The University of New Mexico-Taos
Associate Degree Nursing Program
Self-Study Report
submitted to
Accreditation Commission for
Education in Nursing

SPRING 2017

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Section One: Executive Summary

General Information
Name and Address of Governing Organization: University of New Mexico – Taos   1157 County Road #110   Ranchos de Taos, New Mexico 87557   (575) 737-6200
Chief Administrative Officer: Martinez Hewlett, PhD – Interim Executive Director UNM Taos
Governing Organization Accrediting Body: Higher Learning Commission, North Central Association   HLC Institution IDL: Initial Accreditation: 1922 (University of New Mexico, inclusive of branch campuses)   Reaffirmation of Accreditation: 2009
Nursing Education Unit: University of New Mexico – Taos Associate Degree Nursing Program   Rio Grande Hall   121 Civic Plaza Drive   Taos, New Mexico 87571   (575) 737-3745
Program Type: Associate Degree
Nurse Administrator: Melissa Wohltman, MA, RN   Chairperson and Director of Nursing   (575) 737-3744 – office   (575) 737 – 3746 – fax   moffenha@unm.edu
Board of Nursing: New Mexico Board of Nursing   Status – Full Approval   Approval Status: Full Approval through April 15, 2019
ACEN 2017 Accreditation Standards and Criteria: Associate Degree

Introduction – About UNM Taos

FROM CLASSES TO COLLEGE TO CAMPUS: THE HISTORICAL CONTEXT

1923
The Harwood Foundation begins offering art classes in Taos under the auspices of the University of New Mexico.

1970
New Mexico Highlands University begins providing academic courses in Taos.

1982
The Taos Education Center receives its charter from the State of New Mexico through the Legislature under the Provision(s) of the Off-Campus Instruction Act (21-14A) created in House Bill (HB) 2, Ch.4, the 35th Legislature, State of New Mexico Second Session, 1982.

1982 – 1986
The Taos Education Center is funded under New Mexico Highlands University (NMHU). Formal agreement is made between Northern New Mexico Community College (NNMCC) and NMHU to rotate fiscal agent roles every two years. As Fiscal Agent, NMHU begins to offer courses for the Taos Municipal School District (per School Board approval).

1987
The Taos Education Center is funded under NNMCC.

1993
The Klauer family donates 80 acres of land on County Road 110 for the purpose of establishing a community college campus.
The Taos Education Center, first housed in the Harwood Museum on Ledoux Street and at 115 Civic Plaza Drive, comes under the auspices of the University of New Mexico.

1996
Padre Martinez Hall is completed on Klauer Campus.

1997
The open house dedication of the Klauer Campus takes place on May 13, 1997.

2002
Fred Peralta Hall is completed on Klauer Campus.

2003
UNM-Taos becomes an official branch campus of the University of New Mexico under the Branch Community College Act.
The half-cent Educational Gross Receipts Tax to support capital projects for local schools including UNM-Taos is approved by the voters of Taos County for ten years (2003 – 2012).

2007
The Career Tech building is completed on Klauer campus.

2008
The Kids' Campus Early Childhood Learning Lab phase I construction is completed on Klauer Campus.

2009

The Town of Taos, Taos County, UNM-Taos, and El Valle de los Ranchos Water and Sanitation District successfully collaborate to provide water and sewer infrastructure to Klauer Campus, ensuring a future build-out.

The federally funded Small Business Development Center is established on Civic Plaza Drive campus.

2010

UNM is successfully reaccredited by the Higher Learning Commission, featuring UNM-Taos as an exemplar of UNM branch campuses.

Pueblo Hall, an 18,000 square foot, multipurpose classroom and office facility, opens on Klauer Campus.

2011

UNM-Taos Associate Degree in Nursing program is established and approved by the New Mexico Board of Nursing.

Community College Week designates UNM-Taos as one of the 24 fastest-growing community colleges of its size (under 2,500 enrollment) in the nation.

2012

The UNM-Taos Library and CASA Tutoring relocate to new facilities on Klauer Campus.

UNM-Taos is awarded the only Upward Bound Veterans Grant in New Mexico.

2013

UNM-Taos celebrates the 10th anniversary of becoming a branch campus of the University of New Mexico.

The Kids' Campus Early Childhood Learning Lab achieves five-star accreditation ahead of schedule.

UNM-Taos is designated the 17th fastest growing community college of its size in the nation in a field of over 350 institutions by *Community College Week*.

UNM-Taos leases the 26,000 square foot Taos Convention Center from the Town of Taos.

The half-cent Taos County Educational Gross Receipts Tax to support capital projects for local schools including UNM-Taos is renewed for a second ten-year period (2013 – 2022).

Taos Local Television, the public access station serving the Taos area, begins cablecasting under the auspices of UNM-Taos.

2014

UNM Taos develops and begins implementing the Strategic Plan for 2014 – 2019.

2015

Citizens of New Mexico vote to approve $4 million for renovation of Rio Grande Hall.

2016

The New Mexico Nursing Education Consortium statewide curriculum is adopted by UNM Taos nursing program.

Renovation of Health Sciences building Rio Grande Hall is completed.

The University of New Mexico – Taos (UNM-Taos) subscribes to the concept of comprehensive community college education. Consistent with this philosophy, it is the goal of the college to

provide, within available resources, programs and services of superior quality to meet the post-secondary educational needs, immediate and future, of all citizens of the community. The college encourages lifelong learning and thus maintains an admissions policy that allows for open entry by all segments of the community, believing that all who can benefit from its services should be able to do so. With multiple recent additions to the campus, coupled with continually expanding broadband technology, our community college now serves the needs of well over 1,600 students between the ages of 16 and 82 with diverse needs ranging from underserved populations with economic challenges and limited literacy skills, to students prepared to enter well-paying professions or continue their education at major institutions of higher learning throughout the nation.

As established by state statute, UNM-Taos is a branch campus of the University of New Mexico. It is located in Taos County within the Rio Grande basin in northern New Mexico and is divided between two locations: Klauer Campus, six miles south of Taos, and the Administration, Healthcare, and Workforce Complex on Civic Plaza Drive, two blocks north of historic Taos Plaza. In addition, Upward Bound for Veterans, Upward Bound for Math and Science, the College Assistance Migrant Program (CAMP), Taos Education and Career Center (TECC), and the Southwest Research Center are all located at the downtown complex.

The 80 acre Klauer Campus, established by private donation in 1993, includes the art, library, and general classroom buildings, the Small Business Development Center, portable storage facilities, the Early Childhood Learning Center, the Information Technology building and Pueblo Hall, an 18,000 square foot classroom and office complex. All electric power needs for the campus are provided by a 3.5-acre solar array producing 500 kilowatts of clean, renewable solar energy. Student Affairs, the Department of Instruction, a snack bar, business office, the Center for Academic Success and Achievement (CASA), physical plant, faculty offices, and most classrooms now reside on campus. A Student Success Center was created in 2015. The nursing program is located in the newly renovated Rio Grande Hall on Civic Plaza Drive, in downtown Taos. Anticipated future campus improvements include an outdoor amphitheater and the integration of all administrative facilities now located on Civic Plaza Drive.

The laws of New Mexico provide for a Board of Regents that is responsible for the governance of UNM-main campus in Albuquerque (UNM-MC) and UNM-Taos. The Board's power to govern the university and branch campuses includes fiduciary responsibility for the assets and the programs, establishment of goals and policies that guide the university and branches' functioning. The Board is comprised of seven members who are appointed by the Governor of New Mexico, with the consent of the state Senate, for staggered terms of six years, except for the student regent who is appointed for a two-year term. UNM-Taos has an external Advisory Board that serves as an advisory body to UNM-Taos and the Board of Regents.

Branch campuses in the UNM system respond specifically to the unique needs and multicultural backgrounds of the citizens in their respective communities by offering community education programs; career education, including certificate and associate degree programs; and transfer courses that prepare students for upper-division entry into colleges and universities.

