and met the criteria for success.

The 2015-16 follow-up report draft has not yet been approved.

For the complete 2015-16 Nursing Program Assessment Report, please see Appendix B.



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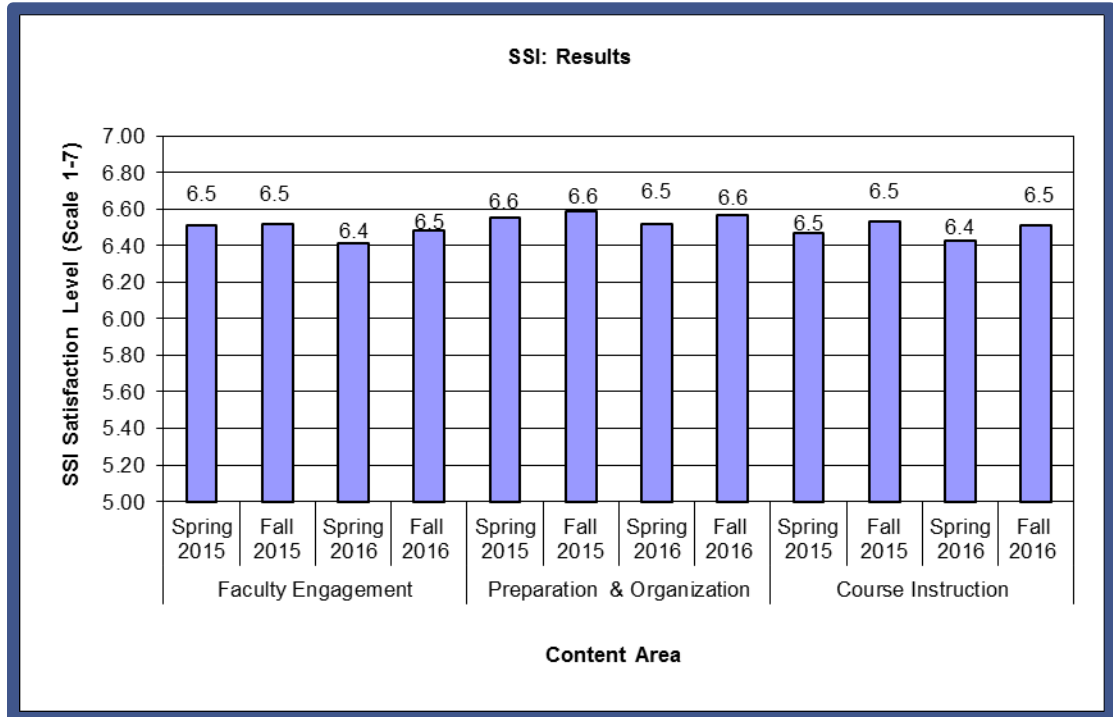
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## Stakeholder Perceptions



## Student Survey of Instruction (SSI)



Source: St. Petersburg College Student Survey of Instruction database



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St. Petersburg College Nursing, B.S.  
**SPC** 2015-16 Alumni Survey Report  
*Survey of 2014-15 Graduates*

- B.S. Degree: Nursing
- A.T.C.: Critical Care, Emergency Care, Sepsis Awareness and Education

### *Alumni Survey Information*

Graduates are sent one survey to complete, even in cases where they may have earned multiple degrees within the same year. In these cases, the reported number of surveys sent and responses received are counted once per degree or certificate awarded to the student.

Three hundred and thirteen Alumni Surveys were provided to the 2014-15 graduates of the Nursing, B.S. program. Responses were received from 58 B.S. graduates.

Nineteen percent (58/313) of the graduates surveyed responded to the survey. After receiving permission from the respondents to contact their employers, twenty-three employer surveys were sent out. Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 94.6% (53/56) of recent graduate survey respondents, who were employed, were employed full-time.
- 92.9% (52/56) of recent graduate survey respondents had a current position related to their studies.
- 72.4% (42/58) of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Continue my education"*; 8.6% (5/58) *"Earn more money"*; 5.2% (3/58) *"Get a promotion"*; 5.2% (3/58) *"Meet certification/training needs"*; 5.2% (3/58) *"Other"*; 1.7% (1/58) *"Change career fields"*; and 1.7% (1/58) *"Obtain employment"*.
- 72.4% (42/58) of recent graduate survey respondents indicated that their SPC degree allowed them to *"Continue my education"*; 39.7% (23/58) *"Earn more money"*; 27.6% (16/58) *"Meet certification/training needs"*; 17.2% (10/58) *"Get a promotion"*; 8.6% (5/58) *"Obtain employment"*; 6.9% (4/58) *"Change career fields"*; and 3.4% (2/58) *"Other"*. [Note: The total may exceed 100% as this question allows multiple responses]
- 50.0% (29/58) of recent graduate survey respondents indicated that SPC did *"Exceptionally well"* in helping them meet their goal; 36.2% (21/58) *"Very well"*; and 13.8% (8/58) *"Adequately"*.
- 87.5% (49/56) of recent graduate survey respondents indicated that they earned \$25.00 or more per hour (\$52,000 or more annually); and 12.5% (7/56) earned \$20.00-\$24.99 per hour (\$42,000-\$51,999 annually).

- 32.1% (18/56) of recent graduate survey respondents indicated they are continuing their education.
- 100.0% (56/56) of recent graduate survey respondents would recommend SPC's Nursing, B.S. program to another.
- 36.4% (20/55) of recent graduate survey respondents indicated that they served their employer on a committee at their place of employment or in another professional organization.
- 25.0% (14/56) of recent graduate survey respondents indicated that they provided volunteer community services in a health-related capacity.
- 40.0% (22/55) of recent graduate survey respondents indicated that they held membership in one or more professional nursing organizations.
- An evaluation of Nursing, B.S. graduates' general education outcomes is displayed in Table 1. Graduates indicated satisfaction with their college preparation in the area of general education outcomes. Nine outcomes received a mean score of 4.5, fourteen received mean scores between 4.1 and 4.4, and two received mean scores between 3.6 and 3.8.

*Table 1*  
*College Preparation Ratings for Recent Nursing, B.S. Program Graduates*

<i>General Education Outcomes</i> <i>(Five point rating scale with five being the highest)</i>	<i>Item Ratings</i>		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Communicating clearly and effectively with others through:</i>			
Speaking	58	4.1	0.8
Listening	56	4.3	0.7
Reading	56	4.4	0.7
Writing	56	4.3	0.7
<i>Your use of mathematical and computational skills:</i>			
Comfortable with mathematical calculations	57	4.1	0.7
Using computational skills appropriately	56	4.2	0.7
Accurately interpreting mathematical data	56	4.1	0.7
<i>Using the following forms of technology:</i>			
Email	57	4.5	0.7
Word Processing	57	4.5	0.7
Spreadsheets	57	3.6	1.1
Databases	57	3.8	0.9
Internet Research	58	4.3	0.7

<i>General Education Outcomes</i> (Five point rating scale with five being the highest)	<i>Item Ratings</i>		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Thinking logically and critically to solve problems:</i>			
Gathering and assessing relevant information	57	4.4	0.5
Inquiring about and interpreting information	57	4.4	0.6
Organizing and evaluating information	57	4.5	0.5
Analyzing and explaining information to others	57	4.3	0.6
Using information to solve problems	57	4.4	0.6
<i>Working effectively with others in a variety of settings:</i>			
Participating as a team player (e.g., group projects)	57	4.5	0.6
Working well with individuals from diverse backgrounds	57	4.5	0.5
Using ethical courses of action	57	4.5	0.5
Demonstrating leadership skills	58	4.4	0.6
<i>Appreciating the importance of lifelong learning:</i>			
Showing an interest in career development	58	4.4	0.6
Being open to new ideas and challenges	57	4.5	0.6
Willingness to take on new responsibilities	57	4.5	0.7
Pursuing additional educational opportunities	57	4.5	0.6

- An evaluation of Nursing, B.S. graduates' preparation is displayed in Table 2. Graduates indicated high levels of satisfaction with their college preparation in the area of nursing. Six outcomes received mean scores between 4.6 and 4.7.

*Table 2**Nursing Preparation Ratings for Recent Nursing, B.S. Program Graduates*

<i>College of Nursing Outcomes</i> (Five point rating scale with five being the highest)	<i>Item Ratings</i>			
	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N/A*</i>
The RN-BSN Program at SPC proved to be a satisfactory preparation towards earning a baccalaureate degree.	56	4.6	0.7	0
I am able to incorporate cultural and ethical perspectives into nursing practice.	56	4.6	0.8	0
I am able to use evidence-based knowledge in the application of nursing care.	56	4.7	0.7	0
I am able to demonstrate the use of leadership and management skills in professional nursing practice.	55	4.7	0.7	1
I am able to integrate health promotion and risk reduction strategies into nursing practice.	55	4.6	0.7	0

<i>College of Nursing Outcomes</i> <i>(Five point rating scale with five being the highest)</i>	<i>Item Ratings</i>			
	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N/A *</i>
I would recommend the baccalaureate nursing program at SPC to someone who desires a professional nurse baccalaureate education.	56	4.7	0.7	0

\*The survey allowed respondents to select "N/A" if an outcome was not applicable.

*Employer Survey Information*

Although employers are surveyed one time per graduate, some graduates may have earned multiple awards. Therefore, the number of surveys administered and responses received are reported for each degree or certificate the student was awarded.

Twenty-three employer surveys were sent out to employers based on the permission provided by recent graduates in the 2014-15 recent graduate survey. Thirty-nine percent of the employers surveyed responded to the survey (9/23). Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 100% (9/9) of employers responding to the survey indicated they would hire another graduate from SPC.
- 66.7% (6/9) of employers responding to the survey had graduate employees who earned had employees who earned \$25.00 or more per hour (\$52,000 or more annually); 22.2% (2/9) had employees who earned \$20.00-\$24.99 per hour (\$42,000-\$51,999 annually); and 11.1% (1/9) had employees who earned \$15.00-\$19.99 per hour (\$31,000-\$41,999 annually).
- An employer evaluation of Nursing, B.S. graduates' general education outcomes is displayed in Table 1. Employers indicated high levels of satisfaction with graduates' general education outcomes. One outcome received a mean score of 5.0, fifteen received mean scores between 4.6 and 4.9, and nine received mean scores between 4.0 and 4.4.

