

Faculty Handbook

The background of the page features a large, stylized graphic composed of several overlapping diagonal stripes. A prominent blue stripe runs from the top right towards the bottom left. Below it, an orange stripe runs in a similar direction but is slightly offset. Another orange stripe is visible on the left side, partially overlapping the blue one. The overall effect is a modern, geometric design.

*SPC Nursing Department
Spring 2024*

Table of Contents

Nursing Faculty Orientation Activities for New Faculty.....	1
History of the Program to Current Day.....	2
Philosophy.....	3
Faculty Orientation	6
Mentor/Mentee Program	6
The Mentor Role:.....	6
The Mentee Role:	6
Mentor/Mentee Selections:	7
The Five Domains of the Mentor/Mentee Program:.....	8
The Five Domain Goals for the Mentor/Mentee Program:.....	9
End of Program Student Learning Outcomes with Expected Levels of Achievement.....	10
Evaluation of Program Outcomes.....	11
Conceptual Framework.....	11
As of Fall 2023 New Curriculum ADN Traditional Program Breakdown.....	13
As of Fall 2023 New Curriculum ADN Transition Breakdown	14
Faculty Role Descriptions.....	15
Faculty.....	15
Course Team Leader	15
Med/Surg Team Lead Instructor.....	16
Lab Coordinator	16
Faculty Contracts	18
Faculty Instructional Load.....	18
Faculty By-Laws.....	18
Maintaining Student Privacy (FERPA)	23
Professional Boundaries	23
Nursing Instructor Attire.....	24
Nursing and SPC Committee Assignments	24
Social Media Usage	25
Attendance Requirements.....	25
Employee Documents.....	25
Faculty Evaluation.....	25
Time Off	26
Office Hours	26
Canceling or “walks” for class.....	26
Faculty Evaluation.....	26
Retaliation.....	27
Student Governance	27
Guidelines for the Clinical Experience and Evaluation	27

Clinical Instruction Overview	28
Clinical Performance Expectations	30
Testing Policy	31
Instructor’s Regulations	31
Administering Exams	32
Writing Test items (Questions)	32
Analyzing Test Results.....	34
ATI Content Mastery Level Breakdown	36
Reviewing Student Exams and Success.....	36
Administering ATI Practice Assessments	37
Appendix 1	39
Testing in the ADNP South Plains College Computer or Classroom Lab.....	39
Appendix 2	40
Test Remediation Packet	40
Student Remediation Refusal Statement	40
Appendix 3	41
Unit Exam Review Questionnaire	41
Appendix 4	42
Why did I miss this question?	42
Appendix 5	43
Student Test Review Sheet	43
Appendix 6	44
Letter for Success.....	44
Appendix 7	45
Success Specialist Referral Protocol	45
Appendix 8	47
Success Specialist Referral: Academic	47
Appendix 9	48
Collaborative Student Action Plan	48
Appendix 10	49
Student Remediation Follow – up/ Evaluation	49
What you can do to be successful? (Part II: Student Plan).....	50
Appendix 11	50
Appendix 12	51
Math committee recommendations	51
Math Test Instructions.....	52

SOUTH PLAINS COLLEGE NURSING DEPARTMENT

Welcome to the South Plains College School of Nursing. We are pleased that you are a part of this team and that you bring with you your outstanding knowledge, talents, and interest in sharing your love for the profession. Our goal is to work together to educate the next generation of nurses and to continue to work to raise the standard for providing excellence in teaching and being strong role models for the nursing profession. Together we will continue to learn with the changing times in medicine and adapt to these changes for the betterment of the patients we serve. This handbook is designed to familiarize you with the Nursing Department and its policies specific to our area.

The South Plains College handbook is located for easy access at the following address. Please make sure you review it and if you have further questions please ask. <https://www.southplainscollege.edu/employees/manualshandbooks/facultyhandbook.php>. This is the College wide handbook, and it is a resource where you can find out information about the organization, operational policies, regulations, and procedures of the College. Nursing faculty, as members of the College's faculty, are obligated to abide by the policy and procedures and should consult it when general information on one of these topics is needed. The Nursing Faculty Handbook is a supplemental source of information more specific to the functioning of the Nursing Department. Both individual and group responsibilities are outlined to ensure consistent interpretation and administration of policies and procedures.

All policies and procedures will be reviewed and revised, as necessary, by the Nursing Department Director and faculty. As approved revisions are made, all faculty members will be provided an electronic copy of the Nursing Faculty Handbook changes. A copy is also available in the Nursing Faculty Orientation course found within Blackboard.

Nursing Faculty Orientation Activities for New Faculty

1. Complete the South Plains College orientation through Human Resources every August.
2. Complete the Nursing Faculty Orientation Course located in Blackboard. This course is a self-paced course based on the NLN Core Competencies for Nurse Educators. It is designed to be completed over the first full two semesters after hire.
3. Meet with your team and the Instructional Team Lead for your area.
 - a. Classroom Orientation – Following other instructors to see different teaching styles.
 - b. Clinical Orientation – With different faculty members to orient to clinicals.
 - c. ATI Orientation is located within ATI under the Academy tab, and we can set up one on one sessions with ATI personnel to help with onboarding.
4. Meet with Simulation Coordinator
 - a. Complete Online simulation Modules located in the Nursing Faculty Orientation Modules.
 - b. Have hands on training in the simulation center with the Sim Coordinator

History of the Program to Current Day

South Plains College (SPC) is a comprehensive, two-year community college established in 1957 by the residents of Hockley County. The college serves the greater South Plains area of Texas with innovative educational programs that span the arts and sciences, health occupations, technical education, continuing education, and workforce development. The college's main campus is located in Levelland. SPC maintains several extension centers that are located at the Reese Center, the Lubbock Career and Technical Center, the Downtown Center, and the Plainview Center. The college's education program includes academic transfer courses which parallel university programs for students who plan to earn a bachelor's degree. SPC also maintains a diverse offering of one- and two-year programs for students who want to develop specific job skills and then enter the workforce. SPC is recognized as one of the most modern and complete community colleges in Texas. The Levelland Campus encompasses 42 buildings on a 177-acre campus.

SPC initiated the Associate Degree Nursing Program (ADNP) in August 1985 after recognition of the need for registered nurses in the surrounding counties was established. The program admitted twenty-four (24) students with three (3) full time nursing faculty. At the request of the community and due to a shortage of registered nurses in the area, SPC decided to admit a second class each year. This twice a year admission began in January of 1991. In July of 1988, a transition class began with partial funding by St. Mary of the Plains Hospital. In August of 2001, the department decided to offer the transition program twice yearly on the same entry schedule as the generic program. Currently, both the generic and transition programs have entry dates in August and January of each year.

The South Plains College Licensed Vocational Nursing Program (LVN) was started in 1978 and is part of the Health Sciences Division. The LVN program offers a 12-month certificate that can be completed in 12 months. There are three LVN programs located on the Levelland Campus, the Plainview Extension Center and the Reese Center. In total there are 11 full-time faculty that help to run these three programs.

Philosophy

The faculty of the Associate Degree Nursing (ADN) Program, an integral part of South Plains College, accepts the philosophy, purposes and objectives of the college.

The faculty believes that each individual is unique and holistic and worthy of dignity and respect. An individual is influenced by genetic inheritance, life experiences, and cultural background and is a part of a larger community. The faculty accepts the definition of community by Goeppanger, Lassiter, and Wilcox (1982), as "a system of formal and informal groups characterized by interdependence and whose function is to meet the collective needs of group members, p. 467." The individual's community and environment provide a context made up of biological, physiological, personal, spiritual, social, cultural, and political influences, which effect health.

The faculty believes that a person has inherent dignity and worth, and the freedom to make choices for which the individual is accountable. In a dynamic environment, a person strives to maintain/regain balance as the individual moves along a continuum towards positive outcomes.

We believe nursing is a profession with a unique body of knowledge, the goal of which is to assist individuals, families, and groups within the community to maintain and/or restore optimal wellness. We believe that within an evolving health care delivery system the nursing needs of the community will change. Nurses assist people to meet basic needs throughout the life span or to die with dignity. The goal of nursing is achieved through the use of critical thinking, problem solving skills and the nursing process within an interpersonal and collaborative framework. The profession incorporates principles from the sciences and the humanities, which serve as the basis for teaching and implementing actions of nursing practice.

We, the faculty, define nursing education as the active teaching-learning process necessary for assimilation of theoretical concepts and the development of skills for the practice of nursing. The faculty believes education is a process of self-realization, embracing all those experiences whereby a person assimilates knowledge, masters' skills, develops personal potential and establishes values. Therefore, the educational experience is an integral and continuous lifelong process.

We believe that learning includes the development of critical thinking through problem solving experiences, which will enable the learner to examine their thinking and the thinking of others. We, the faculty, define critical thinking as being able to:

1. think purposefully and actively,
2. carefully explore and view situations from various perspectives,
3. exchange and explore ideas with others in an organized way,
4. arrive at thoughtful conclusions that will increase the likelihood of achieving positive outcomes.

The faculty recognizes that educational preparation in the future will require the use of different technological mediums. Beginning practitioners will also be expected to utilize resources to deliver safe, quality, and cost-effective care.

The purpose of the ADN Program at South Plains College is to provide the community with graduates who are eligible to take the State Board Exam (NCLEX) for registered nurse licensure and to prepare graduates who as general practitioners can provide safe, entry-level care in a variety of settings within the community.