The branch colleges of the UNM system are considered fully integrated components of the university. Further, the branch campuses promote the quality and integrity of all academic curricula, while the main campus offers its resources to fulfill the mission of the branches. UNM-Taos branch campus employs 23 full time faculty members on twelve and nine month contracts as listed.

12-Month Faculty

Director of Nursing	1
Dean of Instruction	1
Executive Director	1
Research Scholar	1

9-Month Faculty

Early Childhood Multicultural Education	2
Introductory Studies	1
Visual Arts	1
Nursing	2
Emergency Medical Services	1
Human Services	1
Massage Therapy	1
English	1
Foreign Languages	1
Business and Computer Technology	1
Life Science	1
Physical Sciences and Math	1
Woodworking	1
Psychology	1
Communication/Journalism	1
Commercial Drivers License	1
SUN PATH Adult Learning Specialist	1

At any given time there may be 120-140 part-time faculty members, depending on the course demand and student enrollment. In the fall of 2016, there were 569 full-time and 986 part-time students registered at UNM-Taos. The programs offered include 12 associate degrees and 13 certificates.

UNM-Taos prides itself on meeting the needs of the community it serves. Dual credit programs in honors and vocational classes have been established with the support of the local secondary schools. Student services, including placement testing, academic advising, and career counseling are available on the Klauer campus. UNM-Taos provides a variety of continuing education opportunities through lifelong learning classes. Community training and education are available for all people of all ages.

The New Mexico Higher Education Department, a lay-board appointed by the Governor, is responsible for supporting two-year education in New Mexico. Additional funding for branch campuses comes from direct state appropriations, local tax levies and student tuition. The UNM Board of Regents and the New Mexico Higher Education Department approve budget requests for the branch college before they are submitted to the legislature. UNM-Taos is aggressive in securing funds from donors and grant sources.

The UNM system, which includes all branch campuses, has been fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1922. The last accreditation visit occurred in 2009. The current status is full accreditation (Appendix A). The mission of the UNM-Taos branch embraces comprehensive community education with the goal of providing programs and services of superior quality to meet the post-secondary educational needs and interests of the community. The college encourages lifelong learning and thus maintains an admissions policy that allows for open entry to all local citizens, believing that all who can benefit from its services should be able to do so.

History of the Nursing Education Unit

In 2007, the UNM-MC College of Nursing received a grant from the New Mexico Department of Higher Education to establish a rural health nursing education initiative to encourage Bachelor of Science nursing students to consider employment in rural communities after graduation. UNM-Taos provided infrastructure and administrative support to allow students in this program to complete their degree in Taos. Prior to the expiration of the grant in 2009, the UNM-Taos branch pursued and acquired another grant to establish an ADN-RN nursing program to provide an educational opportunity for members of the community while also meeting the need for registered nurses in rural northern New Mexico.

Initial approval from the New Mexico Board of Nursing for UNM-Taos associate degree program was granted on August 7, 2009. Final program approval was granted on April 15, 2011, for a period of eight years. The program received initial accreditation from the National League for Nursing Accreditation Commission (NLNAC), now the Accreditation Commission for Education in Nursing (ACEN) in February 2012 and is not accredited by any other organization.

The associate degree nursing program is an integral part of the Health Sciences section of the UNM-Taos branch campus. The nursing program faculty consists of the director, two full-time faculty members and the occasional use of adjunct (part-time) faculty. All nursing faculty possess their master's degree in nursing and have experience in a variety of areas in nursing. The program admits 16 students per cohort, every two years, and only one cohort is enrolled at a time. Since 2011, the program has graduated four cohorts of students. The first two completed the program in four consecutive semesters (82 credit hours), including the summer. For the program starting in the fall of 2012, students did not take courses in the summer and instead completed the program in two years (Fall-Spring-Fall-Spring). To date, all graduates of the program have passed the NCLEX-RN on their first attempt and most are still employed as

registered nurses. The associate degree nursing program is the only nursing program at UNM-Taos and there is no distance education.

Beginning in the Fall 2016 semester, the UNM Taos nursing program adopted the New Mexico Nursing Education Consortium (NMNEC) statewide concept-based curriculum. This is described in detail in the following section.

About the New Mexico Nursing Education Consortium

The New Mexico Nursing Education Consortium (NMNEC) formed early in 2010 when a group of nursing educators from around New Mexico came together with a common goal: to streamline and standardize nursing education in the state. While early NMNEC conversations identified common pre-requisites, these innovative educators widened the topic to include curricular alignment, conceptual teaching, and seamless transition – not only for Associate to Baccalaureate matriculation but also for college to college transfer while pre-licensure coursework is in progress.

The NMNEC curriculum is predominantly a BSN program of study with an identified ADN track as a degree option. Students must identify prior to enrollment which of the two degree paths they would like to pursue, and acceptance to either is not guaranteed. Applicants must meet a minimum grade point average, achieve a minimum cut-off score on an entrance exam, and then meet any college-specific requirements.

It is important to note that this is not a traditional 2+2 model where a student completes an ADN and then continues to the BSN after obtaining initial licensure. The NMNEC curriculum provides true concurrent enrollment with the ADN and BSN degrees earned at the same time.

NMNEC | Nursing Educational Model

Pre-licensure Degree Options

COMMON STATEWIDE NURSING CURRICULUM

LIBERAL ARTS & SCIENCE COURSES

NURSING COURSES

University BSN

Community College/University Partnership BSN*

Community College ADN

RN-to-BSN Program

MSN
DNP
PhD
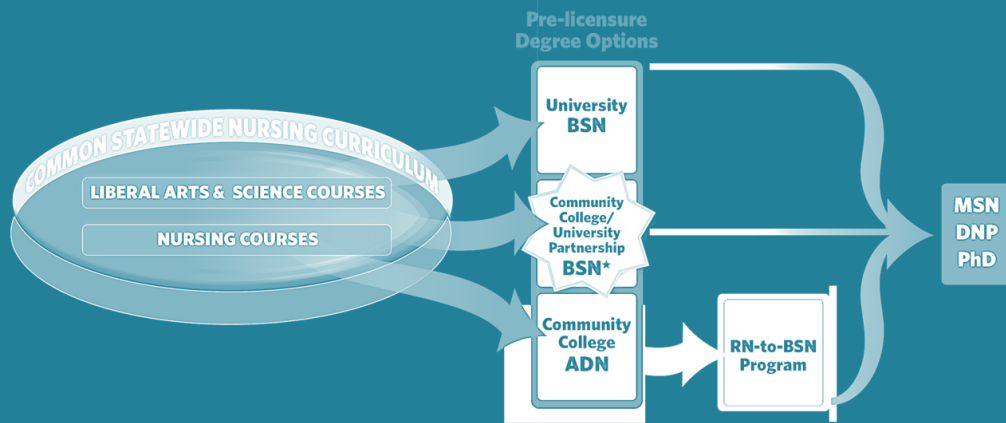
★ BSN is offered on community college campuses. Baccalaureate and Associate degrees are conferred concurrently.

Color Key

BLUE = NMNEC Curriculum

ORANGE = RN-to-BSN Program outside of the NMNEC Curriculum

PURPLE = Nursing Graduate Education beyond the BSN

Degree Key

ADN = Associate Degree in Nursing

BSN = Baccalaureate of Science in Nursing

RN-to-BSN = Post-licensure BSN

MSN = Master of Science in Nursing

DNP = Doctor of Nursing Practice

PhD = Doctor of Philosophy in Nursing

New Mexico Nursing Education Consortium (NMNEC) • www.nmnec.org

The NMNEC curriculum is concept-based. Over forty major concepts have been identified and developed by faculty from across the state. Each concept is in a standardized format and encompasses the human lifespan. The exemplars listed in the NMNEC curriculum were chosen by their incidence in World Health Organization (WHO) prevalence, Healthcare Cost and Utilization Project (HCUP) data for New Mexico, and Diagnostic Related Group (DRG) discharge data. This ensures that students are learning about pertinent disease processes that impact the greatest health care needs on a global, national, and regional basis.