*Table 1**Employer Competency Ratings for Recent Nursing, B.S. Graduates*

<i>General Education Outcomes</i> (Five point rating scale with five being the highest)	<i>Item Ratings</i>			
	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N/A *</i>
<i>Communicate clearly and effectively with others through:</i>				
Speaking	9	4.6	0.5	0
Listening	9	4.7	0.5	0
Reading	9	4.7	0.5	0
Writing	9	4.6	0.5	0
<i>Use mathematical and computational skills:</i>				
Comfortable with mathematical calculations	8	4.4	0.5	1

<i>General Education Outcomes</i> (Five point rating scale with five being the highest)	<i>Item Ratings</i>			
	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N/A*</i>
Uses computational skills appropriately	8	4.4	0.5	1
Accurately interprets mathematical data	8	4.4	0.5	1
<i>Use the following forms of technology:</i>				
E-mail	9	4.8	0.4	0
Word Processing	9	4.4	0.5	0
Spreadsheets	7	4.0	0.8	2
Databases	8	4.1	0.6	1
Internet Research	8	4.6	0.5	1
<i>Think logically and critically to solve problems</i>				
Gathers and assesses relevant information	9	4.6	0.5	0
Inquires and interprets information	9	4.4	0.5	0
Organizes and evaluates information	9	4.4	0.5	0
Analyzes and explains information to others	9	4.4	0.5	0
Uses information to solve problems	9	4.7	0.5	0
<i>Work effectively with others in a variety of settings:</i>				
Participates as team player (e.g., groups projects)	9	5.0	0.0	0
Works well with individuals from diverse backgrounds	9	4.9	0.3	0
Uses ethical courses of action	9	4.9	0.3	0
Demonstrates leadership skills	9	4.6	0.7	0
<i>Appreciate the importance of lifelong learning:</i>				
Shows interest in career development	9	4.8	0.4	0
Open to new ideas and challenges	9	4.6	0.7	0
Willing to take on new responsibilities	9	4.6	0.7	0
Pursues additional educational opportunities	9	4.7	0.5	0

\*The survey allowed employers to select N/A if a competency was not applicable for an employee.

- An employer evaluation of Nursing, B.S. graduates' nursing outcomes is displayed in Table 2. Employers indicated high levels of satisfaction with graduates' nursing outcomes. Two outcomes received mean scores between 4.6 and 4.7, and four received mean scores between 4.3 and 4.4.

**Table 2***Employer Nursing Skill Ratings for Recent Nursing, B.S. Program Graduates*

College of Nursing Outcomes (Five point rating scale with five being the highest)	Item Ratings			
	N	Mean	SD	N/A *
The RN-BSN Program at SPC provided satisfactory preparation for registered nurses at the baccalaureate level of nursing practice.	8	4.3	0.7	0
The graduate incorporates cultural and ethical perspectives into nursing practice.	9	4.6	0.5	0
The graduate uses evidence-based knowledge in the application of nursing care.	9	4.4	0.5	0
The graduate demonstrates the use of leadership and management skills in professional nursing practice.	9	4.4	0.9	0
The graduate integrates health promotion and risk reduction strategies into nursing practice.	9	4.7	0.5	0
The graduate serves the institution on a health agency board or committee.	7	4.4	0.5	2

\*The survey allowed employers to select N/A if a competency was not applicable for an employee.

Job Title

Last 60 days

AND ( MSA : Tampa-St. Petersburg-Clearwater, FL (Metropolitan Statistical Area) )AND ( Title with : nurse )

Top Cities

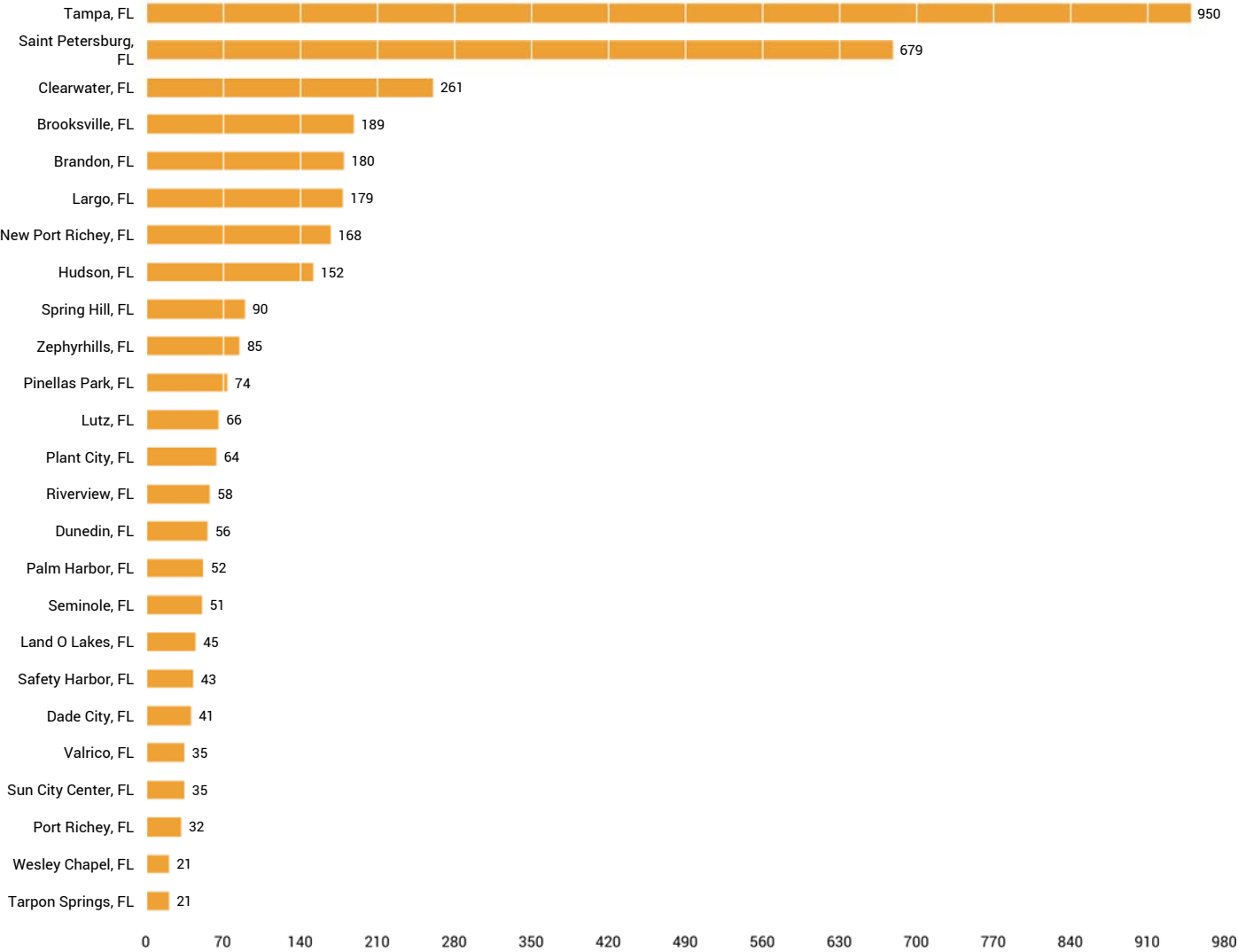
Jan. 29, 2017 - Mar. 29, 2017 (Data not available after Mar. 27, 2017)

There are 3,710 postings available with the current filters applied.

There are 0 unspecified or unclassified postings.

City

Numbers



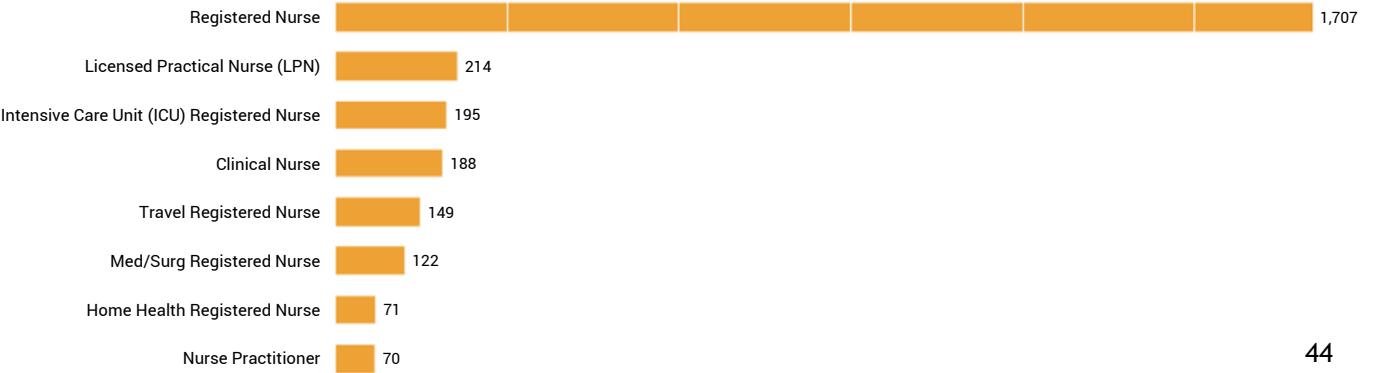
Top Titles

Jan. 29, 2017 - Mar. 29, 2017 (Data not available after Mar. 27, 2017)