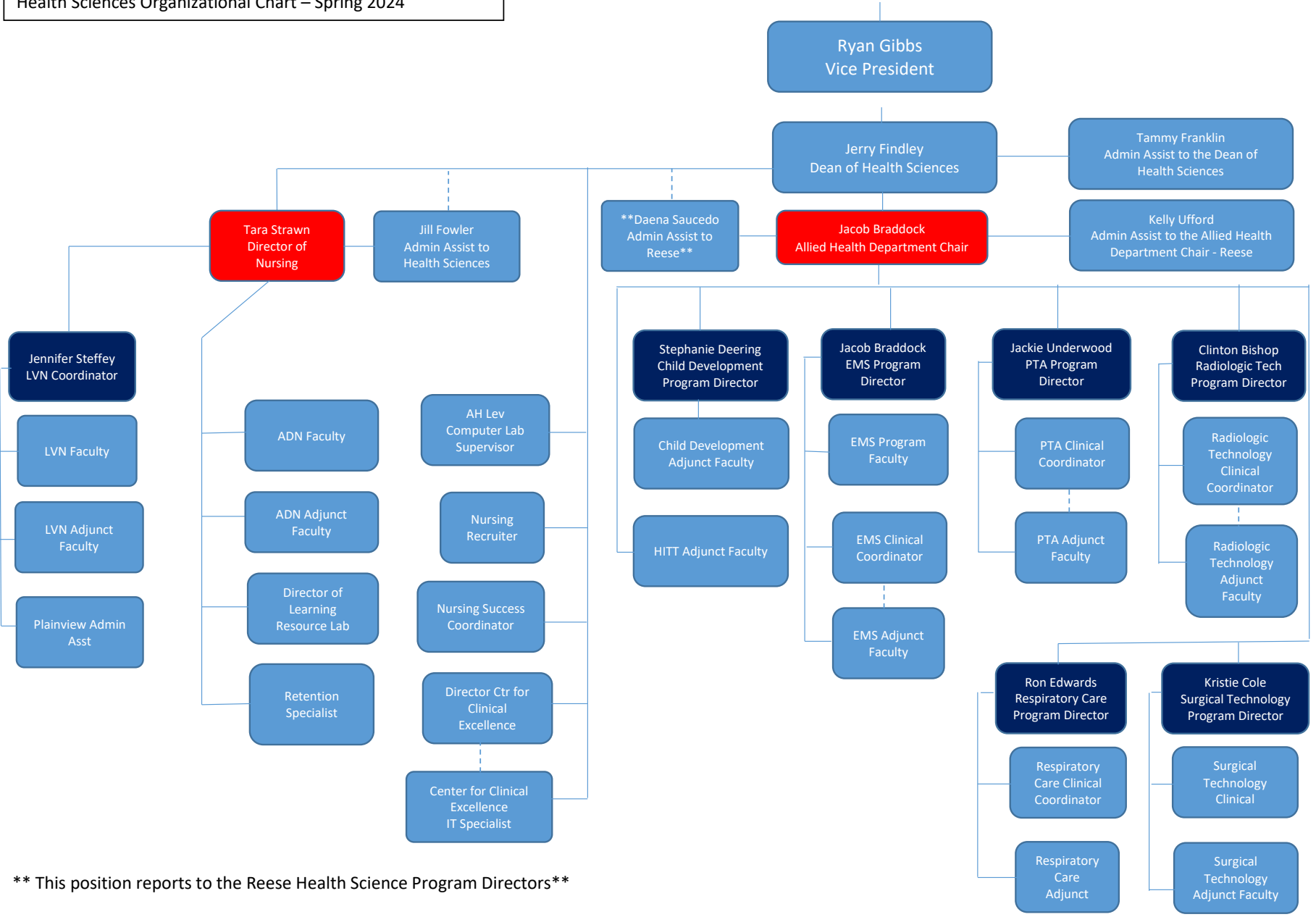
The faculty recognizes the existence of two (2) distinct basic educational programs (ADN, BSN) to prepare for the practice of professional nursing. The faculty also recognizes advanced educational programs including Master's and Doctoral Degree Programs in Nursing. The faculty believes in the concept of articulation as defined by the Texas Board of Nurse Examiners. The faculty accepts that there are four distinct nursing roles: member of the profession, provider of patient-centered care, patient safety advocate, and member of the health care team. Further, the faculty believes that graduates of an ADN Program should be able to perform safe nursing practice as defined by the Texas Board of Nursing Differentiated Essential Competencies. The faculty also believes that the graduate functioning within the four roles should be capable of utilizing critical thinking and the nursing process to provide safe, competent nursing care to individuals, families, and groups with a variety of health care needs in a variety of settings.

Graduates should be self-directed, flexible, adaptive, caring, and able to maintain legal and ethical standards within a rapidly changing health care delivery system.

The faculty accepts the responsibility of planning, implementing, evaluating the teaching-learning process, and providing optimal learning experiences for safe clinical practice. We, the faculty, believe that the philosophy and objectives of the nursing program are open to change based on information gained through continuing education and evaluation of current trends and knowledge.

1Goepfing, J., Lassiter, P.G., and Wilcox, B. (1982). Community health is community competence. Nursing Outlook, 30, 464-467.

Health Sciences Organizational Chart – Spring 2024



** This position reports to the Reese Health Science Program Directors**

Faculty Orientation

Onboarding of new faculty members using best practices will allow the development of the faculty member to move into the expert role of the nurse educator. As a faculty member sometimes, it is hard to move from practice to academia and the orientation module is made to work in tandem with the Mentor/Mentee program. You will be given access to the Faculty Orientation Modules located within Blackboard. These modules must be reviewed and completed with an uploaded certificate if one is issued or a paper stating date and time that the module is reviewed and completed. These modules include information from the Texas Board of Nursing that developed a Faculty Module and the Texas Nurses Association Transitioning from Practice to Academia Modules. There are important items located within the modules to assist with the classroom and clinical education strategies and tools as well as information from the NCSBN on the new BGN model types and scoring. There is also a faculty orientation checklist provided that should be completed within the first full two semesters of full-time teaching.

Mentor/Mentee Program

Mentoring has been identified as an important part of the transition from practice to academia to be able to develop strong educator skills to move from novice to expert in your field of practice. There are developed guidelines that are well structured so that the mentee has a greater understanding of boundaries, expectations, and guidelines all of which are required to develop the skills necessary to become an excellent and effective faculty member. Implementation of Benner's Model will help to set measurable goals and enable reflection and evaluation of each what stage the faculty is at and see progression from novice to expert. There is also a conversation tool to help provide effective feedback during meetings between the mentor and mentee. An evaluation tool to help guide the mentor and mentee was developed. The faculty orientation works together with the mentoring process as it gives new educators a foundation to build upon.

The Mentor Role:

An experienced faculty, knowledgeable in the art of teaching and learning as well as in the culture at South Plains College Nursing Program. The mentor will help guide the mentee in development in the role of faculty. The mentor will collaborate with the mentee and help provide guidance and resources, ideally through mutually agreed upon times and venues (i.e., preferably face-to-face, virtual meetings, emails, phone calls, etc.). Meetings should be set up multiple times throughout the semester and more frequently as deemed necessary.

The Mentee Role:

This role is any new faculty member to the South Plains College Nursing Program. The mentee will sit down and meet with the assigned mentor. It will be essential to establish goals with the mentor to obtain knowledge, skills, and abilities about their professional development. The

mentee engages in the relationship by preparing for meetings with the mentor, taking advantage of appropriate resources, and using feedback appropriately.

Mentor/Mentee Selections:

The Nursing mentorship program includes:

1. pairing of an experienced nurse educator as the mentor with the new nurse educator as the mentee.
2. use of a collaborative team approach.
3. the Director of Nursing Programs works with all faculty members in the mentoring program.
4. Director of Nursing and a senior faculty member assist with pairing of the mentor and mentee.

Senior faculty will be encouraged and invited to serve as leaders and mentors to their peers by participating in the mentorship program. In addition, any other faculty wishing to have a mentor or mentoring team may request to be placed in this role from the Director of Nursing. The goal of the mentorship program is to be invested in the new generation of nursing faculty as well as playing a role in leadership and participating in professional development. Mentorship will be provided if the mentor identifies a need and the mentee desires assistance. The Nursing Program requires participation and to take advantage of the program until such time as they no longer find it necessary. The process for selection into the program includes recommendation of the match between mentor and mentee, dialogue with mentor and mentee re: agreement with the recommended match, an official letter to the mentor/mentee from the Director of Nursing on the selected pairing, the Mentor needs to go through the mentor orientation and there needs to be monthly scheduled meetings between the mentor and mentee. A mentee may select an additional mentor outside of the school of nursing as well.

The Five Domains of the Mentor/Mentee Program:



The Five Domain Goals for the Mentor/Mentee Program:

Domain 1. Encouragement and Lift Each Other Up:

Goal: Promote a positive and encouraging atmosphere that encourages each other to reach their full potential.

Domain 2. Collaboration:

Goal: Promote participation with others using teamwork at the college, in the nursing program as a whole and within the individual nursing teams.

Domain 3. Communication and Support:

Goal: Provide support for faculty so they have a point person to assist them with any questions or concerns, allow for an environment lending to open communication for faculty who may be experiencing stress or conflict.

Domain 4. Scholarship:

Goal: Promote knowledge in evidenced based practice, sound teaching pedagogy and professional outcomes.

Domain 5. Professional Role:

Goal: Promote development of professional goals within the academic setting. Prepare candidates for the tenure/promotion process by providing regular feedback on progress. If already tenured continue to promote development of professional goals and to keep up to date with changes in teaching pedagogy.

End of Program Student Learning Outcomes with Expected Levels of Achievement

The Associate Degree Program developed program outcomes to effectively look at the students ability to have independent judgment, critical thinking, clinical reasoning, clinical judgment, and self-direction while caring for clients and their families.

Expected Levels of Achievement for clinical coursework are measured with a clinical evaluation tool. Individual students must score a minimum of 77 percent in the clinical course to meet clinical course objectives. Students are given a letter grade to accurately assess their level of competency. The clinical objectives are measured out by the following categories.

- a) Clinical Decision Making—provides competent nursing interventions based on application of the nursing process, and demonstration of critical thinking, independent judgement, and self-direction while caring for patients and their families.
- b) Communication & Information Management—communicates effectively utilizing technology, written documentation, and verbal expression with members of the health care team, patients, and their families.
- c) Leadership—demonstrates knowledge of basic delegation, leadership management skills, and coordinates resources to assure optimal levels of health care for patients and their families.
- d) Safety—implements appropriate interventions to promote a quality and safe environment for patients and their families.
- e) Professionalism—demonstrates knowledge of professional development and incorporates evidence-based practice in the nursing profession. Incorporates concepts of caring, including moral, ethical, legal standards while embracing the spiritual, cultural, and religious influences on patients and their families.

GRADUATE OUTCOMES	1st semester	2nd semester	3rd semester	4th semester
Clinical Decision Making	2	3	4	4
Communication & Information Mgt.	2	3	4	4
Leadership	1	2	3	4
Safety	1	2	3	4
Professionalism	1	2	3	4

For each outcome, a level of achievement is indicated. Students must complete the semester at the level indicated, showing progress, and increasing competency throughout the program.

Expected Levels of Achievement (ELA):

1. Provisional: performs safely under supervision; requires continuous supportive and directive cues; performance often uncoordinated and slow; the focus is entirely on task or own behavior; beginning to identify principles but the application of principles is sometimes lacking.

2. Assisted: performs safely and accurately each time observed but requires frequent supportive and occasional directive cues; time management skills still developing; skill accuracy still developing; the focus is primarily on task or own behavior with more attention to the client; identifies principles but still may need direction in the application of principles.
3. Supervised: performs safely and accurately each time behavior is observed; requires occasional supportive and directive cues; spends reasonable time on task and appears generally relaxed and confident; applies theoretical knowledge accurately with occasional cues; focuses on clients initially but as complexity increases, may still focus more on task.
4. Independent: performs safely and accurately each time behavior is observed and without need of supportive cues; demonstrates dexterity in skills; spends minimum time on task; applies theoretical knowledge accurately; focuses on client while giving care.

Evaluation of Program Outcomes

1. Eighty percent or greater of students in each core course will score above the national average on the benchmark course predictor exam to demonstrate readiness to move to the next level or demonstrate readiness to graduate.
2. Seventy percent or greater of admitted students will complete the program within 2 years.
3. Eighty Percent or greater of graduates will pass the NCLEX-RN on the first attempt.
4. Ninety Percent or greater of graduates will be gainfully employed within 6 months of graduation.