PROFESSIONAL NURSING CONCEPTS

Professional Attributes
- Professional Identity
- Leadership
- Ethics
- Health Promotion
- Patient Education
- Advocacy

Care Competencies
- Communication
- Collaboration
- Health Care Quality
- Safety
- Technology & Informatics
- Evidence

Care Delivery
- Health Care Delivery Systems
- Health Care Economics
- Health Policy
- Health Care Law

PARTICIPANT ATTRIBUTE CONCEPTS

Health Care Participant
- Individual
- Family
- Community

Diversity
- Development
- Functional Ability
- Culture
- Spirituality
- Health Disparities

NMNEC CONCEPTS

HEALTH & ILLNESS CONCEPTS

Homeostasis & Regulation
- F&E Balance
- Acid Base Balance
- Cellular Regulation
- Intracranial Regulation
- Thermoregulation
- Nutrition
- Metabolism
- Elimination

Oxygenation & Hemostasis
- Gas Exchange
- Perfusion
- Clotting

Sexual Reproduction
- Reproduction
- Sexuality

Protection & Movement
- Immunity
- Inflammation
- Infection
- Tissue Integrity
- Mobility
- Sensory Perception
- Comfort

Emotional Processes
- Stress (& Coping)
- Grief
- Anxiety
- Mood (& Affect)

Cognitive & Behavioral Processes
- Cognition
- Behavior

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From the years 2011 to 2013, the focus of NMNEC was curricular development. In 2014, the emphasis shifted to implementation and assessment. Another major focus is on training community clinical partners to understand the conceptual approach to teaching and to help facilitate clinical opportunities that are in alignment with the course objectives. To help achieve this, the New Mexico Center for Nursing Excellence (NMCNE) has stepped forward as a leader to facilitate the education of the nursing workforce about the statewide curriculum and strategies that the bedside nurse can employ to help foster learning in the student nurse.

Summary of Standards and Criteria

Standard One: Mission and Administrative Capacity

The UNM-Taos mission is to "provide students from northern New Mexico and the larger community with comprehensive educational opportunities in order to better prepare them to successfully participate in the world as educated, skilled, creative, and responsible individuals" (UNM Taos Mission Statement, n.d.). The mission statement of the UNM-Taos nursing program asserts "the UNM-Taos nursing program, located in a rural setting in northern New Mexico, develops professional nurses who are knowledgeable and competent in the care of diverse

populations" (UNM-Taos ADN-RN Nursing Program, n.d.). The nursing program mission statement is congruent with the UNM-Taos mission statement with respect to promotion of diversity, engaging community, aligning structures and resources to serve student learning, and the preparation of graduates with the ability to demonstrate competence in a specific area of study.

Table E-1 Comparison of UNM-Taos Branch Campus and UNM-Taos ADN-RN Nursing Program Mission Statements

UNM-Taos Branch Campus Mission Statement and Goals	UNM-Taos ADN-RN Nursing Program Mission Statement and Goals
"The UNM-Taos branch campus serves students from northern New Mexico and the larger community" (Faculty Handbook pg. 5)	Providing access to quality education
Comprehensive educational opportunities in order to better prepare them to successfully participate in the world as educated, skilled, creative, and responsible individuals (Faculty Handbook pg.5)	Prepares ADN-RN graduates for licensure in a rapidly changing health care arena (Nursing Student Handbook pg. 4)
To provide a high-quality learning environment for all students (Faculty Handbook pg. 5)	Facilitating excellence in nursing preparation, education and support by preparing ADN-RN graduates for licensure in a rapidly changing health care arena in a technological age (Nursing Student Handbook pg. 4)
To provide a transfer program to include a wide range of general education and pre-professional courses which normally articulate with Baccalaureate degree-granting colleges and the universities (Faculty Handbook pg. 6)	Providing access to a quality education to a culturally diverse population in northern New Mexico (Nursing Student Handbook pg. 5) Providing a foundation for career and education mobility by fostering the development of decision making through the use of critical thinking, problem solving methods and utilization of the nursing process (Nursing Student Handbook pg. 5)
To provide a wide range of academic programs culminating in the awarding of Associate degrees (Faculty Handbook pg. 6)	Nursing program graduates receive an Associate Degree in Nursing after completing the pre-requisites and core nursing course (Nursing Student Handbook pg. 5)
To provide an array of student support services that include faculty and staff academic advisement and career counseling, diagnostic and placement testing, financial aid, and human development opportunities readily accessible to all students (Faculty Handbook pg. 6)	Respecting individuality of students by recognizing and supporting student's unique qualities, culture, background, skills, and styles (Nursing Student Handbook pg. 4) Enabling student success through a variety of educational and financial resources in the community (Nursing Student Handbook pg. 5)

Given that the UNM-Taos nursing program implemented the NMNEC statewide curriculum in August of 2016, it is important to also consider congruence with the mission of NMNEC, which is an independent, voluntary coalition of nurse educators and programs across the state. The mission of the NMNEC is to "prepare nurses for entry and educational advancement through

developing and sustaining a resource-efficient and unified system of accessible, innovative, and state-of-the-art nursing education" ("About NMNEC," n.d.). Each of these mission statements demonstrates a commitment to accessible education for the citizens of New Mexico and the preparation of competent graduates. The NMNEC mission statement additionally reinforces the goal of supporting educational innovation to increase the number of bachelors prepared nurses in the state through strong inter-program articulation and community college-university partnerships.

The nursing faculty are involved in governance of the institution through participation in college committees, curriculum meetings, faculty meetings and the Nursing Advisory Committee. Nursing students participate in the governance by student representative attendance and participation at the faculty and Nursing Advisory Committee meetings. The nursing program's Nursing Advisory Committee members provide guidance regarding student clinical experiences and the curriculum. The nursing program is currently involved in numerous partnerships that promote excellence in nursing education, enhance the profession, educate the students, and benefit the community. End-of-program student learning outcomes and program outcomes are shared with these communities of interest, and they have the opportunity to provide input into program processes and decision-making.

The nursing program maintains community partnerships to promote effective education of the students. The administration, nursing faculty, collaborative partners, and the total health care community are dedicated to the ongoing pursuit of excellence in the nursing program. The community has numerous opportunities to provide feedback through on-site visits to agencies, employer surveys, e-mail, and Nursing Advisory Committee representation.

The Director of Nursing administrator holds a Master of Arts in Nursing Education, has over 20 years of nursing experience, and has been in the role of director since 2013. Prior to stepping into the role, she had been a faculty member in the program and was oriented and mentored by the outgoing program director. She has authority and responsibility for program development and administration, and has adequate time to fulfill role responsibilities. The nursing program receives adequate budget support each academic year to conduct the business of the nursing program and promote student success. The Director of Nursing, with input from the faculty, has the authority to prepare and administer the program budget and advocate for equity. Budget allocations include salaries, stipends, supplies, equipment and professional development.

Policies for nursing faculty and staff are comprehensive and align with those of the governing organization. Some differences exist and are justified by New Mexico Board of Nursing requirements for nursing licensure and regulations governing nursing education programs in the state. Nursing faculty receive higher salaries than other adjunct and full-time faculty members at UNM-Taos.

No distance education is utilized.

Standard 2: Faculty and Staff

The nursing faculty members are academically and professionally qualified to teach in an associate degree nursing program and meet the Higher Learning Commission, New Mexico Board of Nursing, and University of New Mexico requirements for employment. Nursing faculty members are committed to the community, the college, the program and its students. Their dedication to excellence in the nursing program is evidenced by their motivation and participation beyond the requirements of their individual job descriptions.

The UNM-Taos nursing program employs one Director of Nursing, two full-time nursing faculty, occasional part-time faculty members, and one part-time (0.5FTE) administrative assistant to support the nursing program mission. The nursing faculty performs all of the didactic, simulation, laboratory, and clinical instruction and conduct student evaluations. There are sufficient nursing faculty members to meet the New Mexico Board of Nursing mandate for an 8:1 student/faculty ratio in the clinical setting.