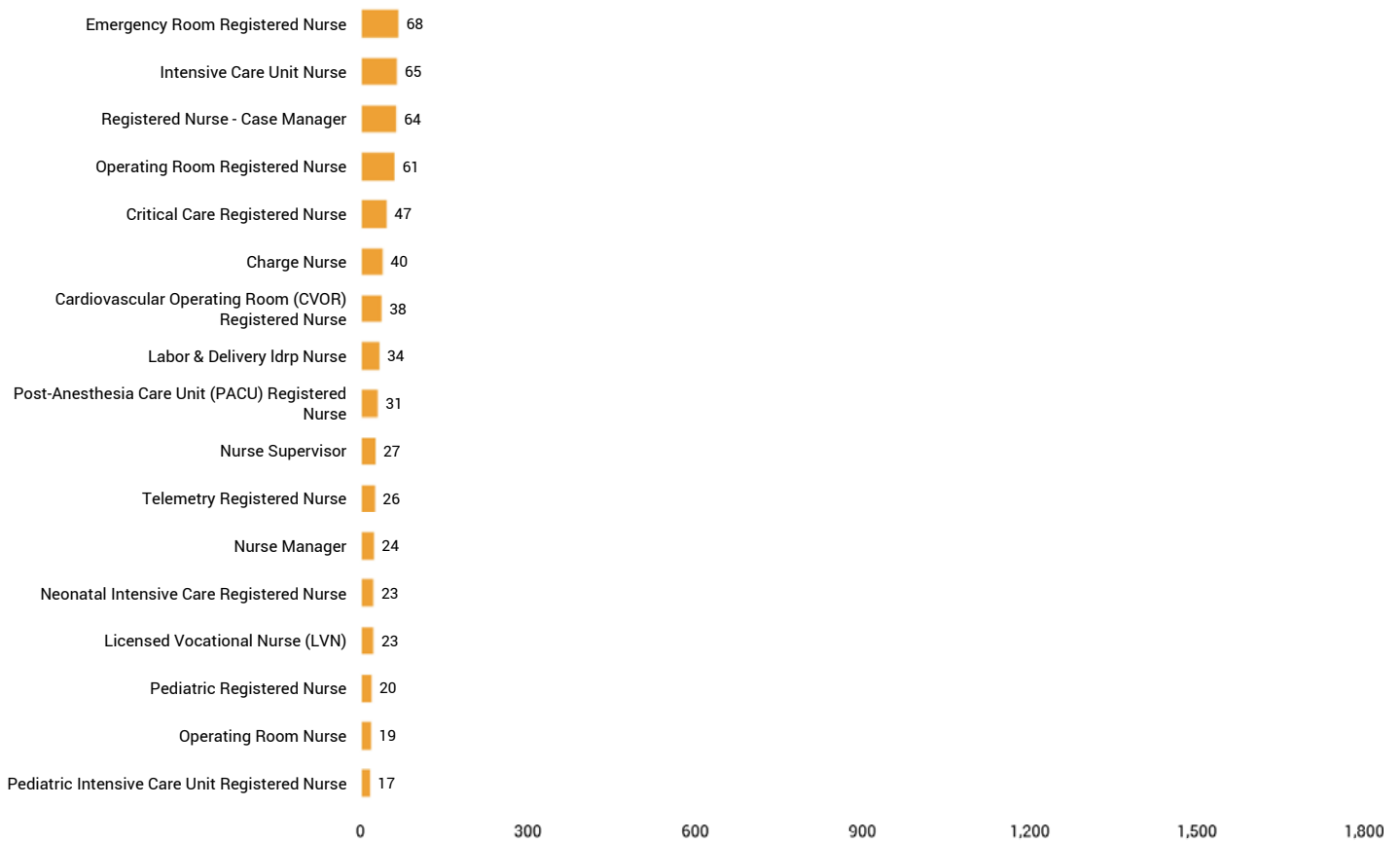
There are 3,710 postings available with the current filters applied.

There are 0 unspecified or unclassified postings.

Numbers







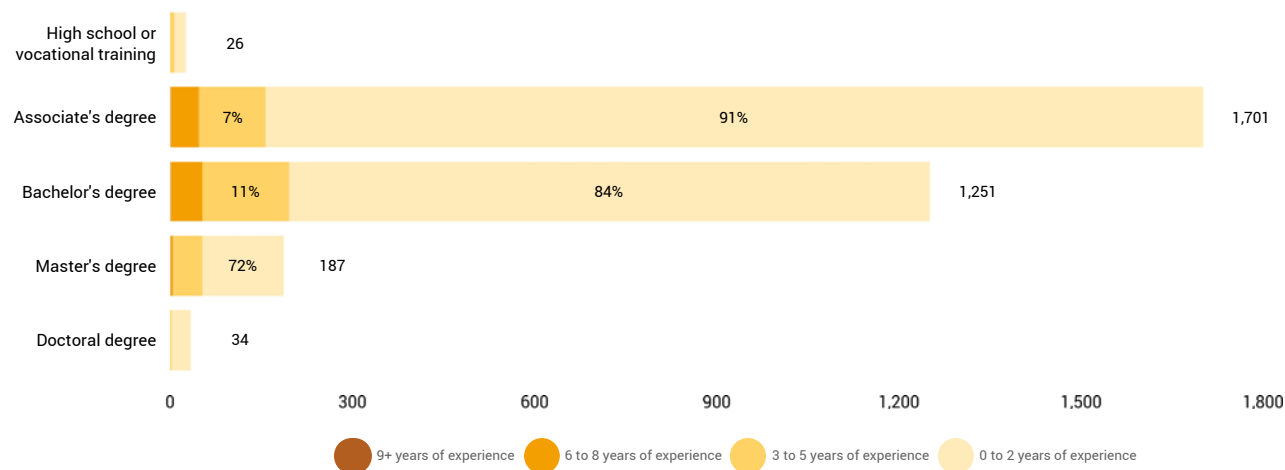
Education and Experience

This report provides information on both the preferred and minimum/required education levels listed in job postings. For this reason, a job posting may be counted in more than one of the ed below.

Jan. 29, 2017 - Mar. 29, 2017 (Data not available after Mar. 27, 2017)

There are 3,710 postings available with the current filters applied.

There are 1,423 unspecified or unclassified postings.



## Top Skills

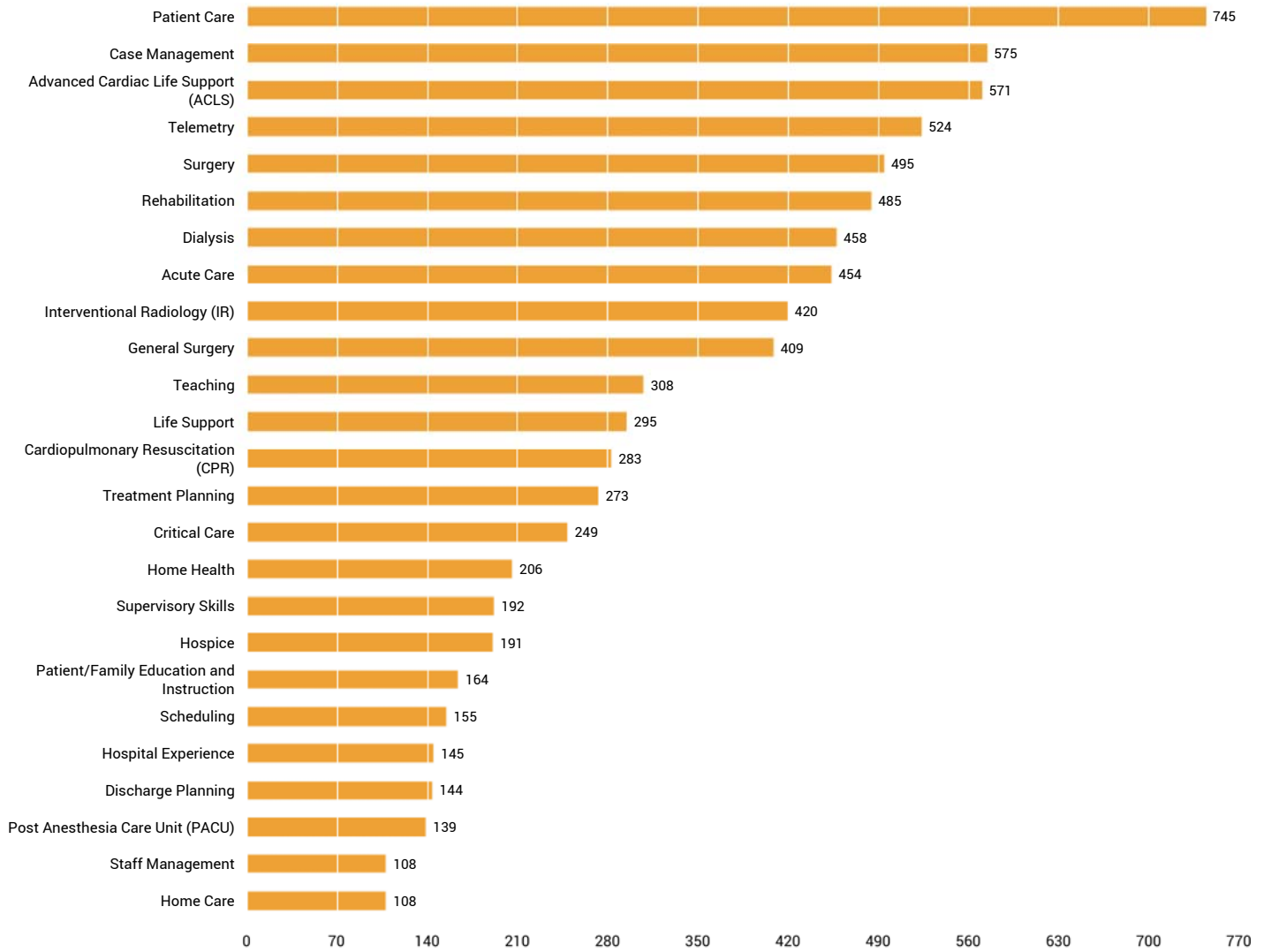
Jan. 29, 2017 - Mar. 29, 2017 (Data not available after Mar. 27, 2017)

There are 3,710 postings available with the current filters applied.

There are 1,381 unspecified or unclassified postings.