Conceptual Framework

The South Plains College Associate Degree Nursing Program conceptual framework is based upon the four nursing roles: a member of the profession, provider of patient-centered care, patient safety advocate, and member of the health care team, characterized by the specific entry-level competencies addressed within the four roles. The interrelationship of the four roles allows for the development of a curriculum, which is relevant, in terms of content, to the student and the community.

Differentiated Essential Competencies of Graduates of Texas Diploma and Associate Degree Nursing Education Programs is the guide for the ADN program. The background of the DEC is the original Board was charged to develop differentiated competencies for nursing education programs was issued by the then Board of Nurse Examiners (BNE) following a legislative mandate in 1988. Three different versions have been developed by Board staff with input from Board-appointed stakeholders (nursing educators, professional organizations, practicing nurses, state agencies, and consumers):

- 1993 – First Edition - Nursing Education Advisory Committee (NEAC)
- 2002 – Second Edition – Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs (DELCS)
- 2010 – Third Edition – Differentiated Essential Competencies of Graduates of Texas Nursing Programs (DECs)

A team of Board Staff that included both Nursing Consultants for Education and Nursing Consultants for Practice collaborated in the 2021 Fourth Edition to ensure a focus on both perspectives. Following the previous processes, a comprehensive review of current literature, practice standards, accreditation requirements, regulations, and research findings ensued. The guiding principles that were established by the first DECs committee have continued to be sound and useful in making revisions:

1. The DECs are client-focused, rather than institution-focused.
2. The DECs would not be developed as a list of tasks or skills.
3. Competencies will provide essential role responsibilities, knowledge, and clinical behaviors and judgments in broad terms.
4. Programs will be able to develop and create curricula for their communities, level of education, and program outcomes by focusing on the DECs.
5. The DECs are not all-inclusive of all nursing competencies but list competencies necessary for the nursing graduate to seek licensure and enter nursing practice.

Please see link for full 2021 Differentiated Essential Competencies of Graduates of Texas Nursing Programs -

https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf

As of Fall 2023 New Curriculum ADN Traditional Program Breakdown							
Prerequisites							
Prefix	Course #	Name	Credit HR	Lecture HR	Lab HR	Contact HR	Clinical Hours
BIOL	2401	A & P 1	4	3	3	96	0
BIOL	2402	A & P 2	4	3	3	96	0
ENGL	1301	Composition 1	3	3	0	48	0
		Total Semester Hours	11	9	6	240	0
First Year - First Semester							
PSYC	2314	Lifespan Growth & Development	3	3	0	48	0
RNSG	1413	Foundations for Nursing Practice	4	3	3	96	0
RNSG	1205	Nursing Skills I	2	1	4	80	0
RNSG	1201	Pharmacology	2	1	4	80	0
RNSG	1160	Clinical Nursing I - RN Training	1	0	0	64	8
		Total Semester Hours	12	8	11	368	8
First Year - Second Semester							
RNSG	1441	Common Concepts of Adult Health	4	3	3	96	0
RNSG	2213	Mental Health	2	2	1	48	8
RNSG	2121	Professional Nurse Leadership and Management	1	1	0	16	0
RNSG	1144	Nursing Skills II	1	0	3	48	0
RNSG	2460	Clinical Nursing II - RN Training	4	0	0	192	16
		Total Semester Hours	12	6	7	400	24
Second Year - Third Semester							
RNSG	1443	Complex Concepts of Adult Health	4	3	3	96	0
RNSG	2201	Care of Children & Family	2	1	4	64	0
RNSG	2461	Clinical Nursing III - RN Training	4	0	0	192	16
HUMA		Humanities	3	3	0	48	0
		Total Semester Hours	13	7	7	400	16
Second Year - Fourth Semester							
RNSG	1146	Legal & Ethical Issues for Nursing	1	1	0	16	0
RNSG	2130	Professional Nursing Review & Licensure Preparation	1	0	3	48	0
RNSG	2432	Enhanced Concepts of Adult Health	4	4	0	64	0
RNSG	1251	Care of Childbearing Family	2	1	3	64	0
RNSG	2462	Clinical Nursing IV - RN Training	4	0	0	192	16
		Total Semester Hours	12	6	6	384	0
		Total Program Hours	60	36	37	1792	61

As of Fall 2023 New Curriculum ADN Transition Breakdown

Prerequisites							
Prefix	Course #	Name	Credit HR	Lecture HR	Lab HR	Contact Hours	Clinical Hours
BIOL	2401	A & P 1	4	3	3	96	0
BIOL	2402	A & P 2	4	3	3	96	0
PSYC	2314	Lifespan Growth & Development	3	3	0	48	0
ENGL	1301	Composition 1	3	3	0	48	0
		Total Semester Hours	14	12	6	288	0
Transition 2nd Semester							
RNSG	1327	Transition to professional Nsg	3	2	4	96	0
RNSG	2121	Professional Nurse Leadership and Management	1	1	0	16	0
RNSG	2213	Mental Health	2	2	1	48	8
RNSG	2360	Clinical Nursing, I - RN Training	3	0	0	144	16
		Total Semester Hours	9	5	5	304	24
Third Semester							
RNSG	1443	Complex Concepts of Adult Health	4	3	3	96	0
RNSG	2201	Care of Children & Family	2	1	4	64	0
RNSG	2461	Clinical Nursing III - RN Training	4	0	0	192	16
HUMA		Humanities	3	3	0	48	0
		Total Semester Hours	13	4	7	400	16
Fourth Semester							
RNSG	1146	Legal & Ethical Issues for Nursing	1	1	0	16	0
RNSG	2130	Professional Nursing Review & Licensure Preparation	1	0	3	48	0
RNSG	2432	Enhanced Concepts of Adult Health	4	4	0	64	0
RNSG	1251	Care of Childbearing Family	2	1	3	64	0
RNSG	2462	Clinical Nursing IV - RN Training	4	0	0	192	16
		Total Semester Hours	12	6	6	384	0
		Total Program Hours	60	27	48	1376	56

Faculty Role Descriptions

Faculty

- Design course material to cover required content to meet course learning objectives.
- Work with Team lead regarding any concerns or questions about content or course objectives.
- Assure curriculum is mapped appropriately to the DECS and according to the current NCLEX test plan.
- Need to complete certification of rosters.
- Need to communicate with students about course expectations, learning objectives, policies, and procedures for the course.
- Responsible for syllabi being updated and Blackboard being student friendly.
- Responsible for all course communication related to your specific lecture. If you teach in a team, then your lecture time is your responsibility to assure that the students are meeting the objectives and you are responsible for all communication about your portion of the course. However, you need to communicate with your course leader and team leader about all concerns and questions.
- Responsible for classroom management, keeping attendance according to course policy, and submitting graded work into the LMS system in a timely manner.
- Timely communication to students.
- Follow the department testing policy.
- Complete grading for class and clinical in a timely manner.
- Provide substantive feedback to students.
- Complete letters of success at designated times.
- Send students to the required or needed resources to help student success.
- Follow the formal remediation test policy.
- Become familiar with Blackboard and ATI resources.

Course Team Leader

The Team Leaders will report to the Director of Nursing Programs and have the following responsibilities:

- Organizing activities of their team; delegating responsibilities as needed and following up as needed.
- Working with Med/Surg team leader to run meetings and work on agenda.
- Ensure deadlines are met and record keeping is all up to date including:
 - Ensure syllabi are correct.
 - Ensure accuracy with grade entry.
 - Confirming attendance records are up to date each week.
 - Compile Course Files at the end of each semester
- Ensure all content taught is congruent with the level of curriculum. Ensure all content being taught is current evidence-based practice and testing is completed according to the department test plan.
- Requesting rooms and computer lab as needed.

- Communicate with the Simulation Coordinator and request needed resources in a timely manner to have lab and student prepared appropriately for the experience.
- Communicate with Director of Nursing Programs about clinical needs or concerns.
- Communicate with Med/Surg Lead Instructor and Director of Nursing Programs about curriculum, policies, and procedures.
- Orienting faculty new to the team.

Med/Surg Team Lead Instructor

The Lead instructor will report directly to the Director of Nursing Programs and have the following responsibilities:

- Will work directly with the Director of Nursing Programs and Curriculum Chair to meet the objectives of the three med/surg courses and serves over team in one semester of med/surg.
- Preside over weekly team meetings while working with course team leader on an agenda.
- Serves as a direct resource for faculty for the program curriculum and Nursing Policies and Procedures.
- Work on clinical sites and clinical schedules.
- Helping with test item analysis and making sure that learning objectives are being met in the didactic and clinical settings.
- Making sure that all team members that go to clinicals understand the clinical evaluation tool and how to appropriately grade students in a consistent manner.
- Delegating and following up on assignments as needed.
- Participate in orientation of new faculty.
- Serve as a mentor for new faculty.
- Serve as a resource for course team leader.
- Participate in assigned committee meetings as needed.
- Monitor course revisions to ensure the integrity of the curriculum.
- Oversee and work with the team to complete the course mapping to the DECS and the NCLEX test Plan as revisions are needed.
- Ensuring the workload of the student is appropriate to the level of the student as well as making sure they do have a home/school balance.

Lab Coordinator

The Lab Coordinator will report directly to the Director of Nursing Programs and have the following responsibilities:

- Will work directly with the Director of Nursing Programs and Curriculum Chairs to meet the objectives of all nursing courses.
- Need to attend any team meetings that may involve discussing lab set up, needs, rubrics, etc.
- Serves as a direct resource for faculty for the program and helps faculty meet the learning needs of the students.
- Participate in orientation of new faculty to learn the lab set up and policies.

- Serve as a mentor for new faculty.
- Serve as a resource for course team leader, you need to be checking in with them weekly to identify needs.
- Participate in assigned committee meetings as needed.
- Monitor changes in hospital policies and evidenced based practice changes.
- Need to identify the need to order new supplies or equipment.
- Work with faculty to understand the needs of the student's lab kits, get PO's from vendors and submit orders once PO's are approved by the nursing director.
- Lab medications need to be made along with any type of demonstration stations and lab practice/check off needs.
- The lab must be kept clean and neat at all times and laundry needs to be done as needed and all laundry done at the end of the semester.
- This job requires helping students at bedside. They should see the person in this position as a resource so you must be familiar with all aspects of the skills and rubrics that need to be checked off.
- May require grading of student's skills tapes or live check offs.

Faculty Contracts

South Plains College offers 9-month, or 12-month contracts and salary adjusts according to the pay scale from the Human Resources Office. You are notified in writing if your contract will be renewed or not renewed from the Office of the President of South Plains College. If you are not tenured then your contract does not have to be renewed. Contracts come out in spring every year. If your contract is not renewed, then you will finish out the semester you are currently in but will not be asked to return in the Fall semester. If you are tenured, you will still receive a contract every year. If you are not tenured by year seven under the South Plains College Faculty Handbook, then your contract will be terminated. If you break your contract, you may not be considered eligible for rehire. For rank promotions we follow the guidelines in the South Plains College Faculty Handbook.