Annual faculty and staff evaluations are conducted by the Director of Nursing. All nursing faculty are evaluated using the National League for Nursing 2012 Nurse Educator Competencies and UNM-Taos guidelines which include teaching, service to community, professional development, and personal characteristics, such as effectiveness as a teacher and being a leader in a professional area. Several steps are involved in the evaluation process and include: faculty self-evaluation, student classroom evaluations, Director of Nursing evaluations, and classroom visit appraisal. Nursing faculty are evaluated after each course by the students with the college online EvaluationKIT and NMNEC-specific course evaluations.

The Director of Nursing is evaluated yearly by the Dean of Instruction according to college guidelines. The full-time nursing faculty sign annual contracts that are contingent upon satisfactory performance and student evaluations. The part-time nursing faculty are hired on a semester basis and rehired based on performance and student evaluations. Currently, nursing faculty members are not eligible for tenure track positions or associated with a labor union. The Administrative Assistant is evaluated yearly by the Director of Nursing based on the college's Administrative Assistant job description. All evaluations will be available for the site team to review.

New nursing faculty are oriented to their positions by the Director of Nursing and mentored by more experienced faculty members. Mentoring is also provided through extensive networking with the NMNEC statewide faculty. New faculty complete an orientation check list. The Department of Human Resources provides new employees with information on college policies, benefits, contracts and resources. The nursing faculty maintains current skills and knowledge by attending workshops, conferences, seminars, professional development, continuing education courses, and by participating in online webinars.

Each faculty member is responsible for continuing their own professional development and scholarship in accordance with the New Mexico Board of Nursing requirement of 30 continuing education credits for every two years of licensure. Nursing faculty members maintain memberships in various national and specialty organizations. A goal of the program is to have all faculty members and the director become Certified Nurse Educators by 2018. Faculty members receive support for instructional technologies through the Office of Educational Technology (OET)

The administrative assistant is appropriate for the assigned part-time position. She is evaluated yearly and is responsible for clerical duties such as filing, initiating supply requisitions, and typing exams. In addition, she proctors Assessment Technology Institute (ATI) tests, Tests of Essential Academic Skills (TEAS) examinations, answers questions from prospective students, and handles departmental email and telephone correspondence.

Standard 3: Students

Policies for students in the nursing program are congruent with the policies of the college as described in the Student Pathfinder Handbook. Where the nursing student policies differ from those of the governing organization, there is sufficient rationale to defend the differences. All students have access to the college policies that are available in the catalog online at the UNM-Taos website at http://taos.unm.edu and posted on bulletin boards on campus. The nursing program policies are available through the Nursing Student Handbook.

Nursing students follow both college and nursing program policies. Because the nursing program is unique, specific, and has a rigorous curriculum, different nursing student policies are necessary to achieve the outcomes of the nursing program. The nursing program policies that differ for nursing students include: Program Admission, Health Policies, Progression Policies, Program Cost, and Grading.

The student policies for the nursing program are found primarily in the Nursing Student Handbook, which is annually reviewed and revised by the nursing faculty. The Nursing Student Handbook provides students with the mission, vision, philosophy, organizational structure, student learning and program outcomes, clinical responsibilities/requirements, dress code, and equipment requirements for the program. The purpose of the policies and procedures in the Nursing Student Handbook is to promote the safety of both the students and the patients with whom they come in contact during the course of their education. Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.

A wide variety of resources are available for all students at UNM-Taos. They include the following: Developmental Studies Department, Library Learning Resource Center, Student Success Department, Center for Academic Success and Achievement, TRiO-Student Support Services for first generation college students, Literacy Center and Early Childhood Resource Center. Additional support services include: Accessibility Services for Disabilities,

online bookstore, Financial Aid Office and Advisors, Student Government, UNM Network Identification, College Catalog, Student Pathfinder Handbook, Class Schedule, and Early Alert Form for potentially at risk students.

Nursing students' educational and financial records are securely maintained by the appropriate departments and individuals. The nursing department maintains student files that are specific to nursing education for each student. These files are in a locked file cabinet and office and kept for five years after graduation. Students may review their records with nursing faculty. The records may not leave the nursing department at any time.

The nursing program utilizes a variety of technologies; orientation to technology and technological support is available to students. Orientation sessions held at the beginning of each semester provide students with information about the use of the UNM network. Tutorials offered through the Office of Educational Technology and through UNM Learn, the college's learning management system, are available to assist students in the use of these platforms. Students also receive support in the use of the Assessment Technologies Institute (ATI) products, Elsevier learning resources, and institution-specific technologies such as electronic medical records.

Standard 4: Curriculum

In November 2009, the UNM-Taos School of Nursing began collaboration with nurse educators from New Mexico associate and baccalaureate degree programs to develop a statewide curriculum through a newly formed entity, the New Mexico Nursing Education Consortium (NMNEC). This collaboration has produced a curriculum providing seamless articulation across participating associate degree programs with the potential to produce a more streamlined track for baccalaureate nursing degrees. Adoption of the common curriculum provides a venue for shared instructional and learning resources and provides for a more efficient pathway for students wishing to pursue baccalaureate and higher degrees. The move to a concept-based curriculum is consistent with the IOM report that advocates for nursing programs to educate students to develop clinical decision-making skills that allow them to provide care in an increasingly complex health care environment.

The NMNEC curricula's end-of-program student learning outcomes are based on the six Quality and Safety Education for Nurses (QSEN) pre-licensure competencies. Competencies are based on the knowledge, skills, and attitudes (KSA) model promoted by QSEN. Leveled performance expectations are established for students each term, which drive level-specific activities. The curriculum is also concept-based and utilizes active teaching and learning activities. While the curriculum was developed by the statewide consortium, UNM-Taos nursing faculty have been part of the planning since the consortium's inception in 2009. Faculty at UNM-Taos have also voted to accept and implement the curriculum and have had input into content development. The NMNEC evaluation team has designed several assessment tools that are used with each class in each level to not only help programs measure individual outcomes but also to measure effectiveness at the statewide level. It should be noted that the development of the NMNEC

curriculum was validated by the 2010 Institute of Medicine Report on the Future of Nursing Education.

An organizing framework with program outcomes, end-of-progam student learning outcomes, and core values guides the delivery of instruction and directs learning activities. The core values are: caring, diversity, communication, clinical judgment, and professionalism. The nursing program curriculum includes cultural, ethnic, and socially diverse concepts with regional, national and global perspectives integrated throughout the curriculum.   The program outcomes are provider of care, manager of care, and professional identity. Student progress towards the attainment of end-of-program student learning outcomes is evaluated throughout the program with course assignments, exams, skill demonstrations, and clinical practice.

Nursing program student learning and program outcomes are developed by the nursing faculty and clearly outlined in the Nursing Student Handbook. The curriculum is regularly evaluated by nursing faculty to assure relevance and consistency. The faculty utilizes various resources to assure that the curriculum is effective, including student performance on the NCLEX-RN, student employment rates, feedback from the Nursing Advisory Committee, evaluations from clinical agencies and students, and data generated from the Assessment Technologies Institute testing program. The New Mexico Board of Nursing Education Advisory Committee approves the curriculum and student learning outcomes through the submission of annual reports. The curriculum and methods of instruction are based on the organizational framework and Bloom's Taxonomy. The curriculum fosters appropriate student learning for successful and effective performance in the workplace.

The NMNEC program of study also includes fully transferrable general education courses that enhance professional nursing knowledge and practice. This allows for seamless transfer between schools of nursing, should a student need to relocate. The foundational coursework was chosen to provide students with an appropriate and applicable foundation upon which to build a strong nursing knowledge.

The program of study is enriched with cultural, ethnic, local, national, and global healthcare factors. Androgogical teaching strategies are incorporated that appeal to students with diverse learning styles. The course of study is rich with interprofessional collaboration and effective communication strategies that reflect best practices in both nursing and education.

The NMNEC concept-based curriculum was developed using educational theory to address concerns related to content-saturation in nursing education. The concepts developed by NMNEC incorporate research, interprofessional collaboration, and current nursing standards of practice.   The curriculum is delivered using the interrelated modalities of didactic, clinical, and laboratory instruction. Clinical areas provide an active learning environment for the students to apply the theory and psychomotor skills learned in the classroom and the skills laboratory. The clinical areas provide an opportunity for the students to demonstrate safety, education, and clinical judgment.

Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of the end-of-program student learning outcomes.   Student learning is evaluated throughout the program using varied methodologies, including class participation and discussion, formative and summative examinations, papers and presentations, and rubric-driven clinical evaluations. Assessment Technologies Institute (ATI) products are incorporated throughout the program to ensure that students are progressing as expected at each level.

The total number of credit hours required to earn the associate degree in nursing from UNM-Taos is 72. The 72 hours is sufficient to meet the defined end-of-program student learning outcomes and program outcomes for the NMNEC curriculum. These credit hours incorporate the UNM core curriculum that complies with the Higher Learning Commission Accreditation Standards.

The agencies that the nursing program chooses for clinical practice provide diverse opportunities for student learning and the achievement end-of-program student learning outcomes and program outcomes. Our clinical experiences and practice learning environments provide the ability to address National Patient Safety Goals, QSEN KSAs, and the NMNEC concepts. Clinical rotation and clinical practice at each level immerse the students in contemporary practice environments.

Clinical affiliation agreements are current, secured for each site, revised, and updated as needed. They specify expectations and responsibilities for all parties including length of the contract and termination requirements, and provide for the protection of students. All clinical agencies utilized by the nursing program meet various Accreditation, Certification, Medicaid, and Medicare requirements. Utilization of the Clinical Affiliation Agreement was approved by legal counsel at the UNM main campus in Albuquerque.

Learning activities, instructional materials, and evaluation methods are appropriate for our traditional face-to-face delivery and are consistent with end-of-program student learning outcomes.

Standard 5: Resources

UNM-Taos provides adequate resources to achieve student learning and program outcomes to meet the needs of faculty, staff and students. Clinical agencies provide adequate learning environments with appropriate resources to achieve program outcomes. The current nursing faculty funding is adequate to maintain state mandates for clinical and didactic ratios in the nursing program. The program receives funding from the New Mexico Higher Education Department in the form of state appropriations for branch campuses, Nursing Program Enhancement and Expansion Funds, and student program fees at the beginning of each cohort.

The nursing department is housed in the newly renovated, 6,000 square foot Rio Grande Hall. The nursing program director and faculty had input into the design, construction, and outfitting of the building and collaborated regularly with the construction project manager, architect, interior design space consultants, UNM-Taos IT department, Office of Educational Technology, and Laerdal representatives. This space includes a state-of-the-art simulation lab, with both low-fidelity and high-fidelity simulation areas, new Laerdal simulation manikins, a classroom with interactive video capability, a home environment, private faculty offices, a secure record room, and ample study space for students.

The Library services at UNM-Taos include assistance from professional librarians and library assistants. The library staff provides an orientation to nursing students on health related resources and how to perform scholarly database searches. The faculty and students have access to reference materials, archive access, and reciprocal borrowing privileges from libraries throughout the country using the interlibrary loan service. Faculty and students can access the library's electronic resources through the library website at http://taos.unm.edu/library/

No alternative methods of nursing program delivery are utilized at this time.

Standard 6: Outcomes

A Systematic Program Evaluation plan was developed using the ACEN template for continuing program assessment and is utilized to improve program outcomes. The expected levels of achievement and frequency of assessment were discussed and agreed upon by faculty. A variety of assessment methods are used by faculty to aggregate and trend student and program data. Assessment methods include, but are not limited to, committee and faculty minutes, comparative analyses tables, standardized test scores, program completion rates, and survey results from current students, recent graduates, and employers.

Analysis and Summary of Strengths and Areas Needing Development:

Strengths:
- Strong administrative and community support for the associate degree program
- Relevant curriculum that reflects best practices in nursing and education
- Dedicated, secure study space, classroom, and lab for students
- Student academic success program
- Affordable tuition, fees, and program costs
- State-of-the-art physical and technological resources
- Participation in statewide nursing education consortium using a common, concept-based curriculum
- Graduates of the nursing program fill the need for rural health nurses in northern New Mexico.
- Skilled and committed faculty members that work well together as a team to allow academic planning and decision making.

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- Small class size (16) allows adequate faculty time for student advisement, counseling, and remediation.
- Nursing students have diverse clinical practice at various clinical sites that benefit the program.
- Priority access to the clinical sites in the county.
- Student diversity strengthens and broadens the program and student experience.
- Collegial support and mentoring from the New Mexico Board of Nursing, New Mexico Nursing Education Consortium, other Directors of Nursing and the UNM College of Nursing in Albuquerque.

<u>Areas Needing Improvement</u>**:**
- Collaboration with the Academic Success Department to provide:
  - ✓ Necessary academic advising for a nursing program
  - ✓ Support higher levels of math, reading, English writing and comprehension
  - ✓ Student advising for degree completion and career development
- Retention rate and increased program completion.
- Enhance student-centered learning by increased utilization of technological modalities and incorporation of current nursing education theories.
- Better utilization of data to improve program decision-making
- Increased administrative and advising support
- Lack of expertise in the delivery of a concept-based curriculum

<u>Future Plans</u>**:**
- Maintain the NCLEX pass rate.
- Continue to assess and develop appropriate academic student support services.
- Support faculty members in obtaining the Nurse Educator certification.
- Continue to recruit and retain qualified faculty

SECTION TWO: STANDARDS 1-5

Standard 1: Mission and Administrative Capacity

The mission of the nursing education unit reflects the governing organization's core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.

Criterion 1.1   The mission and philosophy of the nursing education unit are congruent with the core values, mission, and goals of the governing organization.

UNM-Taos Branch Mission Statement and Goals:

The UNM-Taos branch campus serves students from northern New Mexico and the larger community with comprehensive educational opportunities in order to better prepare them to successfully participate in the world as educated, skilled, creative and responsible individuals. The Taos Campus is an open-access, student-centered, affordable college offering dual-credit, basic skills, transfer, career technical, workforce training and lifelong learning courses and programs.

The goals that have been identified to fulfill the mission of UNM-Taos are:
- to provide a high-quality learning environment for all students;
- to provide a wide range of academic programs culminating in the awarding of Associate Degrees;
- to provide a wide range of career technical programs culminating in certificates and degrees for students who seek career-related employment in business, industry, government, and health care;
- to provide a transfer program to include a wide range of general education and pre-professional courses which normally articulate with Baccalaureate degree-granting colleges and the universities;
- to provide a diversified program of academic and career technical courses to allow for the achievement of individual educational goals involving professional or technical skills development, professional certification and/or personal interest;
- to provide noncredit continuing adult education services to the community in the areas of business/professional training, personal development, cultural enrichment, and recreational activities;
- to provide developmental education courses to acquire the basic verbal, quantitative, and cognitive skills necessary for a student's successful transition into college-level study; and

- to provide an array of student support services that include faculty and staff academic advisement and career counseling, diagnostic and placement testing, financial aid, and human development opportunities readily accessible to all students.

<u>UNM-Taos ADN-RN Nursing Program Mission Statement and Goals</u>:
The UNM-Taos ADN-RN nursing program, located in a rural setting in northern New Mexico, develops professional nurses to be knowledgeable and competent in caring for diverse populations. The nursing faculty is committed to fulfilling the mission statement.

The goals that have been identified to fulfill the mission of the UNM-Taos ADN-RN Nursing Program are:
- Facilitating excellence in nursing preparation, education and support by preparing ADN-RN graduates for licensure in a rapidly changing health care arena in a technological age.
- Respecting individuality of students by recognizing and supporting each student's unique qualities, culture, background, skills, and styles.
- Providing a foundation for career and educational mobility by fostering the development of decision making through the use of critical thinking, problem solving methods, and utilization of the nursing process.
- Providing access to a quality education for a culturally diverse population in northern New Mexico.
- Alleviating a critical nursing shortage in northern New Mexico with a nursing program of superior quality.
- Establishing a learning environment that promotes the development of the core nursing values of care, compassion, and competence.
- Enabling student success through a variety of educational and financial resources in the community.