Specialized Skills ▼

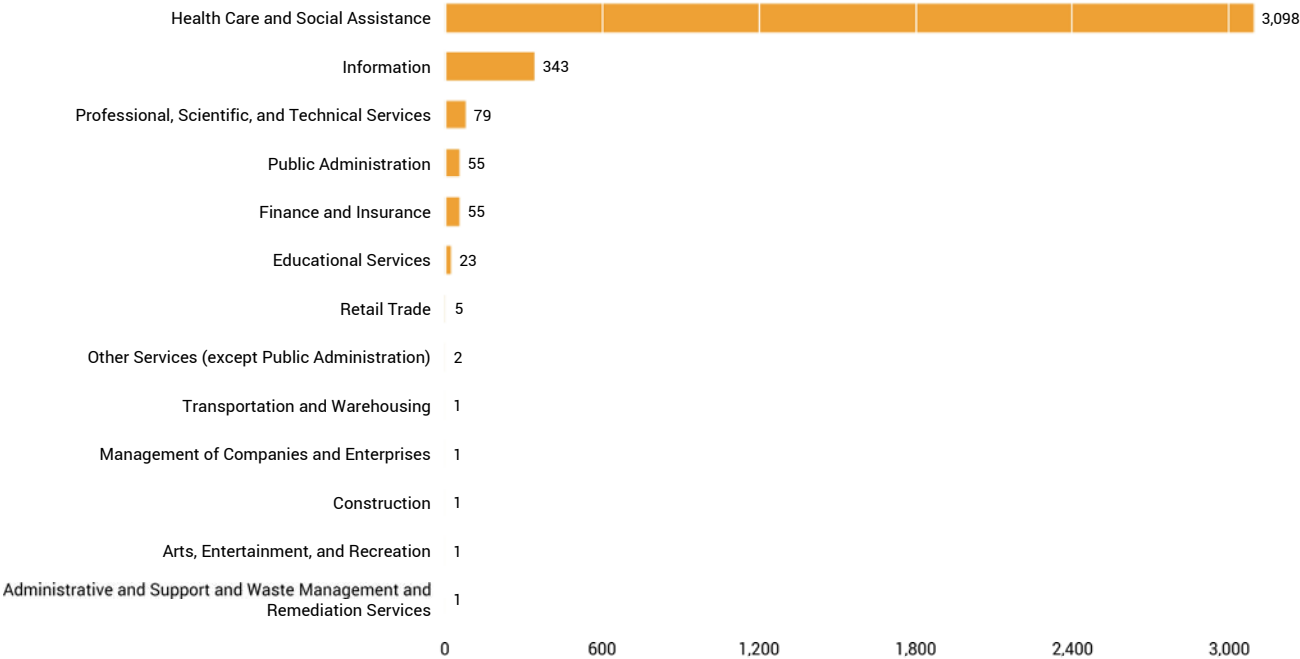
Numbers ▼



Top Industry Sectors

Jan. 29, 2017 - Mar. 29, 2017 (Data not available after Mar. 27, 2017)  
There are 3,710 postings available with the current filters applied.  
There are 45 unspecified or unclassified postings.

Numbers ▼



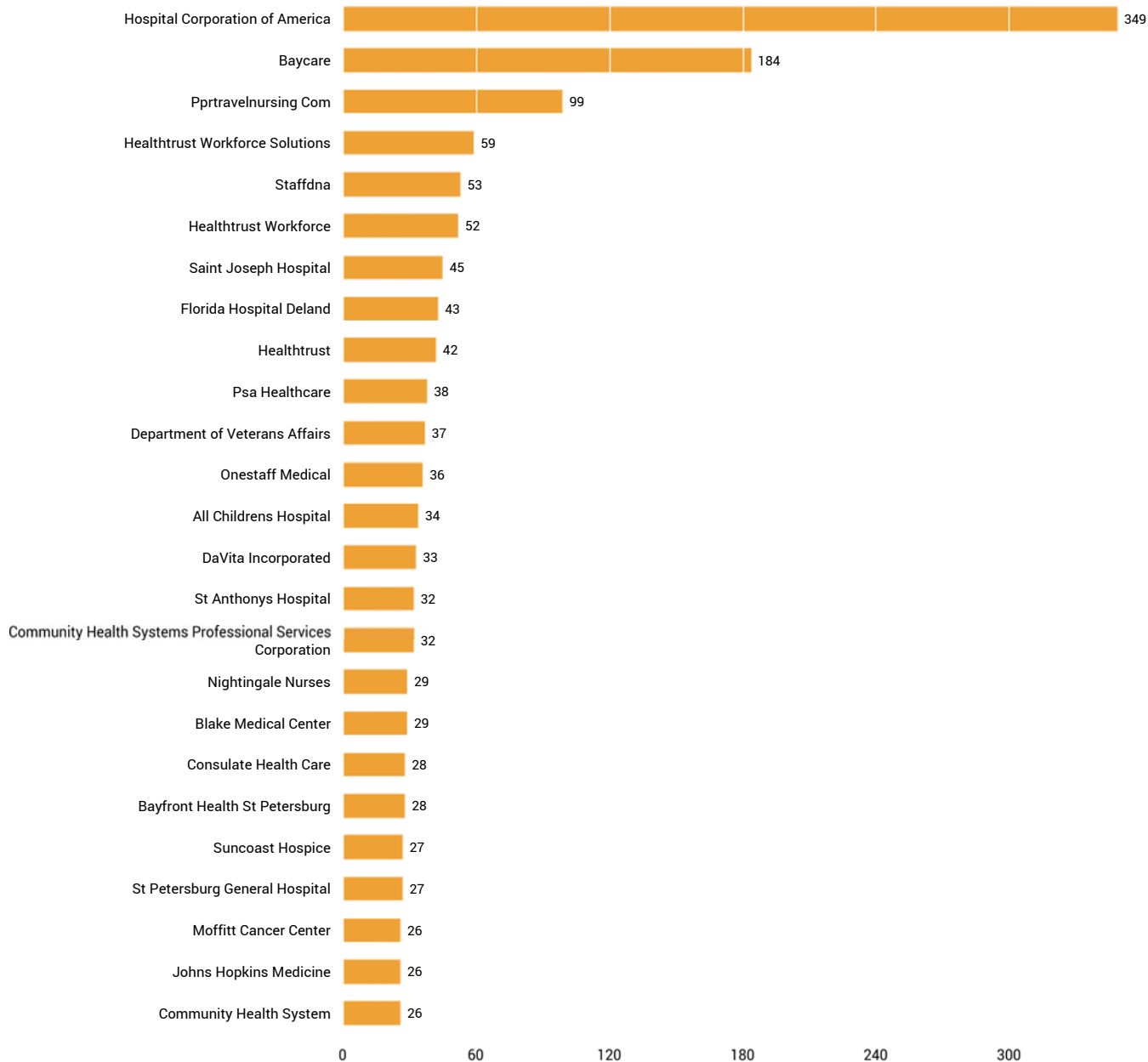
### Top Employers

Jan. 29, 2017 - Mar. 29, 2017 (Data not available after Mar. 27, 2017)

There are 3,710 postings available with the current filters applied.

There are 1,479 unspecified or unclassified postings.

Numbers ▼



Salary Distribution

Note: 91% of records have been excluded because they do not include salary information. As a result, the chart below may not be representative of the full sample.

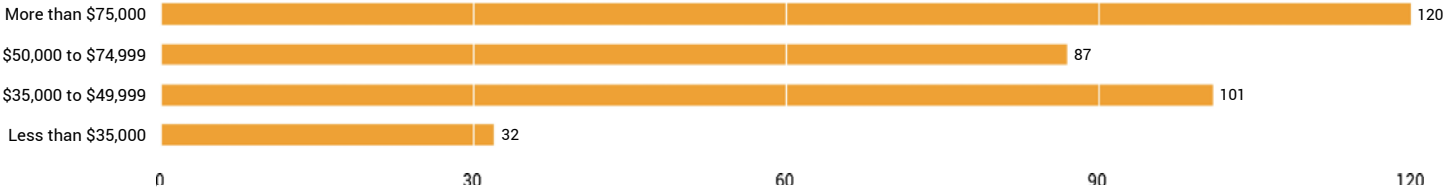
Mean real-time salary = \$67,007

Jan. 29, 2017 - Mar. 29, 2017 (Data not available after Mar. 27, 2017)

There are 3,710 postings available with the current filters applied.

There are 3,370 unspecified or unclassified postings.

Numbers



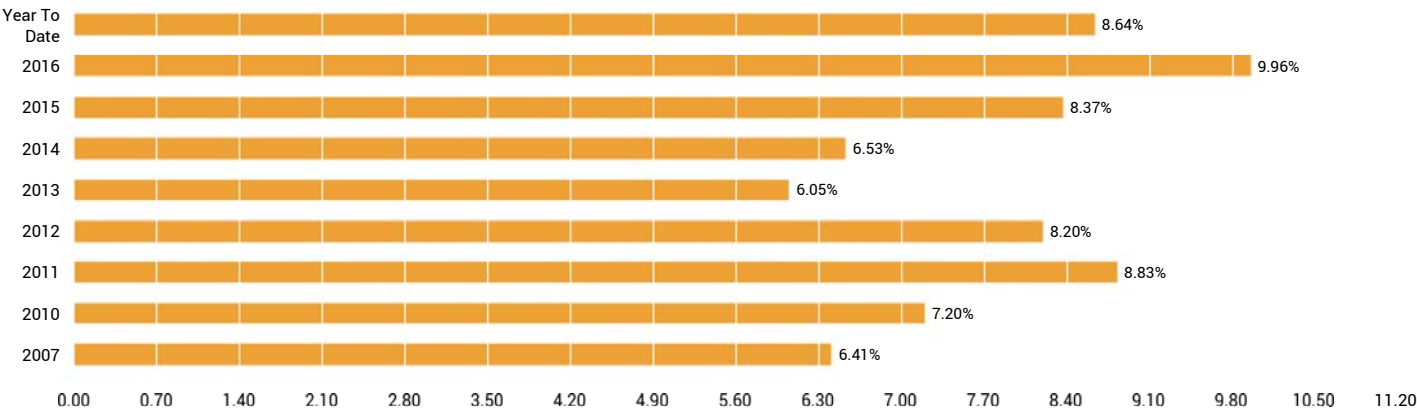
\*This report uses data from real-time job postings. Salary figures are prorated to reflect full-time, annual wage status. For additional salary data by occupation from the Bureau of Labor Statistics, see the summary tables options under the occupation category on the "Create reports" tab.

Job Counts By Year

This report shows data for the following time periods: 2007, 2010, 2011, 2012, 2013, 2014, 2015 and 2016. Any active time period filters have not been applied. Percentages shown are out of postings for your selected location.  
Please also note that these results reflect point-in-time data and are subject to change as improvements are made to our aggregation and reporting methodologies. Burning Glass does not re for time series reporting.