Faculty Instructional Load

Instructional load is primarily based on instructional contact hours (ICH), student contact hours (SCH) and program specific student enrollment. Typically, and with administrative approval, fifteen instructional contact hours or 510 student contact hours are considered a normal load for full-time faculty members.

- Lecture courses only – lecture hours are calculated at one instructional hour for one lecture hour.
- Lecture/Lab courses – the lecture hours are still one for one, but the lab hours are calculated at ½ of one instructional hour for each lab hour.

Faculty By-Laws

ARTICLE I – TITLE

This organization shall be known as the Faculty Organization of South Plains College (SPC), Associate Degree Nursing Program (ADNP).

ARTICLE II – PURPOSE, OBJECTIVES, AND FUNCTIONS

Section I – Purpose: Faculty members, through their participation in the Faculty Organization, are provided the opportunity to share in the authority and the responsibility for the operation of the Program; this includes planning, implementing, and systematically evaluating all elements of the Program.

Section II – Objectives:

- A. Implements the educational policies, which are in accord with the philosophy and objectives of SPC and the ADNP.
- B. Evaluates the curriculum of the Program in the light of current educational, social, and professional trends.
- C. Promotes growth in the continuing educational and professional advancement of the faculty of the Program.

D. Facilitates the expression of ideas and discussion of problems by all members of the faculty.

Section III – Functions:

- A. Updates the philosophy, purposes, and outcomes of the Nursing program.
- B. Analyzes all activities for the improvement of the total Program.
- C. Provides for the revision and evaluation for the Program according to changing needs and trends in nursing education.
- D. Provides a climate of dynamic interaction between faculty and students.
- E. Formulates and implements the educational policies of the Program through a democratic organization.
- F. Reviews and takes action on all recommendations from faculty committees, Advisory committee, and clinical Affiliates.
- G. Maintains a supportive atmosphere essential for social and intellectual growth of faculty and students.
- H. Establishes criteria for admission, progression, and graduation of nursing students.
- I. Refers recommendations concerning the Nursing Program through appropriate channels of SPC.
- J. Analyzes the recommendations.
- K. Assists in the preparation of the annual budget.
- L. Promotes recruitment through interpretation of the program to lay groups and prospective candidates.

ARTICLES III – MEMBERSHIP

Section I – Executive Membership: The membership of the organization shall consist of the Director and all of the full-time and part-time faculty in the ADN of SPC. These members will be executive members and make up the executive session.

Section II – Contributory Membership:

- A. Contributory membership will consist of students currently taking a nursing course at SPC.
 - 1. One student representative from semester 1 and one student representative from semester 2 appointed by the students in September and January.
 - 2. One student representative from semester 3 and semester 4 appointed by the students in September and January.
 - 3. One advanced placement student representative appointed by the students in September and January.

Section III – Privileges: Participation in meetings, membership on committees, and the privilege of the vote shall be accorded to executive members.

ARTICLE IV – MEETINGS:

Section I – Regular Meetings: Regular meetings shall be held monthly during the academic year.

Section II – Special Meetings: Special meetings may be called at any time by the Director of the Program or upon written request to the Director by two or more members.

Section III – Annual Meeting: There shall be an annual meeting at the end of the Spring semester.

Section IV – Exclusion of Contributory Membership: The Chairperson of any committee reserves the right to exclude contributory membership from the committee when deemed necessary.

Section V – Quorum: Two-thirds (2/3) of the membership including Chairperson.

ARTICLE V – OFFICERS

Section I – The officers of the organization shall be:

- A. Chairperson – Program Director
- B. Secretary –Department Secretary

Section II – Duties of Officers:

- A. The Chairperson shall
 1. Prepare the agenda for all meetings.
 2. Preside at all meetings.
 3. Appoint committees and Chairperson of any committees designated by the rules and regulations.
- B. The Secretary shall
 1. Record minutes of all faculty meetings in designated form
 2. File and preserve one copy of the minutes in the Program Directors office.
 3. File and preserve all committee reports.

ARTICLE VI – COMMITTEES

There shall be two classes of committees: Standing and Ad Hoc

Section I – Standing Committee: There shall be three standing committees

- A. Curriculum Committee
- B. Admissions/Academic Standards Committee
- C. Faculty Development Committee

Section II – Ad Hoc Committee The ad hoc committee will be appointed by the Director of the ADNP.

These committees are to function until the purpose for which they have been appointed has been fulfilled. Section III – Committee Membership The organization shall have the following committee membership:

- A. Curriculum Committee will consist of
 1. Program Director or designee will be chairperson
 2. Members consist of all course leaders
 3. Meets monthly and as needed as determined by chairperson
 4. Director of ADNP will serve as ex-officio member
 5. Contributory membership
 - a. One student representative from semester 2 appointed by the students in September and January.
 - b. One student representative from semester 3 and semester 4 appointed by the students in September and January.
 - c. One Advanced placement student appointed by the students in September and January.
- B. Admissions/Academic Standards voting members will consist of:

1. The Director of the ADNP will act as chairperson (votes only if there is a tie)
 2. Five members of the faculty appointed by the Director of the ADNP each year
 3. Nursing Success Coordinator
 4. One member of the counseling Center staff appointed by the Director of the ADNP
 5. Three members at large from SPC, appointed by the director of the ADNP each year (English, Math, and Science)
- C. Faculty Development Committee will consist of:
1. Faculty members appointed by the Director of ADNP
 2. Chairperson to be elected on first meeting.
 3. Monthly meetings and as determined by the chairperson.
- D. Ad Hoc Committee will consist of:
1. Members appointed by Director of the program of ADNP
 2. Chairperson to be elected on first meeting
 3. Meetings as needed, determined by the chairperson

Section IV – Objectives and Functions The objectives and functions of these committees shall be:

- A. Curriculum Committee
1. Objective: Implements a curriculum which provides for professional and personal growth of the student by implementing the philosophy and objectives of the Program
 2. Functions:
 - a. To formulate curriculum and objectives of the Nursing Program in keeping with the philosophy and objectives of the School.
 - b. Through cooperative planning, to develop and to improve the curriculum in relation to student needs, available facilities, and changing trends in nursing education.
 - c. To evaluate the total curriculum periodically and give guidance in planning a sound and effective Program.
 - d. To develop overall educational policies.
 3. To hold meetings monthly scheduled during the academic year.
- B. Admissions/Academic Standards
1. Objective:
 - a. To select applicants who have met admission criteria of the Program, and establish criteria for disciplinary action, and progression.
 2. Functions:
 - a. To formulate criteria for selection of applicants.
 - b. To review policies of the School for admission of applicants.
 - c. To determine appropriate disciplinary actions regarding inappropriate student behavior.
- C. Faculty Development Committee
1. Objective:
 - a. To facilitate opportunities for professional and personal growth of the faculty
 2. Function:
 - a. To arrange continuing education for faculty to enhance educational and professional growth.

- D. Ad Hoc Committees
 - 1. Objectives:
 - a. According to purpose of appointment
 - 2. Function:
 - a. According to purpose of appointment

ARTICLE VII – ORDER OF BUSINESS

- A. Call to order
- B. Approval of the minutes of the previous meeting
- C. Report of Standing Committees
- D. Student Representatives Report
- E. Old Business
- F. New Business
- G. Announcements
- H. Correspondence (when applicable)
- I. Adjournment

ARTICLE VIII – MINUTES

The minutes of all meetings shall be recorded and retained in the Program Directors office. Minutes from the Admissions/Academics Standards Committee shall not be released to any individual or entity except through appropriately executed legal requests. (ie: through an attorney or court)

ARTICLE IX – AMENDMENTS

Section I – Rules and Regulations Amended: The Rules and Regulations of the Faculty Organization may be amended at any regular or annual meeting.

Section II – Percentage of Vote: There must be a two-third (2/3) vote of the membership present to amend the Rules and Regulations.

Section III – Procedure: A copy of the proposed amendment must be sent to the members one week prior to the meeting. These bylaws may be amended without previous written notice at any regular meeting by a 99% vote of all members.

ARTICLE X – PARLIAMENTARY AUTHORITY

Deliberations of all meetings of this organization shall be governed by “Robert Rules of Order, Revised”.

Maintaining Student Privacy (FERPA)

The Family Educational Rights and Privacy Act, known as “FERPA”, was enacted by Congress to protect students’ rights to privacy, inclusive of grades, academic records, and demographic information. This could result in counseling, extra training or may lead to termination. To avoid violations of FERPA rules; DO NOT DO ANY OF THE FOLLOWING:

- Use student social security or Student ID number in any posting or attendance roster.
- Return graded materials for students to pick up by sorting through papers of all students.
- Discuss the progress of any student with anyone other than the student (including parents or spouse).
- Give constructive feedback to any student in a public area; ensure privacy for all conversations related to performance even if good feedback.
- Provide information regarding student schedules except as required at the clinical facilities.
- Share student email addresses, phone numbers or home addresses.
- If in doubt, do not release student information. Refer the request to the appropriate person within the college.

Professional Boundaries

Nursing students must learn the importance of establishing and maintaining professional boundaries. Boundary violations occur when professional lines of behavior are crossed. Violations may be inadvertent, purposeful, or thoughtless, and may occur when there is misunderstanding of the needs of the nurse and student and/or the patient. Professional boundary violations occur when there is role reversal, secrecy, or excessive disclosure of personal information. It is the responsibility of the clinical instructor to ensure that professional boundaries are maintained in student/instructor and student/patient interactions. Faculty and Student.

- Faculty and students will maintain a professional relationship.
- Avoid discussions of personal issues with students. Faculty should not act as personal counselors or therapist. Students should be referred to college counseling services as needed.
- Do not discuss other instructors or other students with students; always maintain a professional relationship. If students’ express concerns about instructors, they should be encouraged to follow the Student Handbook/campus policies and guidelines for resolution.
- Faculty should NOT join an individual, group, or class in social situations or participate in student social networking sites.
- Faculty should not accept gifts or money as gratitude for instruction.
- Students should maintain a professional nurse-patient relationship.
- Students must treat all patients, as well as other health care providers, professionally.

- and should work within the zone of patient-centered care.
- Students should abstain from obtaining personal gain at the patient's expense and refrain from inappropriate involvement in the patient's personal relationships.

Source: National Council of State Boards of Nursing. (2014). A nurse's guide to professional boundaries, [Brochure].

Nursing Instructor Attire

As professionals and representatives of South Plains College Nursing department, faculty are expected to role model professionalism in behavior, practice, and appearance. Therefore, the following dress code guidelines are recommended to present a professional image to our clinical partners and to promote and encourage professionalism in our nursing students. Please refer to the South Plains College Nursing Student Handbook for additional information regarding student dress code guidelines.