<u>Vision statement of the UNM-Taos Nursing Program</u>:
The UNM-Taos nursing program will be recognized for excellence in educating responsible, competent, highly qualified, knowledgeable, skills oriented and caring Registered Nurses in northern New Mexico.

<u>ADN-RN Program Philosophy about Education</u>
The nursing faculty strives toward the concept of a learner-centered education. There are a myriad of learner-centered institutional characteristics that constitute a learning framework consistent with a learner-centered focus. However, four characteristics in particular, reflect UNM-Taos nursing program's functional framework. These include:
1) Achieving clarity about learning outcomes;
2) Coordinating teaching and assessment to promote student learning;
3) Aligning structures and resources to serve student learning;
4) Working continuously to improve the environment for learning.

The UNM-Taos ADN signifies that the holder of that degree has been educated to competently practice professional nursing. The education of a nurse requires assimilation of knowledge, acquisition of skills and development of clinical reasoning skills. The practice of nursing emphasizes interdisciplinary collaboration among patients, physicians, nurses, pharmacists, and other allied health care professionals.

The nursing program's mission statement demonstrates congruence with UNM-Taos' mission statement in the areas of: promotion of diversity, engaging community, aligning structures and resources to serve student learning, and the preparation of graduates with the ability to demonstrate competence in a specific area of study.

Table 1.1   Comparison of UNM-Taos Branch Campus and UNM-Taos ADN-RN Nursing Program Mission Statements

UNM-Taos Branch Campus Mission Statement and Goals	UNM-Taos ADN-RN Nursing Program Mission Statement and Goals
"The UNM-Taos branch campus serves students from northern New Mexico and the larger community" (Faculty Handbook pg. 5)	Providing access to quality education
Comprehensive educational opportunities in order to better prepare them to successfully participate in the world as educated, skilled, creative, and responsible individuals (Faculty Handbook pg.5)	Prepares ADN-RN graduates for licensure in a rapidly changing health care arena (Nursing Student Handbook pg. 4)
To provide a high-quality learning environment for all students (Faculty Handbook pg. 5)	Facilitating excellence in nursing preparation, education and support by preparing ADN-RN graduates for licensure in a rapidly changing health care arena in a technological age (Nursing Student Handbook pg. 4)
To provide a transfer program to include a wide range of general education and pre-professional courses which normally articulate with Baccalaureate degree-granting colleges and the universities (Faculty Handbook pg. 6)	Providing access to a quality education to a culturally diverse population in northern New Mexico (Nursing Student Handbook pg. 5) Providing a foundation for career and education mobility by fostering the development of decision making through the use of critical thinking, problem solving methods and utilization of the nursing process (Nursing Student Handbook pg. 5)
To provide a wide range of academic programs culminating in the awarding of Associate degrees (Faculty Handbook pg. 6)	Nursing program graduates receive an Associate Degree in Nursing after completing the pre-requisites and core nursing course (Nursing Student Handbook pg. 5)
To provide an array of student support services that include faculty and staff academic advisement and career counseling, diagnostic and placement testing, financial aid, and human development opportunities readily accessible to all students (Faculty Handbook pg. 6)	Respecting individuality of students by recognizing and supporting student's unique qualities, culture, background, skills, and styles (Nursing Student Handbook pg. 4) Enabling student success through a variety of educational and financial resources in the community (Nursing Student Handbook pg. 5)

Criterion 1.2   **The governing organization and nursing education unit ensure representation of the nurse administrator and nursing faculty in governance activities; opportunities exist for student representation in governance activities.**

The governing organization, Department of Instruction, and ADN-RN nursing program ensure representation of students, faculty and administration in the decision making process for the college. The governance structure at UNM-Taos begins with the Board of Regents and the Executive Director as viewed in *Appendix B*. The Dean of Instruction and Area Coordinators of the different core groups are outlined in *Appendix C*. This structure facilitates administrator and chairperson decision making for such areas as curriculum, program development and operational issues. The ADN-RN nursing program organization chart described in *Appendix D* outlines the Director of Nursing, nursing faculty and administrative assistant support.

The Director of Nursing and a full-time nursing faculty member serve on the college institutional safety committee. The second full-time faculty member serves on the college curriculum committee. Nursing faculty members are able to serve on institutional committees as assignments become available. The nursing faculty participates in the biannual faculty meetings for the college. The nursing faculty and a nursing student representative participate in nursing faculty meetings. At faculty meetings, decisions are made related to the nursing program such as admission requirements, budget, staffing, student and clinical concerns, retention, discipline issues, and department activities.

Full time faculty are involved in biannual curriculum meetings to review and revise organizational framework, curriculum, individual courses, end-of-program student learning outcomes, and other curricular issues. Part-time faculty are involved in the meetings as available. Minutes from the faculty and curriculum meetings are shared with all faculty members. Nursing faculty committee assignments are viewed in Table 1.2.

Table 1.2 Nursing Faculty Committee Assignments

Faculty Name	FT/PT	Rank	Committee Assignment
Melissa Wohltman	FT	Director of Nursing	UNM-Taos College Safety Committee Nursing Program Faculty Committee Nursing Program Curriculum Committee Nursing Program Advisory Committee Nursing Program Admission Committee Statewide New Mexico Nursing Education Consortium: Faculty Development Committee

Faculty Name	FT/PT	Rank	Committee Assignment
Dawn Kittner	FT	Nurse Educator	UNM-Taos College Curriculum Committee Nursing Program Faculty Committee Nursing Program Curriculum Committee Nursing Program Advisory Committee Nursing Program Admission Committee Statewide New Mexico Nursing Education Consortium: Member-Clinical/Simulation Committee
Karen Odell	FT	Nurse Educator	UNM Taos College Safety Committee Nursing Program Faculty Committee Nursing Program Curriculum Committee Nursing Program Advisory Committee Nursing Program Admission Committee Statewide New Mexico Nursing Education Consortium
Susan McQuade	PT	Adjunct Faculty	Nursing Program Faculty Committee Nursing Program Curriculum Committee Nursing Program Advisory Committee

Nursing students may participate in the UNM-Taos Student Government and on the college's Student Senate committee. Student Government is an avenue for students to participate in larger college initiatives such as changes in student services and student activities across campus. Student representatives for the nursing faculty and Nursing Advisory Committee meetings are elected at the beginning of each cohort by student selection. This provides a forum to present issues and concerns before the faculty. The student representative is then allotted class time to share information from the nursing faculty meetings and any resolutions regarding the student issues.

Nursing students are given the opportunity to evaluate all facets of a course at the time of completion through the UNM EvaluationKIT and through NMNEC-specific course evaluations. Nursing students also evaluate clinical facilities, clinical instructors, and preceptors. Faculty members evaluate course materials, texts, laboratory supplies, clinical sites, and issues within the course that concern students. Registered Nurse Graduate surveys are completed to obtain student evaluations and are emailed six months after graduation. Alumni have input into the governance of the nursing program by actively participating in the Nursing Advisory Committee regarding program policies, content, curriculum and clinical practice areas. Many of the graduates of our program work in the local area, which enables open feedback.

Criterion 1.3   The assessment of end-of-program student learning outcomes and program outcomes is shared with communities of interest and the communities of interest have input into program processes and decision-making.

Communities of interest for the UNM Taos ADN program include current students, graduates, the UNM Taos campus community, the nursing staff and administration from partner facilities, and community members. These communities have a variety of opportunities to provide input into program processes and decision making, and end-of-program student learning outcomes and program outcomes are shared with them.

Current students provide input through participation in program committees, through communication with faculty and with the Director of Nursing, and through end of semester course evaluations. Graduates provide feedback through graduate surveys and are invited to be members of the Nursing Advisory Committee.

The UNM Taos campus community provides oversight and input into the nursing program through several routes. The UNM Taos Curriculum Committee provides multidisciplinary input into any programmatic changes. This includes student services, the registrar, financial aid, and advisors.