Jan. 29, 2017 - Mar. 29, 2017 (Data not available after Mar. 27, 2017)  
There are 3,710 postings available with the current filters applied.  
There are 0 unspecified or unclassified postings.

Percentages ▼





## Program Action Plan

Program: Nursing, BS

Date Completed: June 2017

Prepared By: Susan A. Baker

### I. Action Plan Items:

	Action Item	Measure Addressed	Completion Date	Responsible Party
1	Review feedback of mid-cycle accreditation report from CCNE and begin revision and preparation for 2021 visit.	Course Success/W-WF-F Rates	June 2018	Susan A. Baker
2	Develop a seamless transition process for SPC associate degree nursing students into the RN to BSN program.	SSH Enrollment	June 2018	Susan A. Baker
3	Continue to develop recruitment/enrollment plan with Tampa Bay area and statewide clinical agencies.	SSH Enrollment	June 2018	Susan A. Baker
4	Partner with Tampa Bay area community colleges without RN-BSN programs to recruit their ASN graduates.	SSH Enrollment	June 2018	Susan A. Baker

Nursing - BS  
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Institutional Research and Effectiveness

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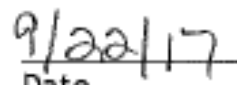
II. Special Resources Needed:

None

III. Area(s) of Concern/Improvement:

None

  
Susan Baker, Dean

  
Date



### References

Rule 6A-14.060(5). *Florida Administrative Code, Accountability Standards*.  
Retrieved October 2002, from the Division of Community Colleges  
Web site: <http://www.firn.edu/doe/rules/6A-14.htm>

### Contact Information

*Please address any questions or comments regarding this evaluation to:*

Sabrina Crawford, Ph.D.  
Executive Director, Institutional Research and Effectiveness  
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733  
(727) 341-3118  
[crawford.sabrina@spcollege.edu](mailto:crawford.sabrina@spcollege.edu)

Nursing - BS  
2016-17 Enhanced Comprehensive Academic Program Review  
Institutional Research and Effectiveness

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## Appendices

Nursing - BS  
2016-17 Enhanced Comprehensive Academic Program Review  
Institutional Research and Effectiveness

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**PROGRAM OF STUDY**  
**College of Nursing**  
**Nursing Bachelor of Science**  
**NURS-BS**

**Effective Beginning Catalog Term: Fall 2014 (0490)**

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

Dr. Susan Baker, Dean  
baker.susan@spcollege.edu  
(727) 341-3640

Program Summary

The RN to BSN Program at St. Petersburg College affords registered nurses the opportunity to obtain a Bachelor of Science degree in Nursing. The program gives nurses a solid foundation for advancing their career or preparing for graduate nursing study. The program focuses on leadership, management, theory, research, and community and public health. Courses are delivered in either a face-to-face or online format.

The **Academic Pathway** is a tool for students that lists the following items:

- the recommended order in which to take the program courses
- suggested course when more than one option exists
- which semester each course is typically offered
- if the course has a prerequisite
- courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the [recommended Academic Pathway](#).

If you have already started the program, click here for the [archived Academic Pathways](#).

Please verify the Academic Pathway lists your correct starting semester.

Admission Rules

**Bachelor of Science in Nursing Admissions Checklist**

To be eligible for admission to the Bachelor of Science in Nursing, you must complete the online college application in MySPC and submit documentation of:

- A clear/active, unrestricted, unencumbered RN license. (This will need to be kept current for the duration of the program.)
- Official transcripts showing completion of an A.S. degree in Nursing from a regionally accredited institution listed at <http://www.collegesource.org/idxsearch.asp> or a Diploma in Nursing from a program accredited by the Accreditation Commission for Education in Nursing/ACEN (formerly, National League for Nursing Accrediting Commission/NLNAC) listed at: <http://www.acenursing.us/accreditedprograms/programSearch.htm>
- Official transcripts from all college(s) currently or previously attended. Transcripts from schools outside the U.S must be evaluated by a NACES approved agency.

- Official transcripts from high school(s) (or GED). Students who have submitted transcripts documenting an associate, bachelor's or higher degrees from regionally accredited schools are not required to submit high school transcripts unless they document completion of two consecutive years of one foreign language.
- Completion of all AA degree general education requirements and foreign language requirements.
- Completion of the state -mandated prerequisites with a grade of "C" or better (see below for specific courses).
- Cumulative grade point average of 2.0 on a 4.00 scale in all post-secondary coursework.








### Graduation Rules

If you have not completed two consecutive years of the same foreign language in high school or 8 credits in college, you will need to complete 8 credits of foreign language before entering the B.S. program.

RN to BSN students must complete 40 semester hours of upper-division nursing coursework. Ten (10) semester hours may be met by transfer from another institution. RN to BSN students must complete each NUR/NSP upper division course with a grade of "C" or better in order to receive credit and progress in the program.

### **STATE MANDATED PREREQUISITES**

**All courses must be completed with a grade of "C" or higher.**

BSC 2085 * 	Human Anatomy & Physiology I	3
<b>and</b>		
BSC 2085L 	Human Anatomy & Physiology Lab I	1
BSC 2086 ** 	Human Anatomy & Physiology II	3
<b>and</b>		
BSC 2086L 	Human Anatomy & Physiology Laboratory II	1
MCB 2010 *** 	Microbiology	3
<b>and</b>		
MCB 2010L 	Microbiology Laboratory	1
STA 2023 **** 	Elementary Statistics	3
<b>Total Credits</b>		<b>15</b>

### **AA GENERAL EDUCATION REQUIREMENTS**

**Complete 27 credits**




<b>Total Credits</b>	<b>Credits</b>
	<b>27</b>










### **LOWER DIVISION SUPPORT COURSES**

**Lower Division Nursing by Transfer**

<b>Total Credits</b>	<b>Credits</b>
	<b>39</b>

### **MAJOR CORE COURSES**

	<b>Credits</b>
NUR 3066 	Health Assessment and Physical Appraisal
NUR 3125 	Pathophysiology
NUR 3655 	Nursing in a Multicultural Society
	3
	3
	3

NUR 3805 	Professional Roles and Dimensions of Nursing Practice	3
NUR 3826 	Legal & Ethical Aspects of Nursing	3
NUR 3874 	Informatics and Clinical Reasoning	3
NUR 4169 	Evidence-Based Research Utilization	3
NUR 4606 	Nursing of the Family	3
NUR 4636 	Community Health Nursing Theory	3
NUR 4636 L 	Community Health Nursing Practicum	4
NUR 4835 	Leadership Theory	3
NUR 4835 L 	Leadership Practicum	4
	NUR/NSP 3XXX - Nursing Elective – upper division course	2
<b>Total Credits</b>		<b>40</b>
<b>Total Credits</b>		<b>121</b>
<p>*Acceptable substitutes: BSCX093C or BSC XO93/XO93L</p> <p>**Acceptable substitutes: BSCX094C or BSC XO94/XO94L</p> <p>***Acceptable substitutes: MCBX013C, MCBX013/L, MCB X000/X000L, OR MCB X004/X004L</p> <p>****Acceptable substitutes: STAX014, STAX122, or STAX022</p>		

PID 270



# Program Assessment Report

**Program:** (College of) Nursing, BS

**Option:** Nursing

**Report Year:** 2015-16

*Drafted by Susan Baker on Jul 13, 2016*

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## Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established thirteen value statements. Three of these value statements are:

- Student Focus: We believe students are the heart of SPC! All SPC resources, decisions, and efforts are aligned to transform students' lives to empower them to finish what they start!
- Academic Excellence: We promote academic excellence through interactive, innovative, and inquiry-centered teaching and learning.
- Culture of Inquiry: We encourage a data-driven environment that allows for open, honest dialogue about who we are, what we do, and how we continue to improve student success.

It is the intent of St. Petersburg College to incorporate continuous improvement practices in all areas. Assessment reports provide comparisons of present and past results which are used to identify topics where improvement is possible. SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

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## Program Learning Outcomes

**#1:** Incorporate cultural and ethical perspectives into nursing practice.

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### I. Use of Past Results

Method 1: Eighty-two percent of students from Fall 2012 received successful grades on the Cultural Analysis paper. In NUR 3655 with 53% of them receiving an "A" on the paper. In Spring 2013, 94% of students received successful grades on the paper with 55% of them receiving an "A". These findings represent students' proficiency in identifying cultural differences and applying those differences to develop an individualized plan of care for patients.

Method 2: Ninety-four percent of students from Spring 2013 received successful grades on the Dilemma Analysis paper in NUR 3826 with 58% of them receiving an "A" on the paper. These findings demonstrate the students' proficiency in identifying ethical dilemmas in nursing and providing opposing viewpoints on that dilemma.

### II. Methodology

**Means of Assessment:** Cultural principles are assessed in NUR 3655 (Nursing in a Multicultural Society) with a cultural assessment paper. Ethical concepts are assessed in NUR 3826 (Legal and Ethical Aspects of Nursing) via an analysis paper.

**Date(s) of Administration:** Fall 2014, Spring 2015, Summer 2015

**Method 1:** Students are required to develop a cultural assessment paper. Students must identify a person from a culture other than their own, conduct a culturally relevant interview with identified individual, describe culturally competent care that would be appropriate for the person, and reflect on any cultural insights they've gained.

**Assessment Instrument:** The assessment instrument is a rubric with weighted percentages for each element of the paper (see attachment "Cultural Assessment Analysis Paper").

**Population:** Students enrolled in NUR 3655 (Nursing in a Multicultural Society).

**Method 2:** Students are required to develop a paper that objectively explores an ethical dilemma in nursing. A legal/ethical issue is identified and position statements representing both sides of the argument are presented in the paper. An ethical theory relevant to the issue is then described and outlined. The paper is concluded with a summary

of the moral and ethical principles that support the student's arguments.

**Assessment Instrument:** The assessment instrument is a rubric with weighted percentages for each element of the paper (see attachment "Ethical Dilemma Analysis Paper").

**Population:** Students enrolled in NUR 3826 (Legal and Ethical Aspects of Nursing).

### III. Criteria for Success

**Method 1:** The criteria are deemed to have been successfully met if the student achieves a score of 70% or better on the cultural assessment paper. The maximum score a student can obtain is 100%.