Teaching in the classroom and clinicals we should at all times demonstrate professionalism. The dress code should be professional business attire or scrubs, that includes your South Plains College identification badge which should be clearly displayed on scrub shirt or business shirt. **Faculty are asked to refrain from wearing jeans (except on Fridays at the office with SPC t-shirt or SPC nursing shirt and any jeans may not be torn or have cut out), shorts, cut offs, crop tops, tops should be modest, tank tops, avoid anything that could be seen as offensive or have inappropriate language or designs to others on shirts and pants, exercise attire, yoga pants, leggings, jeggings, or tight/revealing clothing.** Our students cannot wear hair color that is not natural and professional looking, and we should role model and follow the same guidelines as the students. False nails also are not appropriate in the clinical setting for the same reason students and the nurses are not allowed to wear them.

Clinical faculty are expected to wear scrubs in clinical and lab settings. A white lab coat may be worn if desired. If a white lab coat is worn it should be clean and pressed. A college identification badge is always required in the clinical and lab setting and should be clearly displayed on scrub shirt or white coat. Street clothes are not suitable during patient care experiences, but some exceptions may exist in specialty rotations. Clinical faculty are asked to refrain from wearing jeans, shorts, tank tops, leggings, jeggings, tight/revealing clothing, or exercise attire while on campus or at the clinical site.

Nursing and SPC Committee Assignments

Faculty will be appointed to different committees to help serve the South Plains College Nursing Program and students effectively. You may also be assigned to a South Plains College Committee. You need to make sure that you are aware of your assignments and participate in committee meetings as this is part of your assigned duties for faculty members.

Social Media Usage

Social media needs to be used responsibly and appropriately. Remember we do not interact and engage with students on Facebook, Snapchat, Instagram, etc. Also, at no time should you be discussing or implying anything about your job, coworkers or students that would reflect poorly on the school, staff, or students.

Attendance Requirements

Nursing faculty are to work at least 35 hours per week and have 8 office hours on campus per week. If you are going to be out of the office or clinical, you must submit an (Absentee Form) pink slip to the Director of Nursing Programs or the LVN coordinator. If you make appointments, it would be best for your students if you can schedule it on a day, you are not lecturing, giving an exam or in clinical it would help decrease the negative impact on students and the rest of your team.

Faculty are required to conduct clinical requirements during the scheduled hours for the full instructional time and must always remain in the clinical agency with students during scheduled clinical hours. It is never appropriate to cancel any part of the clinical day, begin clinical late, or to dismiss students from clinical before the scheduled end of the experience unless the college has directed us related to some type of weather or natural disaster event. If it is necessary to cancel clinical hours, change clinical times, or change the class location, the instructor must notify the appropriate person at the college in advance. In case of illness or emergency, it is imperative that the clinical instructor notify the course lead and/or Director of Nursing Programs as soon as possible. A substitute may be found, or the clinical day may need to change to a different type of clinical activity if a substitute is not able to be found. We must meet a certain number of clinical hours per the Texas Board of Nursing guidelines.

Employee Documents

You must maintain a current Texas license and it is your responsibility to submit a current copy of licensure at time of renewal so the copy can be placed in your employee file. It is also your responsibility to keep up with all required immunizations per facility guidelines to meet clinical requirements. Your CPR must be kept current as part of the facility requirements. Any updates or changes to these records must be provided so a copy can be placed in your file. It is your responsibility to keep up with when these expire and present a current copy of completion.

Faculty Evaluation

You will be reviewed on an annual basis and your evaluation will be based off of your performance in the classroom and clinical setting, your student evaluations and your evaluation from your teaching evaluation. A self-reflection assessment and annual professional development related to nursing education and area of teaching will also be required for part of the performance evaluation. If under

the mentor/mentee program the faculty orientation checklist, the mentor/mentee evaluations and the mentor/mentee conference forms will all be part of the evaluation as well.

Time Off

You receive three personal days in an academic calendar year, and you do accrue seven sick hours per month. On your personal days, if at all possible, please try and take on days that do not interfere with lecture or clinical and you should be the one who administers your test that you have lectured over unless it is just absolutely out of your control to not be there on test day. Please remember to complete your pink slip and give it to the Nursing Director to sign. If you do need to be off, please work on schedule with your team to make as little impact on the students as possible.

Office Hours

Each faculty member must file a schedule of classes, laboratories and office hours with the appropriate chairperson and division Dean shortly after classes begin each semester. It is expected that faculty members will be available for student consultation and must adhere to their posted office hours (8 hours per week). Office hours per week must be scheduled on Fridays if the faculty member's teaching load does not include a class scheduled on Fridays. Faculty should be available as needed on Fridays for office hours or meetings as directed by each departmental chairperson. The departmental chairperson and when applicable, the extension center director, must be notified of any cancellation or modification of office hours.

Canceling or "walks" for class

In order to dismiss a class, a faculty member must check with the department chairperson who will report to the divisional dean of the college. "Walks" are not a part of the educational program at South Plains College. Classes must not change the time of meeting or room assignments without first reviewing the situation with the appropriate chairperson and dean. Weather issues come directly from the college regarding canceling or delaying of classes. You must watch your local news, email, and phone for alerts regarding cancelations or delays.

Faculty Evaluation

Students evaluate every faculty member each semester via an online evaluation survey given through Blackboard. It is the faculty members' responsibility to review evaluations and have self-reflection about their performance rating. It is also important for faculty to discuss with the nursing director any concerns or trends that are shown within the evaluations. This is a percentage of your performance evaluation. You will be reviewed on an annual basis and your evaluation will be based off your performance in the classroom and clinical setting, your student evaluations, and your evaluation from your teaching observation evaluation. A self-reflection assessment and annual professional development related to nursing education and area of teaching will also be required for part of the performance evaluation. If under the mentor/mentee program the faculty orientation checklist, the

mentor/mentee evaluations and the mentor/mentee conference forms will all be part of the evaluation as well.

Retaliation

Protected activity under this policy includes reporting an incident that may implicate this policy, participating in the grievance process, supporting a Complainant or Respondent, assisting in providing information relevant to an investigation, and/or acting in good faith to oppose conduct that constitutes a violation of this Policy. Acts of alleged retaliation should be reported immediately to the Title IX Coordinator (for cases involving students) or the Human Resources Director (for cases involving only employees) and will be promptly investigated. The College will take all appropriate and available steps to protect individuals who fear that they may be subjected to retaliation. South Plains College and any member of SPC's community are prohibited from taking or attempting to take materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy and procedure. Filing a complaint within Process B could be considered retaliatory if those charges could be applicable under Process A, when the Process B charges are made for the purpose of interfering with or circumventing any right or privilege provided afforded within Process A that is not provided by Process B. Therefore, the College vets all complaints carefully to ensure this does not happen, and to assure that complaints are tracked to the appropriate process. The exercise of rights protected under the First Amendment does not constitute retaliation. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy and procedure does not constitute retaliation, provided that a determination regarding responsibility, alone, is not sufficient to conclude that any party has made a materially false statement in bad faith.

Student Governance

Students have a voice in a safe area to express their opinions, positives, and concerns. Each semester a student should be selected by peers and instructors to represent their semester. Two students should be selected per semester. One to participate in the curriculum committee meeting and one to participate in the faculty meeting.

Guidelines for the Clinical Experience and Evaluation

1. Faculty are responsible for adhering to the Texas Board of Nursing Rules 214.10 & 215.10 Clinical Learning Experiences which includes the following:

“Clinical learning experiences shall include the administration of medications, health promotion and preventive aspects, Nursing care of persons throughout the life span with acute and chronic illnesses, and rehabilitative care.

- a. Students shall participate in instructor supervised patient teaching.
 - b. Students shall also be provided with opportunities for participation in clinical conferences.
 - c. Simulated laboratory experiences may also be utilized as a teaching strategy in classroom and clinical settings to meet objectives and may be counted as either classroom or clinical hours for the purpose of calculating the hours in the curriculum.”
2. All faculty are expected to contact the appropriate clinical personnel before the clinical rotation begins. Objectives and skill level of the students for each rotation are to be given to the Supervisor/Head Nurse and any other charge nurse prior to the beginning of the rotation.
 3. If the faculty and/or student are involved in any type of incident while in the clinical area, the faculty should promptly notify the Director of Nursing Programs and or LVN Program Coordinator, complete any required paperwork and make a copy, and record any additional personal notes about the incident for additional detail.
 4. Faculty are responsible for completing the weekly clinical evaluation tool and providing substantive feedback, so the student knows what their strengths and weaknesses are. The weekly tool should be discussed with the student, and the faculty should provide substantive feedback for the student to understand the grade received. Make sure that the student and the faculty both need to sign the evaluation tool.
 5. It is required to complete midterm and final evaluations for formative and summative evaluations. The information should be identified from the weekly clinical evaluation tools. The signed midterm and final evaluation tools must be uploaded to Blackboard. It is important to provide feedback for the students, so they have a good understanding of their strengths and weaknesses and that you provide tools to help them be successful moving forward and for them to demonstrate progression.
 6. Any remediation forms (or a copy) should be attached to the Clinical Evaluation Tool. Instructor personal notes may not be attached to the Tool.
 7. The faculty are expected to review the evaluation with the student. This is to help the student learn from the positives and the different learning opportunities experienced during the clinical day. Once completely reviewed, then the faculty and student must sign the Clinical Evaluation Tool. If it is necessary to change any grades or comments on the Tool after the student has signed it, the student must be made aware of the changes and at least initial any changes.
 8. At the end of the semester, the Clinical Evaluation Tool and attachments must be placed in the course file.

Clinical Instruction Overview

Faculty members are expected to actively supervise students and to guide their learning throughout the clinical time. It is your responsibility to be keeping up with evidenced based practice so that the students are being taught current practice. The instructor must be with

students on the unit and available to students with their cell phone. Students are responsible for notifying instructors of opportunities to perform tasks and/or procedures which require instructor supervision. Students should listen to reports on their unit if permitted by the clinical agency. After taking report, the instructor should regularly round on all students and be checking with patients and nurses for feedback on the student performance since the instructor cannot be with just one student. When not actively assisting or supervising a student, the instructor should continue to make rounds on all students throughout the clinical day. Students are accountable for their actions and behaviors to patients, staff and their instructor and are expected to follow the policies of the nursing program and the clinical agency. Nursing instructors are accountable for their decisions and actions, including making student assignments, providing student orientation and ongoing support, monitoring of clinical performance, and timely intervention whenever patient safety could be compromised. Although student nurses are assigned patients and provide patient care, agency nursing personnel are ultimately responsible for their patients. In addition, faculty members are not required to “co-sign” for procedures or medication administration that they do not actually witness/supervise. Co-signing for a procedure or a medication indicates that the instructor is accepting responsibility that the procedure was performed correctly, or the medication was accurately administered.