The UNM-Taos nursing program has established a Nursing Advisory Committee as a means of allowing local community healthcare agencies and members of the community to provide feedback regarding nursing program efforts to prepare students to provide direct patient care in a variety of community healthcare settings. The Director of Nursing is responsible for the operation and functioning of the committee and appoints the committee members. The Nursing Advisory Committee membership includes:
- UNM-Taos Director of Nursing
- CEO of Mountain Home Health Care
- Taos Pueblo Public Health Nurse
- Holy Cross Hospital
- UNM Health Sciences Center Health Extension Rural Officer
- Medical Director El Centro Family Health
- Director of UNM-Taos Library Services
- Nursing faculty
- Two nursing program alumni
- Current nursing student class representative
- Community service organization member

The purpose of the Nursing Advisory Committee is to provide an opportunity for an exchange of viewpoints between the nursing faculty and clinical professionals as they relate to nursing education. The committee also provides a direct liaison between the nursing faculty and community members to promote the activities and philosophies of the nursing program

and nursing profession. Nursing Advisory Committee members are involved in the program processes by sharing ideas for program improvement, providing expertise in the clinical area, reviewing program outcomes, and offering suggestions for program processes. All feedback is looked at constructively by the nursing program following the meeting discussions. Meetings are held twice per academic year, in the spring and fall. Nursing Advisory Committee meeting minutes will be available to the site team.

Criterion 1.4 Partnerships that exist promote excellence in nursing education, enhance the profession, and benefit the community.

The mission statement of UNM-Taos is to provide comprehensive educational opportunities in order to better prepare students to successfully participate in the world as educated, skilled, creative and responsible individuals.

Currently, clinical contracts are in place with over 20 different agencies to provide external locations for clinical experiences for UNM-Taos nursing students. These include acute care, psychiatric, hospice, community health, school-based health, and long-term care facilities. The Director of Nursing and nursing faculty members have worked to cultivate new relationships in Taos County and northern New Mexico in order to broaden the educational experiences of the students and benefit the community. Nursing students and faculty members have participated in influenza immunization clinics and local health fairs.

Holy Cross Hospital, an important and vital clinical partner, supports one full-time faculty member through the administration of a gift agreement between the hospital and UNM-Taos. This relationship helps promote an academic/clinical partnership that enhances the sustainability of the nursing program. A majority of UNM-Taos nursing program graduates go on to work at Holy Cross Hospital, further strengthening the partnership and investing the hospital in the quality of the UNM-Taos nursing program.

A significant partnership with the community-at-large was demonstrated in November 2015, when voters in New Mexico approved a general obligation bond to fund higher education. As a direct result, $4 million dollars became available to UNM-Taos for the repurposing of Rio Grande Hall, which had previously served as the Taos Convention Center. Major renovations of the building created a 6,000 square foot space for the nursing program. This space includes a state-of-the-art simulation lab, with four low-fidelity and two high-fidelity simulation beds, new Laerdal manikins, a classroom with interactive video capability, a home environment room, private faculty offices, a secure record room, and ample study space for students.   The new Rio Grande Health Sciences Center is located in downtown Taos, enhancing visibility and interest in the nursing program. The space is open to the public as well as to students. Plans are underway to offer the simulation lab as a site for continuing education for nurses practicing in local facilities.

The New Mexico Nursing Education Consortium (NMNEC) is a collaboration of nursing programs across the state creating a common core curriculum in nursing education. Through improvements in nursing education, shared faculty resources, and a common curriculum, students will have increased access to advanced nursing degrees and have the opportunity to transfer between schools easily. This partnership improves the efficiency, quality, and educational outcomes of nursing education across the state through cooperation among community colleges and universities; increases the number of nurses with baccalaureate and graduate degrees in New Mexico; and promotes a high level of education for nurses in New Mexico. The New Mexico Nursing Education Consortium promotes diversity with advanced nursing education reaching rural communities and minorities and therefore creating high quality healthcare for all populations in New Mexico. The New Mexico Nursing Education Consortium is an incubator for excellence in nursing, sustainability in education, and innovation in connecting communities with high quality healthcare.

Criterion 1.5   The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.

The Director of Nursing for the ADN-RN Program holds a Master's Degree in Nursing with a major in nursing education from New York University, conferred in 2000 (*Appendix E*). Her Bachelors Degree in Nursing is from Indiana University, earned in 1993. She also holds a Bachelors Degree in biology from the State University of New York. The Director has over 20 years of experience as a clinical nurse, a nursing administrator, and educator. Official transcripts are on file in Human Resources.

Criterion 1.6   The nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.

The Director of Nursing, Melissa Wohltman, is the college representative to the New Mexico Board of Nursing and the recognized program leader. She is the sole administrator of the nursing program and has the entire authority and responsibility by her full job description to manage the nursing program. She reports directly to the Dean of Instruction as demonstrated in the nursing program organizational chart.

The Director of Nursing has been in her current position since 2013. Prior to that time, she served as an adjunct faculty member, consultant, and clinical instructor for the UNM Taos nursing program. In addition to her clinical nursing experience, as a medical-surgical, HIV/AIDS, and cardiac intensive care nurse, she held roles as a staff educator at two major metropolitan hospitals in New York City, was a faculty member at New York University, and was the Director of Nursing at the Rockefeller University Hospital in New York City.

Table 1.3 Nurse Administrator Compliance with State Requirements

New Mexico Administrative Code	Requirement	Compliance
NMAC 16.12.3.12.C (1)	The administrator of the nursing program and all nursing program faculty shall hold current licenses to practice as registered nurses in New Mexico or in a compact state.	NM License #RN-74710 Multistate: No Original Issue Date: Expiration Date: Discipline against license: Yes (late renewal) Discipline against PTP: No
NMAC 16.12.3.12.C (2)	The nurse administrator shall hold at least one graduate degree in nursing and shall have experience in nursing practice, nursing education, curriculum, and nursing administration	MA earned from New York University, January 2000 Clinical Staff Nurse Nurse Educator NMNEC participant Clinical Nurse Administrator Academic Nurse Administrator
NMAC 16.12.3.12.C (2a)	A formal plan will be in place which will include an orientation to college administration and nursing program development, implementation, and evaluation.	Attended the ACEN New Nurse Administrator Workshop Attended the New Mexico Board of Nursing New Program Director Workshop Mentored by previous program director

Ms. Wohltman's credentials meet UNM Taos' minimum and preferred requirements for the position. This information can be verified by comparing the job description to her curriculum vitae. She also meets the New Mexico Nurse Practice Act requirements (16.12.3.12.C (1) – (2a)).

Criterion 1.7 **When present, nursing program coordinators and/or faculty who assist with program administration are academically and experientially qualified.**

With only two full-time faculty members, individual level and/or program coordinator positions are not utilized as both faculty members participate fully in program coordination. In June of 2016, Ms. Dawn Kittner was appointed Assistant Director of Nursing to reflect her close collaboration with the director and primary responsibility in the areas of clinical placements, liaison with clinical sites, and coordination with the project manager for design of the new nursing educational space in Rio Grande Hall. Ms. Kittner has been a faculty member at UNM

Taos since 2009, holds an MSN in nursing, has extensive experience as a clinical nurse and nurse educator, and has significant institutional and departmental knowledge.

Criterion 1.8   The nurse administrator has authority and responsibility for the development and administration of the program and has sufficient time and resources to fulfill the role responsibilities.

The nurse administrator has the authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities. UNM Taos' Nursing Program Director job description (*Appendix F*) and the New Mexico Board of Nursing rules referenced above specify that the nurse administrator has the authority and responsibility to administer the program. The primary responsibility of the Director is to direct the operation of the nursing program. The Director is the sole administrator of the program and has the entire authority and responsibility, by job description, to manage it. She reports directly to the Dean of Instruction.