**Method 2:** The criteria are deemed to have been successfully met if the student achieves a score of 70% or better on the ethical dilemma analysis paper. The maximum score a student can obtain is 100%.

### IV. Summary of Assessment Findings

#### Results via Face-to-Face

##### Method 1:

##### Cultural Analysis Paper Grades

Grades	Spring 2015 (N)	Summer 2015 (N)
<70%	2	2
70-79%	4	2
80-89%	13	19
90-100%	12	17

This table represents scores from the cultural analysis paper in selected sections of NUR 3655 (Nursing in a Multicultural Society).

##### Method 2:

##### Ethical Dilemma Analysis Paper Grades

Grades	Fall 2014 (N)
<70%	1
70-79%	2
80-89%	8
90-100%	25

This table represents scores from the cultural analysis paper in selected sections of NUR 3826 (Legal & Ethical Aspects of Nursing).

#### Results via Distance Delivery (Online, Blended, etc)



While the Nursing-AS program is taught via both Face-to-Face and Distance, the sections assessed were primarily taught via face-to-face.

## V. Discussion and Analysis of Assessment Findings

**Method 1:** Ninety-four percent of students from Spring 2015 received successful grades on the Cultural Analysis paper in NUR 3655 with 39% of them receiving an "A" on the paper. In Summer 2015, 95% of students received successful grades on the paper with 43% of them receiving an "A". These findings represent students' proficiency in identifying cultural differences and applying those differences to develop an individualized plan of care for patients.

**Method 2:** Ninety-seven percent of students from Fall 2014 received successful grades on the Dilemma Analysis paper in NUR 3826 with 69% of them receiving an "A" on the paper. These findings demonstrate the students' proficiency in identifying ethical dilemmas in nursing and providing opposing viewpoints on that dilemma.

## VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Elements of the analysis paper will continue to be revised to include more relevant topics to reflect the current climate of the nursing profession  
- / Jul 2017

### Budget / Planning Implications:

None

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## #2: Use evidence-based knowledge in the application of nursing care.

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### I. Use of Past Results

Ninety-six percent of students from Spring 2013 received successful grades on the Review of Literature Presentation in NUR 4835 with 44% of them receiving an "A" on the presentation. In Summer 2013, 96% of students received successful grades on the presentation with 59% of them receiving an "A". These findings represent students' proficiency in identifying and applying evidence-based research to nursing management/leadership issues.

### II. Methodology

**Date(s) of Administration:** Spring 2015, Summer 2015

**Method:** Students are required to complete a review of the literature presentation. The student is expected to utilize evidence-based research to address an issue in nursing management and prepare a powerpoint presentation that could be presented to nursing leaders and managers.

**Assessment Instrument:** The assessment instrument is a rubric with weighted percentages for each element of the project (see attachment "Review of Literature Presentation").

**Population:** Students enrolled in NUR 4835 (Nursing Leadership Theory).

### III. Criteria for Success

The criteria are deemed to have been successfully met if the student achieves a score of 70% or better on the review of literature presentation. The maximum score a student can obtain is 100%.

## IV. Summary of Assessment Findings

### Results via Face-to-Face

#### Review of Literature Presentation Grades

Grades	Spring 2015 (N)	Summer 2015 (N)
<70%	2	0

70-79%	1	4
80-89%	6	3
90-100%	34	23

This table represents scores from the leadership project in selected sections of NUR 4835L (Nursing Leadership Practicum).

### Results via Distance Delivery (Online, Blended, etc)

While the Nursing-AS program is taught via both Face-to-Face and Distance, the sections assessed were primarily taught via face-to-face.

## V. Discussion and Analysis of Assessment Findings

Ninety-five percent of students from Spring 2015 received successful grades on the Review of Literature Presentation in NUR 4835 with 79% of them receiving an "A" on the presentation. In Summer 2015, 100% of students received successful grades on the presentation with 77% of them receiving an "A". These findings represent students' proficiency in identifying and applying evidence-based research to nursing management/leadership issues.

## VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- No Action Plan is deemed necessary

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### #3: Demonstrate the use of leadership and management skills in professional nursing practice.

---

#### I. Use of Past Results

Ninety-eight percent of students from Spring 2013 received successful grades on the Leadership Project in NUR 4835L with 82% of them receiving an "A" on the project. In Summer 2013, 100% of students received successful grades on the project with 88% of them receiving an "A". These findings represent students' proficiency in demonstration of nursing leadership and management skills by identifying a unit-specific nursing management issue and developing a plan to resolve the issue.

#### II. Methodology

**Date(s) of Administration:** Spring 2015, Summer 2015

**Method:** Students are required to complete a leadership project in the clinical area they have been assigned. The student is expected to explore a management issue in the practicum setting, develop interventions to address the issue, and provide a timeline for all phases of implementation.

**Assessment Instrument:** The assessment instrument is a rubric with weighted percentages for each element of the project (see attachment "Leadership Project").

**Population:** Students enrolled in NUR 4835L (Nursing Leadership Practicum).

#### III. Criteria for Success

The criteria are deemed to have been successfully met if the student achieves a score of 70% or better on the leadership project. The maximum score a student can obtain is 100%.

## IV. Summary of Assessment Findings

### Results via Face-to-Face

## Leadership Project Grades

Grades	Spring 2015 (N)	Summer 2015 (N)
<70%	0	0
70-79%	2	0
80-89%	3	6
90-100%	28	24

This table represents scores from the leadership project in selected sections of NUR 4835L (Nursing Leadership Practicum).

### **Results via Distance Delivery (Online, Blended, etc)**

While the Nursing-AS program is taught via both Face-to-Face and Distance, the sections assessed were primarily taught via face-to-face.

## **V. Discussion and Analysis of Assessment Findings**

One hundred percent of students from Spring 2015 received successful grades on the Leadership Project in NUR 4835L with 85% of them receiving an "A" on the project. In Summer 2015, 100% of students received successful grades on the project with 80% of them receiving an "A". These findings represent students' proficiency in demonstration of nursing leadership and management skills by identifying a unit-specific nursing management issue and developing a plan to resolve the issue.

## **VI. Action Plan and Timetable for Implementation**

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- [No Action Plan is deemed necessary](#)

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**#4:** Integrate health promotion and risk reduction strategies into the nursing practice.

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### **I. Use of Past Results**

Ninety-seven percent of students from Fall 2012 received successful grades on the Community Project in NUR 4636L with 83% of them receiving an "A" on the project. In Spring 2013, 100% of students received successful grades on the project with 77% of them receiving an "A". These findings represent students' proficiency in assessing the health needs of a community and developing a teaching project to address the community's needs and promote the health and well-being of the community.

### **II. Methodology**

**Date(s) of Administration:** Fall 2014, Summer 2015

**Method:** Students are required to develop a teaching project that promotes health in a specified community. In this course, community can be defined in a global manner and represents any aggregate population. The student is expected to conduct a community needs assessment, develop a plan to address the community's health needs, implement the plan, and then evaluate the success of the teaching project.

**Assessment Instrument:** The assessment instrument is a rubric with weighted percentages for each element of the project (see attachment "Community Project").

**Population:** Students enrolled in NUR 4636L (Community Nursing Practicum).

### III. Criteria for Success

The criteria are deemed to have been successfully met if the student achieves a score of 70% or better on the community project. The maximum score a student can obtain is 100%.

### IV. Summary of Assessment Findings

#### Results via Face-to-Face

##### Community Project Grades

Grades	Fall 2014 (N)	Summer 2015 (N)
<70%	0	1
70-79%	0	3
80-89%	7	13
90-100%	35	51

This table represents scores from the community project in selected sections of NUR 4636L (Community Nursing Practicum).

#### Results via Distance Delivery (Online, Blended, etc)

While the Nursing-AS program is taught via both Face-to-Face and Distance, the sections assessed were primarily taught via face-to-face.

### V. Discussion and Analysis of Assessment Findings

One hundred percent of students from Fall 2014 received successful grades on the Community Project in NUR 4636L with 83% of them receiving an "A" on the project. In Spring 2015, 98% of students received successful grades on the project with 75% of them receiving an "A". These findings represent students' proficiency in assessing the health needs of a community and developing a teaching project to address the community's needs and promote the health and well-being of the community.

### VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Preparatory assignments have been added and revised to be more reflective of the target population and allow students to be better able to successfully complete the project  
- / Jul 2017

#### **Budget / Planning Implications:**

None

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## Action Plan

Category	Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
<b>B. Enhance Curriculum &amp; Faculty Development</b>			
<b>B4. Revise course content</b>			
	Elements of the analysis paper will continue to be revised to include more relevant topics to reflect the current climate of the nursing profession <b>Budget / Planning Implications:</b> None	#1	Jul 2017
	Preparatory assignments have been added and revised to be more reflective of the target population and allow students to be better able to successfully complete the project <b>Budget / Planning Implications:</b> None	#4	Jul 2017
<b>E. None</b>			
<b>E1. No Action Plan is deemed necessary</b>			
	No Action Plan is deemed necessary	#2	
	No Action Plan is deemed necessary	#3	

---

## Approvals

### Program Administrator:

Susan Baker - Dean

*Approved by Susan Baker - Dean on Jul 13, 2016*

### Educational Outcomes Coordinators:

Joe Boyd - Assessment Coordinator

Magaly Tymms - Assessment Director

*Approved by Joe Boyd - Assessment Coordinator on Jul 26, 2016*

### Dean:

Susan Baker - Dean

*Approved by Susan Baker - Dean on Jul 26, 2016*

### Senior Vice President:

Anne Cooper - Senior VP Instruction and Academic Programs

*Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Jul 26, 2016*



## Appendix C: 2016 Advisory Committee Minutes and Recommendations

Advisory Board Meeting Minutes for May 2016 and September 2016 are provided within this Appendix.