The instructor is responsible for:

- Observing or assisting students with skills and therapies for the first experience and then as needed
- Assessing medication knowledge and monitoring medication calculation and administration
- Reviewing documentation and following facility guidelines for student documentation
- Encouraging and coaching students to develop and enhance critical reasoning.
- Helping identify student strengths/areas for improvement and goal setting.
- Role modeling professional behaviors and standards
- If you are instructing as a BSN prepared nurse, you may give feedback but cannot evaluate or grade. An MSN prepared faculty member will have to provide the actual evaluation and grade.
- to any student performance or evaluating and grading care plans, care mapping, presentations and other projects.
- Completing all student evaluations, including the final formative/summative evaluation
- Consulting with faculty lead for questions/concerns about student performance Laboratory Days/Alternative Clinical Experiences/Simulation Nursing courses include didactic and clinical components.
- Course and student clinical learning outcomes can be achieved in a variety of ways, including skills practice and mastery, high and low fidelity simulation lab experiences, case studies, “virtual” clinicals, IV simulations, community based clinical assignments, and other instructor-facilitated, instructor-evaluated activities.
- Clinical faculty teaching assignments may include facilitation of student skills proficiency by assisting during practice time and demonstration of skill competency, participation in simulation lab experiences, facilitating group projects, or overseeing students in community settings.

- Use of Photography or Digital Recording is a part of skills lab and/or simulation experiences for students which may include use of task trainers, standardized patients, human patient simulators (computerized manikins), hybrid experiences (a blending of two or more simulation methodologies), and skill demonstrations. These experiences may be digitally recorded for evaluation, feedback, and mentoring purposes. Recordings of student performances are generally discarded at the end of each semester. Confidentiality is an essential component of the learning process with simulation and skill performance. Students are instructed not to discuss events of simulation(s) or debriefing(s) with other students. Students are not allowed to take pictures or video recordings in nursing labs, even if all parties involved give consent.

Clinical Performance Expectations

Instructors will be responsible for providing guidance, and feedback and if able will also evaluate student clinical performance using the weekly clinical evaluation tool. This tool should be used by the clinical instructor to provide ongoing feedback to assist students in identification of strengths and weaknesses and to target their specific areas of needed growth. There are learning objectives for each clinical area. This evaluation is completed as indicated by the specialty area/clinical assignment. If student performance is deficient, the clinical instructor should meet with the student to discuss the issue and to document the need for improvement on the evaluation tool to assist the student to remediate any deficiencies during the clinical rotation if possible. The lead faculty member at the college should be informed of the deficiencies as well and if possible, should be present for the discussion about the deficiencies and it should be well documented on the evaluation tool. There should be a midterm evaluation and a final summative evaluation to be completed at the end of the rotation by that semester team members. The class syllabus provides additional information relating to clinical performance. All faculty are encouraged to document ANY occurrences with students as this provides a trending/paper trail for the student to monitor his/her progress and recall what has been discussed. It is the responsibility of the clinical instructor to be familiar with guidelines and policies of the Nursing Student Handbook regarding expected clinical behaviors, attendance guidelines, and other student expectations. All concerns regarding student clinical performance or behaviors should be communicated to the Team Lead Instructor for guidance regarding best practice for intervention. If a serious clinical issue occurs, notify the Lead Instructor immediately for assistance. Clinical Performance Issues Clinical performance issues which may require problem-solving by the instructor and student include but are not limited to:

- failure to follow standard precautions,
- inappropriate communication, breach of confidentiality, unprofessional conduct,
- repeated need for remediation of previously learned skills,
- errors in medication administration,
- academic dishonesty,
- missed clinical time,
- inadequate preparation for clinical,
- unsafe practice

When a student performance issue which may impede progression in the nursing program is identified by the clinical instructor, the instructor should meet with the student to discuss and identify the problem and to develop a documented plan to remedy the issue, which may include recommended or required remediation. The goal of remediation is to provide support in the process of early recognition and timely intervention for the student who is struggling with skill performance or other deficiencies.

Clinical instructors in conjunction with the Lead Instructor may recommend remediation for students who demonstrate some skill proficiency but need review or practice to enhance proficiency. If a serious deficiency which is directly related to patient safety and which places the student at risk for not meeting course objectives is identified, the instructor will mandate student remediation and will document it on Letter of Success. The remediation plan should be developed by the clinical instructor and lead faculty member collaboratively and discussed with the student. The student is responsible for contacting the lab coordinator for assistance with remediation activities. The student will not be permitted to perform the skill in the clinical setting until the skill is successfully demonstrated in the laboratory or simulation setting. The clinical instructor should document student issues on the evaluation tool and should document resolution or continued problematic behaviors.

Testing Policy

Instructor's Regulations

1. Determine the number of items (questions) on each exam and the regulations that are needed for instructors to give an exam. One exam per module/subject.
 2. All exams need to have the minimum of 50 questions.
 3. No more than 100 items (questions) per course exam and 100 items (questions) for cumulative final exam if applicable.
 4. Students will be given 1.5-2 minutes per exam item.
 5. The exam should be completed in 1-3 hours.
- **Preliminary Exams** may include previously taught content on exams not to exceed 20%.
 - **Midterm and Final** exams may all be comprehensive consisting 25% of used questions and 75% of new questions.
 - **Final exams** will not have exemptions. All students must take the final to move forward in the semester.
 - **Math Exam** Students must pass the math calculations test with a 90% score. Students will be given 3 minutes per math exam item (calculation). Math exam should be completed in 1.5 hours. Maximum twenty (20) math exam items (calculations).
 - Only allow Backtracking for Math exam. exam.
 - Instructors may use the Math Committee Recommendations (Appendix 12-14) for math exam preparation.

Administering Exams

1. Testing in the ADN South Plains College Computer Lab Rules and Regulations (Appendix 1).
2. All instructors must complete the ATI proctor exam training located on ATI testing website.

Writing Test items (Questions)

1. **ITEM WRITING:** When writing the exam, determine the content that will be considered mastery information then determine which items (questions) will reflect that. This is determined BEFORE the exam is administered. No more than 5% mastery items (questions) per exam. Indicate “Mastery Item” on the exam under the internal comments of the exam.
2. Item Components (ATI Item Writing): Translating Item-Writing Terminology Table

Technical Terms	Commonly Used Language
Item	A statement or question on a test
Stem	A statement or question to which examinees respond
Options	Response options provided to examinees
Key	Correct response option
Distractor	Incorrect response option

3. Use NCLEX guideline in exam questions:
 - a. Decrease bias and sensitivity of age, gender, nationality, ethnicity,
 - b. religion, sexual orientation, disability, culture, economic status, or
 - c. demographics when testing certain subject matter.
 - a. Do Not use client c/o. Instead, use “client reports”.
4. Exam results will be returned to students no later than one week from the date of the exam. Grades will be given to the students after reviewing the item analysis and making appropriate adjustments with team.
5. Be careful not to repeat items (questions) in preliminary exams.
6. It is required for remediation to be specific in the topics reviewed area of custom assessment builder when building exams. Needs to include specific topic, resource, and chapter.
7. It is very important to tag all questions with the information below. Use all four areas for tagging.

Blooms	NCLEX	QSEN	Clinical Areas
Remember-Recognizing and Recalling facts	RN Management of Care	Safety	Fundamentals
Understanding -what the fact means	RN Safety and Infection Control	Patient Centered Care	Adult Medical-Surgical
Apply- Applying the facts, rules, concepts, and ideas	RN Health Promotion and Maintenance	Evidenced Based Practice	Maternal newborn
Analyze-Breaking down information into component parts	RN Psychosocial Integrity	Informatics	Mental Health
Evaluate-Judging the value of information or ideas	RN Basic Care and Comfort	Quality Improvement	Pediatric Nursing
Create-Combining parts to make a new whole	RN Pharmacological and Parenteral Therapies	Teamwork and Collaboration	Community Health
	RN Reduction of Risk Potential		Pharmacology
	RN Physiological Adaptation		Nutrition

8. Use table to determine the percentage of each item and cognitive domains for each exam:

Level	Percentage of Items for each exam	Cognitive Domains used for Each exam
Level 1	≤ 50% Application	Remembering, Understanding, Application
Level 2	≤ 66% Application	Remembering, Understanding, Application
Level 3	≤ 75% Application, Analysis, Evaluation	Understanding, Create, Application, Analysis and Evaluation
Level 4	100 % Application, Analysis, Evaluation, Create	Application, Analysis, Evaluation, Create

9. Exams can contain the following formats:

- a) Matrix/ Grid: Multiple Response, Multiple Choice
- b) Extended Multiple Response: Select All That Apply (SATA). NCLEX Guideline: Bold
- c) **Select All That Apply**. NCLEX Guideline: use 5-6 choices for SATA, Select N, Multiple Response Grouping
- d) Fill-in-the-Blank
- e) Hot Spot

- f) Exhibit Item
 - g) Drag and Drop/ Ordered Response Item: Cloze, Rationale, In Table
 - h) Drop Down: Cloze, Rationale
 - i) Bow-Tie
 - j) Highlight: In Text, In Table
 - k) Audio Item
 - l) Graphic Item
10. Select All That Apply (SATA) questions- Each level will have an increasing number of SATA questions per exam according to the recommendation below (not to exceed the below recommendation):
 - a) Level 1 is 10% - 15%
 - b) Level 2 is 15% - 20%
 - c) Level 3 is 20% - 25%
 - d) Level 4 is 25% - 30%
 - e) SATA will not be weighted heavier than other questions on test and will be given partial credit for correct answers.
 11. 10% -20% NexGen/CJE type questions from ATI or instructor made questions can be used in exams.
 12. Up to 5% of tests can have math questions.
 13. Write rationales and source for the correct response and distractors in the exam comments for each item (question).
 - a) Instructor may or may not allow test taker to review rationales depending for test remediation purposes.
 14. Set test as No backtracking.
 15. All tests should be standardized in areas of grammatical punctuation, font, size, and style.
 16. Important words in the stem will be **bold**, *italicized*, or otherwise highlighted in the Nursing course since these students are learning to work through nursing exams.

Analyzing Test Results

1. The instructor who wrote the exam is responsible for analyzing the exam results within one (1) week of the scheduled exam and during the team meeting upon completion of the semester.
2. After the instructor has analyzed the exam, the exam needs to be reviewed by at least one other member within their semester or another semester.
3. The following will be considered during the exam analysis:
 - a) Item Analysis (Use ATI testing table below)

Percent selected	Discrimination		
		-1.0 to 0.10	0.11 to 0.29

0% to 29% Difficult	Revise item: Item is difficult and has poor discrimination.	Consider revision: Item is difficult and has fair and has fair discrimination.	Keep item: Item is average difficulty and has good discrimination.
30% to 80% Average	Revise item: Item is of average difficulty and has poor discrimination.	Consider revision: Item is of average difficulty and has fair discrimination	Keep item: Item is average difficulty and has good discrimination.
81% to 100% Easy	Revise item: Item is easy and has poor discrimination.	Consider revision: Item is easy and has fair discrimination	Keep Item: Item is easy and has good discrimination.

- b) Level of achievement on mastery items (questions): attempt to have 100% with no more than 5% mastery items on one exam.
- c) Difficulty Level: Attempt to have 50% on non-mastery items (questions).
- d) Item Discrimination Level: Point bi-serial correlation: The ranges are between -1 (negative) and +1 (positive). The more + (positive) the better. Negative if more low-scoring than high-scoring students are answering the item (question) correctly.

4. Exam Reliability: KR-20:

Recommended Range	RELIABILITY
< 0.50	Assessment has poor reliability and should be revised.
0.50 to 0.70	Reliability for this assessment is lower than the targeted range but could be considered acceptable if the test is short (<10 items).
0.70 to 1.0	Assessment has good reliability.

- a) KR scores can be affected by many factors including:
 - i Too many difficult questions
 - ii Too many difficult questions
 - iii Too many easy questions
 - iv The ability of the students
 - v The way information was taught.
 - vi Score variability (range of scores)
 - vii Length of the exam
5. No more than 10% of questions will be Given Full Credit per test.

ATI Content Mastery Level Breakdown

As you progress through your education here at South Plains College you will be given several standardized tests. These are given on the computer at the end of each specialty. Each student should score a Level 2 on each specialty exam. Each ATI exam will count as an exam grade. **It is scored as follows: Level 3—95, Level 2—85, Level 1—70, less than Level 1—60.**

The specialty exams that are required to be given will include the following:

- Fundamentals
- Medical/Surgical
- Maternal Child
- Pediatric
- Mental Health
- Community
- Leadership
- Pharmacology

RNSG 2130 you must have a grade of 83 or higher in order to meet the requirements of the NCLEX preparation course. You will complete your weekly required UWorld questions, and complete weekly laundry list as well as completing the ATI capstone requirements. This course will require multiple exams as well as remediation homework in between to enhance your knowledge and help you to demonstrate improvement in your content knowledge on each exam.

Upon completion of exams, you will receive a printed profile to assist you in identifying any areas of need prior to taking the NCLEX exam. It can also be utilized as a predictor of success on the NCLEX.

Reviewing Student Exams and Success

1. All students earning less than 80% on an exam will need mandatory remediation and follow course syllabus regarding test remediation. This statement must be included in the course syllabi.
2. Students will use the ATI Focused Review to review their test topics and to complete remediation.
3. Instructors will provide the student with a “Test Remediation Packet” (Appendix 2-5), to complete remediation.
4. Students will follow all instructions and turn in packets according to instructors’ instructions per syllabus.
5. If a student completes remediation, there will not be points added back to exam grades.
6. Students will have up to two (2) weeks or per course syllabus to review the previous exam.

7. The instructor will continue to document students' progress and exam grades by using the "Letter of Success" (Appendix 6).
8. The instructor will use the "Success Specialist Protocol" (Appendix 7-11) to refer any student who is unsuccessful to the Success Specialist for guidance on test taking skills, learning style, study skills, and study routine. Success Specialist is not responsible for course subject matter.
9. Students who do not follow this policy may not be considered for re-admission to the program.

Administering ATI Practice Assessments

Level appropriate ATI Practice Assessments (Standardized Exams) will be given (not to exceed 5% of grade).

- a) Practice Assessment A
- b) Practice Assessment B
- c) Instructors may use the same practice assessment twice at different times of the semester. (Example: Practice Assessment A on Week 4, have student's focus review remediation completed by Week 10 and complete Practice Assessment again on week 10, and compare results).
- d) Instructors refer to semester Product Alignment to ensure correct assessment is being given.
- e) ATI Practice Assessment Focused Review Remediation Table: Use the table below:

Focused Review Table	Level 3	Level 2	Level 1	Below Level 1
NCLEX-RN standards in the content area	Exceeds	Readily meets	Just meets	Does not meet
Knowledge demonstrated in this content area	High level	Adequate level	Minimum level	Does not demonstrate the minimum level
Performance in this area	Exceeds most expectations	Exceeds minimum expectations	Meets the absolute minimum expectations	Does not meet the absolute minimum expectations
ATI Practice Exam Score	Score: <i>Instructors Discretion</i>	Score: <i>Instructors Discretion</i>	Score: <i>Instructors Discretion</i>	Score: <i>Instructors Discretion</i>
ATI Focused Review Remediation and	# hour of focused review remediation	# hour of focused review remediation	# hour of focused review remediation	# hour of focused review remediation

Homework Requirements	Homework # key points each/ # topics = #pts: <i>Instructors Discretion</i>	Homework # key points each/ # topics = #pts: <i>Instructors Discretion</i>	Homework # key points each/ # topics = #pts: <i>Instructors Discretion</i>	Homework # key points each/ # topics = #pts: <i>Instructors Discretion</i>
RNSG ##### Practice assessment A and B Score	Score: <i>Instructors Discretion</i>	Score: <i>Instructors Discretion</i>	Score: <i>Instructors Discretion</i>	Score: <i>Instructors Discretion</i>

The Comprehensive Assessment: will be given at the end of the program to students (Level 4) (not to exceed 10 % of grade).

- 1) Comprehensive Practice Assessment
- 2) Comprehensive Assessment A
- 3) Comprehensive Assessment B
- 4) Testing and focused review schedules at course leader's discretion.

If a student does not meet focus review remediation criteria for Practice Assessment/Comprehensive Assessment, then they must sign that they are not going to complete the remediation.

Appendix 1

Testing in the ADNP South Plains College Computer or Classroom Lab

1. Be on time to take quizzes and exams. Notify your instructor if you cannot attend or if you are going to be late.
2. All exams will start at the same time and finish at the same time unless there is official accommodation on file.
3. Leave books, book bags, and personal items in the lecture room or in the hallway or leave them at the front of the class when testing.
4. **DO NOT have cell phones on your person.** Completely turn off all cell phones and leave in your backpack. No vibrating modes.
5. No electronic devices on your person. Ex. Computers integrated into watches, glasses, etc.; this also includes flash drives.
6. Please have your username/ password memorized for the exam that you are taking.
7. Items that can be provided by the computer lab if needed:
 - a. Scrap paper – Do not bring your own scrap paper; the proctor will provide scrap paper once the exam or quiz begins.
 - b. Pencils – May bring your own.
8. After quiz or exam, return:
 - a. Pencil
 - b. All scrap paper must remain in the computer lab. Return scrap paper.
9. iPads need to be charged prior to taking the exam.

Appendix 2

Test Remediation Packet

Student Print Name: _____ Date: _____

Test Being Reviewed: _____

Due date: _____

Instructor Signature: _____ Date: _____

Student Signature: _____ Date: _____

***By signing the student agrees and understands Exam Review Instructions and due date.**

Exam Review Instructions

1.) The student needs to use the appropriate time to complete the test review. Review instructor calendar for Remediation due dates.

2.) Student MUST Complete:

a.) **Exam Review Questionnaire**- Be honest about your time/preparation for exam

b.) **Why Did I Miss This Question Worksheet**- as you are reviewing the questions mark the reason you think you missed the question ***must complete with each question***

c.) ATI Learning Templates provided in your specific course within Blackboard.

3.) Follow steps for completing your ATI Focused Review: EVERYTHING MUST BE HANDWRITTEN

a. Students will review their Individual Performance Profile (IPP) and review the top 5 weakest topics.

b. Fill out the appropriate ATI Learning Templates for each topic. These templates will be found in your Remediation Blackboard Folder.

c. Student can only use the authorized resources within the course such as: ATI, course PowerPoints, and course textbooks.

d. Include page number or resource reference at the end of each ATI Learning Template.

e. **Once you have completed remediation upload your Exam Review Questionnaire, Why Did I Miss This Question Worksheet, and completed ATI Learning Worksheets.**

**You are not writing the REASON you missed the question; you are to give a rationale why the answer you have found in your book is correct.

Examples:

Incorrect

- "I chose the incorrect answer" is not a rationale. You have to write why the correct answer is correct.

- "I added an extra answer" (for select all that apply) is not a rationale. List the reason/rationale that extra answer is incorrect.

Correct-

-Fall Risk Factors: poor vision, gait/balance issues, postural dizziness (position changes, hypotension, antihypertensives), and hazards such as environmental or devices Dehydration can have similar effects to fall risk factors and with an IV line inserted the patient will be at a higher risk of tripping over the line. (pp. 758).

***The student will be dismissed from the program if during remediation they are caught taking photos, working with other students, or writing questions from test.**

Student Remediation Refusal Statement

By signing the student is refusing to not complete the remediation standards listed above or has not tried to try to meet with instructor in regard to remediation completion.

Student Signature: _____ Date: _____

Appendix 3

Unit Exam Review Questionnaire

Student Printed Name: _____ Date: _____

Student Signature: _____ Date: _____

Test Being Reviewed: _____

Y	N	Do you have a job or work outside of school?
	hours	
Study Habits:		
Entirely	Partially	Read the Chapter(s)
Before	After	Read/review chapters before lecture or after
Y	N	Read/review all material for this unit
Daily	Just prior to exam	When do you review power points/assignments to chapters/resources daily or just prior to exam?
Alone	Groups	Study alone or groups
Y	N	If you have online resources for Course Point or FA Davis, have you completed the extra questions/activities available?
Y	N	Take extra test in ATI learning assessment questions?
Y	N	Do you tape lectures?
Y	N	Did you use a NCLEX prep book to help you prepare?
Y	N	Do you use any other resources to help you study? (quizlet, YouTube, etc.)
Y	N	Other – Explain:
	days/ hours	Estimate number of days and hours spent preparing for this prelim.
	Hours	Hours of Sleep night prior to prelim
Y	N	Family Obligations/ Explain:
Y	N	Do you have a support system?
Y	N	Do you have Financial Support?
Y	N	Do you know your learning style? If so, please write your learning style.
Y	N	Test Anxiety? Explain anxiety:
Y	N	Do you commute and how far:

Comments: _____

Appendix 4

This is only if completing one on one test remediation with a student to review each question.

Student Printed Name: _____ Date: _____

Student Signature: _____ Date: _____

Test Being Reviewed: _____

Ask Yourself

Why did I miss this question?

Question(s) missed due to the following:	Mark your Reason
Related to not understanding disease process/pathology/concept	
Related to not knowing vocabulary	
Related to not reading the question completely	
Related to not reading EACH answer completely	
Related to reading too much into the question	
Related to not reading the DO or DOES NOT correctly	
Related to not reading the select all that apply	
Related to changing my answer from correct to incorrect	
Related to not understanding or knowing lab values/test	
Related to not understanding or knowing the diagnostics studies/test	
Related to not understanding or knowing the medication(s)	
Related to not assessing/analyzing/applying knowledge correctly	
Related to not studying this material	
Related to narrowing answer choices to 2 right answers but choosing the wrong answer.	
Related to not prioritizing correctly	
Knew the right answer but picked the wrong answer.	