For additional Advisory Board Committee Minutes and Recommendations, please refer to the following link:

[http://www.spcollege.edu/epicenter/advisory/advisory\\_committees.htm](http://www.spcollege.edu/epicenter/advisory/advisory_committees.htm)

[illegible]

	<p>III. SPC Initiatives</p> <ul style="list-style-type: none"> <li>– Academic pathways and Career Communities <ul style="list-style-type: none"> <li>• Health Career Community – will include all students in the health sciences majors; seminars, luncheons, etc. Goal is to create a collaborative community in an interdisciplinary setting. Also, will allow perspective students to determine if the specific program is desired.</li> <li>• This project will be kicking off this Summer 2016 semester</li> </ul> </li> </ul>	Informational
<b>Minutes of September 24, 2015 meeting</b>	Meeting Minutes approved as written	Minutes of September 24 <sup>th</sup> meeting were approved as written
<b>Employer Graduate Survey completion</b>	To be completed at the end of this meeting.	Please complete and turn in at the end of this meeting.
<b>Status of the CON</b>	<p>I. Associate Degree program uniform change</p> <ul style="list-style-type: none"> <li>– Change is effective in August 2016, LPN group to transition during the Summer 2016 semester</li> <li>– New uniform: Navy blue tops and bottoms, with embroidered SPC logo</li> <li>– Students wear uniform to campus classes as well as clinicals</li> <li>– Students are required to wear black, white, or Navy Blue shoes only</li> <li>– Three vendors are to be utilized in the transition; though Scrubs &amp; Stuff donates a portion of their sales on SPC uniforms back to the CON Program</li> </ul> <p>II. RN-BSN Enrollment Expansion will be entirely online</p> <ul style="list-style-type: none"> <li>– BSN Academic Chair; Dr. Louis, has been reaching out to surrounding counties (Hillsboro, Hernando, Pasco, Orlando)</li> <li>– Program is contacting former students that have not yet completed the RN-BSN Program to possibly re-enroll</li> <li>– Note: Approximately 6 states do not allow online students to attend Florida colleges due to fees required by states</li> </ul> <p>III. Academic Pathways – a road map for students from Day 1 at SPC</p> <ul style="list-style-type: none"> <li>– This initiative will include career services which will focus on writing resumes and conducting mock interviews for students</li> </ul> <p>IV. Clinical Relationships</p> <ul style="list-style-type: none"> <li>– This is a primary focus for the Academic Chairs</li> </ul>	<p>Informational – ADN students will have new uniforms effective in Fall 2016</p> <p>Informational</p> <p>Informational</p> <p>Informational</p>







	<ul style="list-style-type: none"> <li>– System Chief Nurse Officer position is now available</li> <li>– Accepted position as System Officer; over 14 sites</li> <li>– CNR residency has been implemented; 110 graduate nurses have been hired for this program</li> <li>– 170 grad nurses in May will be hired</li> <li>– Critical care environment incorporation of the specialty areas in clinical rotations. To prep for success.</li> <li>– Home care and long term care is another opportunity</li> </ul> <p>T. Spagnola – All Children’s Hospital</p> <ul style="list-style-type: none"> <li>– New hospital name and new CNO</li> <li>– Adding institutes; cancer institute; population health and outpatient attention is growing</li> <li>– Pushing for RN-BSN once again</li> <li>– Will be applying for Magnet in 2016</li> </ul> <p>L. Taylor – Pinellas Technical College</p> <ul style="list-style-type: none"> <li>– Students are doing well on state board scores</li> <li>– Recently purchased software for medication (out of pixus system), to simulate medication delivery</li> </ul> <p>K. Carlisle – FL Dept. of health</p> <ul style="list-style-type: none"> <li>– New Director (Dr. Cho) is in place</li> <li>– Elizabeth Smith replaced Carolyn Carr</li> <li>– Looking for assistant community health director</li> <li>– Senior community health nurse position currently available</li> <li>– High School clinics; currently 4 sites – one opening in Largo; have DNP available a few days a week – immunizations and physicals. Boca, Gibbs, NE, and St. Pete</li> <li>– Zika virus is being looked at</li> <li>– Looking at shelter operations as well</li> </ul> <p>S. Clark – Largo Medical Center</p>	
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	<ul style="list-style-type: none"> <li>– Grad nurses will be in Emergency department cohort in Fall</li> <li>– 2<sup>nd</sup> year of nurse residency program</li> <li>– Kindey transplant program; 12 completed, liver transplant will be coming down the road</li> <li>– nurses to oversee transplant programs will be needed</li> </ul> <p>Dr. Etten – Suncoast Hospice</p> <ul style="list-style-type: none"> <li>– New name: Empath Health</li> <li>– Liaison Marie McBride is leaving; she is part of a military family that is moving to Italy</li> <li>– HIV 1<sup>st</sup> Ave s. Clinic with pharmacy will also be open to family members of clients</li> <li>– Numbers (census) remaining the same in this local area; people are generally waiting until late to get involved with hospice</li> <li>– PACE program OK for 100 more slots in program; encourage SPC to utilize; program for elderly – picked up and transported to program to medical health services, pharmacy, psycho-social; members also seen in their home when needed (complementary)</li> <li>– Approval to open a PACE program in Hillsboro</li> </ul> <p>D. Covert – Morton Plant Mease</p> <ul style="list-style-type: none"> <li>– Camp Nurse Jr; 7-8 grade students. 3-days with longer hours this year. Students learn CPR, simulation, pathologist, lab, ICU with tele-medicine, pet therapy, yoga, and health careers. In July of 2016. Registration is currently open through website. Colleen Glass is over this program currently.</li> <li>– Two new positions in department; Jackie changing roles. Advanced Education Specialist postions are being created.</li> <li>– Earn as you learn changes; expecting less applicants at first. New requirement is 6mo experience in certain areas.</li> <li>– Baycare medical group – ARNP residency group is being established in August. Grant money from the Foundation to fund one; there will be three spots in the group.</li> </ul>	
<b>Announcements</b>	<p>I. NCLEX is changing again – adding a new format to the test, but SPC is not aware of that change yet. SPC takes steps to add new changes into program testing, and will do the same when these new changes are published. Changes at SPC are started at Level IV and work backward to ensure all students have exposure to those new format changes.</p>	Informational

	Anticipated changes to be established in the Fall. A decrease in pass rates is expected until students have been exposed effectively to new standards.	
<b>Next Meeting Date</b>	<p>Next Meeting Date is TBA</p> <ul style="list-style-type: none"> <li>– The Fall meeting is where all advisory boards meet college-wide. All boards will be included in a breakfast meeting; which is a larger group than usual. Date will be sent out as soon as possible.</li> </ul>	Fall 2016 Advisory Board meeting date will be emailed out as soon as it is available.
<b>Advisory Committee Evaluation</b>		Thank you for taking the time to complete the evaluation.

Meeting adjourned at 9:45am  
 Respectfully submitted,  
 Melissa Sharp; Recorder

**St. Petersburg College**  
**College of Nursing**  
**Advisory Committee Meeting Minutes**  
**Date: September 16, 2016**  
**Time: 10:15am**

**Members Present:** Susan Baker – SPC, Allison Chen – SPC, Dr. Mary Jean Etten- Hospice, Kerry Carlisle – Florida Department of Health in Pinellas County, Debbie Covert – Morton Plant Mease, Jacqueline Munro – BayCare, Tina Spagnola – All Children’s Hospital, Anabelle Locsin – Menorah Manor, Melissa Brickner – BayPines, Krista Fusari – SPC, Cindy Stehlin – HCA Network

**Members Absent:** Joanne Cattell, Jacqueline Hawkins-Johnson, Lisa Johnson, Thomas Mazzant, Beverly McGuire, Jacqueline Munro, Vivian Roy, Leslie Sabo, Walter Shaefer, Virginia Schneider, Ellen Standtke, Cindy Stehlin, JD Trent

Topic	Discussion	Action/ Outcome/Person Responsible/Timeframe
<b>Welcome</b>  <b>Call to order by the chairperson</b>  <b>Introductions</b>	<p>Dr. Baker welcomed the Advisory Committee members to the College of Nursing’s Advisory Committee Meeting. CON is very thankful for all of our community resources do for the students. Thank you to all members for participating in this committee.</p> <p>T. Spagnola called the meeting to order.</p> <p>All Advisory Board members introduced themselves.</p>	<p>Informational</p> <p>Meeting came to order</p> <p>Informational</p>
<b>State of HEC</b>	<ul style="list-style-type: none"> <li>– New building concept: 3 new buildings on site has been approved by BOT</li> <li>– Corner of 66<sup>th</sup> street; 3 story building to include student services, nursing program, simulation center</li> <li>– Current scene was built in 2006 and is no longer meeting the demands for simulation</li> <li>– Concept to include a quad</li> <li>– The community will continue to be served by the HEC campus; possibly free clinics, etc. HEC is committed to building and fostering the community relationships</li> </ul>	<p>Informational</p> <p>Informational</p>

	<p>HEC Developments</p> <ul style="list-style-type: none"> <li>– No smoking on any SPC campus</li> <li>– Food vendor: Natures Table; healthy food options</li> <li>– Testing: increase in students needing testing accommodations; have been able to expand 7 study rooms</li> <li>– Parking; faculty and staff parking area to allow students primary parking</li> <li>– Added 14 new cameras in parking lots</li> <li>– Greeter in lobby of the main building</li> </ul> <p>Pathways</p> <ul style="list-style-type: none"> <li>– Transition is a bit easier for Health Programs, as this is more how things have been done for years</li> <li>– Case management at 15 credit hour mark</li> <li>– Working to assist students that are applying and unable to gain admittance</li> <li>– Provost Role Change; Dr. Carver does not have any academic programs and is able to focus on community relationships</li> </ul>	
<b>State of SPC &amp; Baccalaureate Programs</b>	<p>Dr. Carver</p> <ul style="list-style-type: none"> <li>– Donor for BSN program; working with Dean and BSN Aca Chair to determine new ways to serve the BSN Students</li> </ul>	Informational
<b>Minutes of May 10, 2016 meeting</b>	<p>Changes</p> <p>FL Dept of Health – no high school clinic in St. Pete high school but is in Pinellas Park High School</p>	<p>Minutes of May 10<sup>th</sup> meeting were approved with change</p> <p>1 abstention</p>
<b>Employer Graduate Survey completion</b>	To be completed at the end of this meeting.	Please complete and turn in at the end of this meeting.
<p><b>Status of the CON</b></p> <p><b>Summer Institute</b></p> <p><b>Career &amp; Academic Communities</b></p> <p><b>Academic Pathways</b></p>	<p>CON</p> <ul style="list-style-type: none"> <li>– Changing the climate within the college</li> <li>– The changes that have been made at HEC and the CON; campus, uniforms, etc. have made a significant impact on students</li> </ul> <p>Summer Institute</p>	Informational