<p>Comments:</p>

Appendix 6



Letter for Success

Student Name:		Date:	
Course #, Title:		Week of Semester:	
Instructor:		Instructor Phone #:	
Instructor Email:			
Instructor Office Hours:			

This is week _____ notification regarding your academic progress in the above listed course. Your current grade is currently at ____%. Please immediately contact your instructor and establish a plan (see the following comments) to enable you to fulfill the course requirements. The following concerns are impacting your academic/clinical success:

Information related to course or clinical work:

--

Plan of care for your success:

--

Additional Comments:

--

Student Signature:

Date:

Instructor Signature:

Date

Appendix 7

Success Specialist Referral Protocol

Success is used to help retain the student and to provide them with knowledge to be successful throughout the program. The goal is to understand the weaknesses, to gain strength in learning, studying, and test taking.

Success Specialist Instructions:

Instructors:

1. If you identify a student who has a class average or testing average of a 77 or below, student must be counseled by instructor first by using a Letter of Success. Make sure you are following the course syllabus for consistency purposes.
 - a. Letter of Success must have in “Plan of care for your success:”, that student will need to meet with Success Specialist.
2. If a student asks instructor for a referral to see the Success Specialist reasons such as: study tips, testing strategies, counseling referral, etc., instructor may fill out Success Specialist Referral form and email to Success Specialist.
3. Use the form provided. Only fill out the “Instructor Referral” form. Make sure you provide information that has already been suggested to students and any student comments.
4. Email form to Success Specialist. Instructors can send a group of referrals or one at a time.
5. The Success Specialist will review the form and provide any communication back to the instructor that request was received.
6. The Success Specialist will then send out a calendar invite to student for student to schedule a time a date to meet within the week the referral was received.
7. The Success Specialist will continue to communicate with the instructor about students’ progress, meetings, and/or missed meetings.
8. The instructor is responsible for providing a list of students who are repeating the semester.

Success Specialist may:

1. Follow up with student within the week referral is received.
2. Students may receive the following email: *You have been referred to the Success specialist. You will be admitted to the Success Specialist Blackboard. This blackboard was created for students and the Success specialist to work together for your success through ADN/LVN program. Please review the Blackboard calendar for a date you are available to meet with the Success Specialist. Keep in mind when picking a date, you should not pick a date that you are in class, check-off, or clinical, unless you have communicated and cleared with your instructor via email and CC'd Success Specialist. Thank you for your time and we look forward to visiting with you.*
3. Repeating students to the program need to have a follow-up within the first month of semester and continue the plan of action, until the student provides communication that they do not need the Success specialist services.
4. Students will be added to the Success Specialist Blackboard as a student.

5. On Blackboard, an updated calendar for meeting times will be available for students who need a referral meeting.
6. If the student or Success Specialist cannot meet on that day for whatever reason, the student and Success Specialist will work together to reschedule or do a zoom meeting (as a last resort due to illness).
7. During the meeting the student will be allowed to discuss problems and provide self-reflection. The Success Specialist will record in "Problems Identified in Collaboration with Student" section of Success documentation.
8. All students may be asked to bring study notes and a calendar, study materials, books, calendar, etc., to review and provide suggestions for organization and preparedness.
9. Success Specialist may complete a Learning Style test and provide information about students learning style and to strengthen their time preparing for lecture, during lecture, studying, and testing habits.
10. Subject matters the student has problems with may be discussed and students may be provided with extra resources to help with studying.
11. Students may require Action Plan (Part I) guidance to complete certain work to benefit study or test taking habits. All suggested work may have a due/ follow-up date to ensure the student is completing tasks to be successful. If a student requires an Action Plan a written-out contract may be made between the student and Success Specialist to reach student success.
12. The Success Specialist may use the "Success Sheet" (Part II) to guide the student with preparation, studying, and resources.
13. Students may be suggested to make an appointment to counseling, testing center, or learning center at the main SPC campus.
14. Every Success meeting will have a follow-up from the student. The student may be required to send follow-up through email or have another meeting.
15. Students will have an evaluation pertaining to their Success Specialist Referral experience. The student may need to complete information regarding their outcome, what they implemented to be successful, and what they will continue to do.
16. If a student is not able to provide evaluation in verbal or written communication the student will be given a link to complete an evaluation survey. This will the Success Specialist information to provide quality care and lead students to success.
17. The student may opt out of an evaluation if they want to continue to have Success Specialist follow their progress and provide more help.
18. If student does not complete or follow -up with Action Plan (Part I) or attempt to use success tips in (Part II), all information may be communicated to referring instructor and director, and the Success Specialist may dismiss student from services or lead them to outside retention guidance from main campus.

Appendix 8

Success Specialist Referral: Academic

Date: Click or tap here to enter text.

Semester: Click or tap here to enter text.

Student Name:

Student Email: Student Email

Referring Faculty: Click or tap here to enter text.

Reason(s) for Referral: .

Test Taking Strategies (Test needs to be reviewed with instructor before referral)

Time Management

Study Habits

Exam Performance

Test Anxiety

Other: Add Comments

Provide information regarding remediation plan given by referring instructor to student:

Click or tap here to enter text.

Appendix 9

Collaborative Student Action Plan
 *****For Success Specialist Use Only*****

- Met with student as agreed.
- Student is currently on an active remediation plan – see attached page.
- Student declines to participate in remediation process and acknowledges this may result in course failure due.
 to lack of progress towards achieving Student Learning Outcomes.
- Student did not reply to e-mail to set to set up remediation.
- The student failed to attend the remediation meeting.

Student Learning Style:

Problems identified in collaboration with student:
Click or tap here to enter text.

Student Plan/ Outcomes/ Implementation Part I	Date of Completion and Follow-up
Click or tap here to enter text.	Click or tap here to enter text.
.	Click or tap here to enter text.
.	

**By Signing student, I understand that the Success Specialist Student Plan Part I and/or II is used to help student reach goals for being successful in their classes. Student is responsible for implementing student plan and following up with Success Specialists.*

Student Signature: _____ Date: Click or tap here to enter text.

Success Specialist: _____ Date: Click or tap here to enter text.

Appendix 10

Student Remediation Follow – up/ Evaluation

Student Implementation	Student Outcome	Evaluation
What the student did?	Did it help with making the problem better or not?	Goal met/ not met/ partially met Continue or D/C plan
	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.

- Continue to meet with Success specialists.
- Student did not show up to evaluation meeting.
- Student complete Closing Survey.
- D/C meetings with Success specialist.

Student Comments:

Student Signature: _____ Date: _____

Success Specialist: _____ Date: _____

Appendix 11

What you can do to be successful? (Part II: Student Plan)		
Before Class Study Habits Recommendations:		
Organize calendar:		
Read Chapter corresponding to lecture:		
Before Class: Read/Prepare/review all material/resources for this unit		
Review and compare power points, lecture, and assignments to chapters		
Complete pre-lecture assignments:		
Study Time: _____ hrs./day (Study for 30-45 minutes with at least a 15-minute break.)		
During Class Learning Habit Recommendations:		
Take notes on iPad/Notebook		
Use highlighters or colored pens to mark certain topics from lecturer.		
Participate in class discussion and activities.		
Record lecture.		
Ask questions: in class/ after class		
Comments:		
After class Study Habits:		
Study alone / group: <i>If in a group need to study alone first and gather notes and learn topic and then go to group.</i>		
Make study flashcards: By hand/ quiz-let/ eBook flashcard option		
Compare class notes/ lecture/ PPT/ and book information to formulate your own hand-written short notes.		
Make concept map.		
Study by using whiteboard and writing out information by memory.		
Watch videos from course resources or YouTube nursing tutorial videos.		
Picmonics/ Lippincott advisor to help with memorizing certain topics and understanding terms.		
NCLEX Questions Study Habits:		
Complete 5-10 NCLEX questions daily on current subject(s) per study session		
NCLEX Questions: thepoint.com/PrepU/ ANY up to date NCLEX book/ End of chapter		
When Studying NCLEX Questions:		
1.) Read question and answer to the questions.		
2.) If wrong or right answers – read rationale		
Success Specialist Referral	Y/N	Comments
Counseling- Health and Wellness – 806-716-2529		
Gail Malone Teaching and Learning Center - 806-716-2240		
Enrique Escamilla - Student Services and Advising - 806-716-2912		
Dorothy Weaver- Success Coordinator – 806-716-2516		

Appendix 12

Math committee recommendations

1. Each semester will give their own test.
 - a. First will focus on conversions, basic medication administration (this is what you have and this is what you want to give, adding up intake and output questions and marking on syringes the dosage to be administered).
 - b. Second semester and transition will add IV calculations to their test after the IV lecture has been done.
 - c. Third will add critical care calculations to their test after the information has been taught in the first week of school.
 - d. Fourth will add Pedi calculations after the information has been taught in the first week of school.
2. The last three semesters (second, third, and fourth) may continue to test over conversions and basic math in their test as they see fit. Best to include in actual test question.
3. Tests will each be twenty (20) questions long.
4. New tests should be made each semester to prevent questions getting out to the students.
5. Every test will have a key made to go with it with all the steps to solve the question shown on the key.
6. Each test will be math related. Example $1 + 2 = 3$.
7. Time limit of 1.5 – 2 hours will be allowed for each attempt of the math test.
8. Only three attempts will be given for each semester.
9. Students can miss only two (2) questions (score will be equal to a 90).
10. No rounding will be done during the calculation.
11. Final answers are not to be rounded and will be expressed to the hundredths. Example: 0.657 answer would be 0.65.
12. Cannot have any trailing zeros.
13. Must have zeros before decimals.
14. **If a student fails a test**, the student will need to review with the instructor making the test so that areas can be reviewed, and misconceptions can be corrected. This must be done prior to the next test.
15. If a student passes and wants to know what they missed, they may make an appointment with the course instructor to review what they missed.
16. Each semester will have all instructors in that semester review the math test before administering so that corrections can be made.
17. The showing of work should be included in directions to students so that misconceptions can be found and corrected.
18. Each semester will use the attached direction and signature sheet for the test.
19. All math tests need to be on a computerized platform, unless the student has accommodations to have a paper test.
20. All computerized testing will allow the student to be able to go back to previous questions, instead of only moving forward.
21. Math exams can be shared with the Math instructor.

Math Test Instructions

1. Read all questions.
2. Label all answers in the place provided.
3. Show work in place or on sheet provided. If the student opts to not show their work, and misses the question, faculty cannot provide guidance.
4. Final answers need to be in the hundredths place.
5. Do not include any trailing zeros.
6. Do not round at ALL at any point during the calculation.
7. Must include a zero before decimal.

I have read and understand all the instructions given.

Printed Name: _____

Signature: _____

Failure of test and need for review: I acknowledge I failed the test and have reviewed with the following instructor.

Student printed name: _____

Student signature: _____

Date: _____

Instructor signature: _____