	<ul style="list-style-type: none"> <li>– First summer was focused on honing down program learning outcomes</li> <li>– Second summer was focused on developing program pathways; from day one to graduation. This has been found to be very successful and helpful to students</li> <li>– 2016 summer the focus was on developing community pathways college-wide <ul style="list-style-type: none"> <li>↳ 10 communities college-wide</li> <li>↳ Health programs have been collaborating prior to this initiative and have been able to strengthen this collaboration</li> <li>↳ Community will bring programs together that have a commonality within the professional world</li> <li>↳ Mission Statement has been written that will be the driving force for the community</li> <li>↳ The first 15 credit hours for any health program will be essentially the same; which will include some experiences for desired majors; collaboration between other departments to assist with contextualizing basic pre-requisite courses for nursing</li> <li>↳ Some of these new contextualized courses have already been rolled out for students</li> <li>↳ There will be activities such as job shadowing, having experts in the field come to talk about their jobs, etc. This is designed to help students confirm their designated career path and major</li> <li>↳ Examples of ways the CON has reached out to pre-nursing students: B. Keeney had students go into some A&amp;P courses to reach out to those pre-nursing students to explain the benefits of high performance in A&amp;P. PTA students have come into ADN courses to remind students of various issues patients have that would require collaboration between departments.</li> <li>↳ There will be a contextualized Smart Start Orientation; online course that will help students be successful through the remainder of their program.</li> <li>↳ Plans are being developed to assist students who are not accepted into Nursing Program to have another option; there is a great need for assistance in this area as the program admissions is highly competitive. Historically, these students</li> </ul> </li> </ul>	
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	<p>often go to proprietary schools in the community which are not regionally accredited. Often times, those students have a hard time passing the NCELX; which contributes to FL being the lowest pass rate nation wide.</p> <p>↳ Florida Board of Nursing regulatory board has been proposed for next legislative session. Community is urged to reach out to congress members and legislatures to express the importance of the Board of Nursing to have their regulatory authority reinstated. It is very important for professional leaders to speak out about the importance. Go to Legislative website for more information</p>	
<b>Status of: ADN Program</b>  <b>Enrollment</b>  <b>NCLEX Pass Rates</b>  <b>Master Rotation</b>  <b>Faculty Needs</b>  <b>Preceptors</b>  <b>Equipment</b>	<p>Enrollment</p> <ul style="list-style-type: none"> <li>– Down slightly; generally, have approximately 600 students, currently 546 students</li> <li>– Changes are due to employment trends</li> <li>– Contracts have changed at some organizations; such as Northside Hospital</li> <li>–Enrollemnt anticipated to increase in the Spring semester</li> </ul> <p>NCLEX</p> <ul style="list-style-type: none"> <li>– 94.3% pass rate in the Spring 2016 semester; above the national average</li> <li>– Academic Chair efforts have made a huge impact on student success</li> <li>– Faculty and Chairs have done a lot of work with students for testing</li> <li>– 90.0% yearly pass rate in the last academic year</li> </ul> <p>Master Rotation</p> <ul style="list-style-type: none"> <li>– October 26, 2016 will be the next Master Rotation Meeting</li> <li>– Schedules have been sent out earlier and must be returned in a timely manner</li> <li>– Collaboration has been very helpful with these efforts</li> <li>– For community resources, if there have been any changes please report to CON</li> </ul>	Informational

	<ul style="list-style-type: none"> <li>– Negotiations will include preceptors during the next Master Rotation</li> </ul> <p>Faculty</p> <ul style="list-style-type: none"> <li>– One full-time ADN Position available</li> <li>– Adjuncts are always needed</li> </ul> <p>Preceptors</p> <ul style="list-style-type: none"> <li>– Looking into new ways to reward preceptors</li> <li>– Plaques have been given out to Preceptors voted as Preceptors of the year; one at each hospital. These plaques are handed out by the Dean.</li> <li>– Looking into possibly having a luncheon at the hospitals and possibly having a preceptor voted to receive a free 3-credit hour course at SPC</li> </ul> <p>Equipment</p> <ul style="list-style-type: none"> <li>– Apollo simulator; high fidelity, and a new I-Stan mannequin</li> <li>– New programing</li> <li>– New parts for the Lucina mannequin</li> <li>– All provided through a Perkins grant and are set to arrive in October</li> </ul> <p>Family Orientation</p> <ul style="list-style-type: none"> <li>– New initiative from SGA to support students by inviting support system to HEC to tour and orient families and support folks to the demands of the nursing program</li> <li>– Will afford the opportunity for Faculty to engage with family</li> <li>– Event will take place on September 23, 2016</li> <li>– There are many students that have relationship problems as a result of the program demands</li> <li>– This will start with Nursing program but will expand to all HEC programs</li> <li>–</li> </ul>	
<b>Status of: RN to BSN</b>  <b>Enrollment</b>	<p>Enrollment</p> <ul style="list-style-type: none"> <li>– Has increased in the current academic year; currently 708 students, which is approximately 30% increase</li> </ul>	Informational

<b>Recruitment Activities</b>	<ul style="list-style-type: none"> <li>– BSN Academic Chair has been in the community recruiting new students for the program</li> <li>– The increase has been all online students</li> <li>– Curriculum is an 8-week format; many students attempt full-time but end up changing to a part-time status. Students can graduate in 4 semesters if attending on a full-time basis; 7 semesters at part-time. Will reflect on these changes at the end of the Spring 2017 semester to review effectiveness of these changes</li> </ul> <p>Recruitment</p> <ul style="list-style-type: none"> <li>– Smaller hospitals have reached out for program overview on-site for employees</li> <li>– All hospitals are welcome to request this service</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li>– If there are any major changes at facilities, please pass along to CON to assist students in being prepared for working world</li> </ul>	
<b>Job Market Statistics/Trends</b>  <b>Advisory Committee Concerns and/or Recommendations</b>  <b>Reports from Attending Members</b>	<p>T. Spagnola</p> <ul style="list-style-type: none"> <li>– New critical care fellowship flow-pool; for experience (1 year min) nurses that will allow participants to float through three critical care departments</li> <li>– CVICE, PICU, and NICU areas to be included in program</li> <li>– Didactic, simulation, and hands-on</li> <li>– September 16, 2016 is the interview fair for this initiative</li> <li>– New building: research and education building</li> <li>– Flu mist is not acceptable; shots are required</li> </ul> <p>S. Clark</p> <ul style="list-style-type: none"> <li>– Largo is on 3<sup>rd</sup> cohort for Emergency Nurse Program which has included for SPC grads; successful</li> <li>– CNA programs are being revamped; as soon as students pass NCLEX they will transition into nursing position</li> <li>– Progressive Care Unit program in the works as well</li> <li>– Endotool; algorithm to manage diabetic patients; DNP to oversee</li> </ul>	<p>Informational</p>

	<p>program should be live Oct 31<sup>st</sup></p> <p>J. Dennis</p> <ul style="list-style-type: none"> <li>– Construction on-going; medical unit currently and will move through each unit upon completion of the previous unit</li> <li>– 6 West will move over to 1 East to include more beds and private rooms to meet needs of community</li> <li>– Open space will be an Intermediate ICU</li> <li>– These changes will allow for flexibility for students completing clinical experiences at St. Pete Gen</li> </ul> <p>K. Carlisle</p> <ul style="list-style-type: none"> <li>– Several openings for Student Nurses; 51/2 and 6 hour shifts, one 8 hour position is available as Health Support Techs</li> <li>– 3 LPN positions</li> <li>– Several Registered Nurse positions</li> <li>– Public health work closely with Pinellas County Schools; 7 schools will receive full-time LPN position</li> <li>– PeopleFist vs PCB</li> <li>– Flu Shots; Oct 26<sup>th</sup> Flu-Boo drive through free flu shots</li> <li>– Vision screenings Sept 19<sup>th</sup> at St. Pete location; another date will be announced</li> <li>– Offer free Zika testing on Mondays and Thursdays for pregnant women at multiple locations</li> <li>– Flu mist is not acceptable; shots required per CDC</li> </ul> <p>Locsin</p> <ul style="list-style-type: none"> <li>– Aug 1<sup>st</sup>, new pharm</li> <li>– Oct. 1<sup>st</sup> new rehab company</li> <li>– State Survey soon</li> <li>– Renovations; Alzheimers unit more in line with environmental changes; inspection should be sometime in the next week</li> </ul>	
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	<ul style="list-style-type: none"> <li>– CON students will begin clinical in the Fall</li> </ul> <p>L. Taylor</p> <ul style="list-style-type: none"> <li>– Continuing to do well on test scores</li> <li>– No new changes currently</li> <li>– 100+ students at each of the two campus; Clearwater and St. Pete</li> <li>– Students are admitted up to 5 times per year; approximately 24 students accepted at each acceptance period to better assist students</li> <li>– At times there are as many as 50 applications at each admission time</li> <li>– Working with students from ITT to try to accommodate needs</li> <li>– *** SPC cannot accept ITT nursing students due to accreditation issues</li> <li>– ***QUIN has created a brochure for potential nursing students that discusses accreditation information</li> <li>– Have had SPC Level IV failure students come into PTEC programs which required permission from the Board of Nursing to accept this group of students. There is a lot of clinical experience needed in these situations.</li> </ul> <p>M. Etten</p> <ul style="list-style-type: none"> <li>– State survey no recommendations</li> <li>– Census; staying level locally</li> <li>– PACE Program 385 slots and 150 slots in Hillsb Co; will eventually be opened up to community students for clinical needs. Includes EOL care</li> <li>– Students participate in clinical experience at Hospice; evening students attend at Care Centers</li> <li>– Purchasing simulation equipment</li> <li>– BSN opportunities for preceptor needs</li> </ul>	
<b>Next Meeting Date</b>	Currently no date set. Dr. Baker will send potential dates out to group.	Informational
<b>Advisory Committee Evaluation</b>	All members to complete before leaving meeting	Thank you for taking the time to complete the evaluation.

Meeting adjourned at 11:30am

Respectfully submitted,  
Melissa Sharp; Recorder



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