The administrative aspects of the nursing program director's job description are listed below:
- Maintains academic policies of UNM-Taos in accordance with the institution's accreditation guidelines.
- Supervises and guides development of and changes in the program curriculum.
- Ensures state and national nursing education standards are adhered to.
- Prepares for program approval from the New Mexico Board of Nursing and accreditation review from the Accreditation Commission for Education in Nursing.
- Advises the Dean of Instruction with regard to faculty assignments, class scheduling, class size, student and departmental issues.
- Ensures nursing program faculty compliance with educational institutional policies, New Mexico Board of Nursing regulations, and Accreditation Commission for Education in Nursing standards.
- Prepares budget requests and supervises the execution of the budget to promote quality instruction.
- Maintains records and reports for the nursing program as required by the New Mexico Board of Nursing, New Mexico Higher Education Department, Accreditation Commission for Education in Nursing, and Department of Instruction.
- Allocates funds for nursing faculty professional development and provides for faculty attendance and participation in workshops and meetings which will contribute to program improvement and instruction.
- Chairs Nursing Advisory Committee for the nursing department with community participation and biannual meetings.
- Chairs monthly nursing faculty and biannual curriculum meetings.
- Attends New Mexico Board of Nursing and New Mexico Nursing Education Consortium meetings.

- Attends frequent professional developmental seminars, webinars and statewide educational forums.
- Selects and serves as a mentor to new nursing faculty members.
- Evaluates full time and adjunct faculty regarding quality of instruction and makes recommendations regarding faculty retention, salary increases and promotions.
- Approves and coordinates faculty requests for library materials, equipment, and teaching and office supplies within budget limitations
- Prepares clinical and class schedules, coordinates faculty teaching assignments.
- In collaboration with the faculty, revises student handbook as necessary.
- In collaboration with the faculty, evaluates program outcomes at the end of each semester.
- Maintains a working relationship with faculty members instructing general education courses.
- Maintains appropriate and positive clinical relationships with clinical sites and their representatives.
- Works closely with faculty, admissions committee, and student advisement in selection of program applicants.
- Initiates and administers student recruitment and retention efforts related to the nursing program, including advising prospective students, directing candidate orientation, and scheduling and overseeing the disciplinary and grievance procedure.
- Meets with students frequently to get feedback on class progress, clinical activities, and progression through the program.
- Advises and mentors students as necessary.
- Performs regular site visits to clinical facilities and updates contract and Clinical Agency Contracts, as needed.
- Hires, supervises, and evaluates Administrative Assistant
- Responds to student complaints through appropriate communication with student, instructor, or others, as needed.
- Meets frequently with Dean of Instruction to discuss, review, clarify, and adjust operational policies to meet the ADN-RN Program mission.
- Maintains external professional contacts and relationships.
- Addresses any concerns regarding the nursing program.
- Verifies graduation requirements for students with Registrar and signs certificates of completion for all graduates before they are eligible to take the National Council Licensure Examination for Registered Nurses.
- Collaborates and networks frequently with other nursing program directors.

Criterion 1.9   The nurse administrator has the authority to prepare and administer the program budget with faculty input.

The nurse administrator has the authority to prepare and administer the program budget with faculty input. The Nursing Program Director job description requires the Director to demonstrate authority to prepare and administer the program budget with faculty input; faculty committee minutes show faculty involvement. The Director follows the same process as all other Area Coordinators for budget requests and processes for spending.

UNM-Taos operates on a July through June fiscal year budget cycle, as determined by the State of New Mexico. The New Mexico Higher Education Department provides oversight for the institutions of higher education in the state, which include UNM system branch campuses. The process begins with examination of the operating budget from the previous year. Nursing faculty suggests future purchase requests at faculty meetings and proposed attendance at professional development meetings. Due to the economic climate and budget restraints, the nursing requests are generally conservative and directed at improving student learning outcomes and opportunities in the classroom and nursing skills laboratory. The Director of Nursing presents the suggestions to the Dean of Instruction and together they develop the operating budget for the next year. Funding for the nursing program comes from three sources outlined in Table 1.4 and is further described in a three-year history in Standard Five.

Faculty discussion and prioritization of budgetary requests involve consideration of availability of resources. Funding through the New Mexico Higher Education Department has been cut across the board in recent years. The UNM Taos Branch operating budget was decreased by 2.1% from FY 2015-2016 ($3,788,800) to FY2016-2017 ($3,707,900). The UNM Taos Nursing Program budget has been supplemented in recent years through funding from the New Mexico Legislature in the form of Nursing Enhancement Funds and Nursing Expansion Funds. In addition, a grant from the US Department of Labor Trade Adjustment Assistance Community College Career Training (TAACCCT) provided funding for some simulation equipment and supplies. The 2016 New Mexico Legislature approved funding for capital projects from General Obligation Bonds and Severance Tax bonds. Among these appropriations was $4 million for the construction of a new Health Sciences Building that included nursing program classroom, faculty office, simulation lab, and study space.

Table 1.4 Funding sources for the ADN-RN Nursing Program FY 2017

Funding Source	Amount
New Mexico Higher Education Department	$ 243,900 Nursing Expansion Funds
UNM-Taos Department of Instruction	$267,694
Student Program Fees	$ 16,000 ($1,000 per student admission) *Note: This will vary based on # of students admitted and retained in program.*
Holy Cross Hospital	$ 53,640
Total	$581,234

Within the Health Sciences sections, student program fees are collected upon initial admission for the nursing, Emergency Medical Technician, and massage therapy programs. In the nursing program, the fees are used to offset higher nursing faculty salaries, supplies, and equipment. The EMT program fee is uses for lab fees, supplies, and equipment. The massage therapy fee is used for salaries, supplies and equipment. The fee structure, per program, is outlined in Table 1.5.

Table 1.5 Health Sciences Student Program Fees

Nursing Program	EMT-Basic	Massage Therapy
$1,000 per student/year	$ 135 per student	$1,000 per student

Criterion 1.10 Policies for nursing faculty and staff are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the purpose and outcomes of the nursing program.

The UNM-Taos nursing program is a component of UNM-Taos branch campus, the governing unit. College policies provide for the welfare of employees and provision of a comprehensive benefits package. The UNM-Taos Faculty Handbook describes all policies and covers entities such as: benefits, federal and state policies, faculty evaluations, college policies, procedures and processes that are adhered to within the UNM system. All policies and procedures at UNM-Taos are consistently applied across the college.

The nursing faculty members have assigned advisor roles with students; two hours per week are designated office hours along with an open door philosophy. While there are no written requirements, faculty at the college generally post office hours in their syllabi and according to their workload. Faculty and staff at UNM-Taos do not belong to a collective bargaining unit. The nursing faculty members are governed by the same policies as other faculty, however there are special instances when nursing faculty are treated differently than other employees in order to meet the student and program outcomes of the nursing program. Examples of the differences are as follows:

- The workload follows the New Mexico Board of Nursing NMAC 16.12.3 D.4.b regulation that the "nursing faculty workload shall be calculated by teaching clock/contact hour,"
  The workload remains equal to or less than the 15-17 credit/clock hours of instruction/week.
- The New Mexico Board of Nursing determines the student/faculty ratio in the clinical setting. The New Mexico Board of Nursing 16.12.3.12 B.4 states "Student/faculty ratio in the clinical setting shall be based upon the level of students, the acuity of the clients, the characteristics of the practice setting and shall not exceed 8:1." Ratios in the nursing program are set at 8:1.

- The New Mexico Board of Nursing and affiliating clinical agencies have specific requirements for nursing faculty regarding current Registered Nurse licensure, educational preparation, and health-related requirements.
- Due to the difficulty in northern New Mexico to recruit part-time faculty, salaries for part-time nursing faculty are higher than those for other departments.
- Stipends paid for additional time working on the accreditation process and for the move to the new nursing program building.

Criterion 1.11 Distance education, when utilized, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

Distance education is not utilized.

Standard 2: Faculty and Staff

Qualified and credentialed faculty are sufficient in number to ensure the achievement of the end-of-program student learning outcomes and program outcomes. Sufficient and qualified staff are available to support the nursing program.

Full- and part-time faculty include those individuals teaching and/or evaluating students in didactic, clinical, and/or laboratory settings.

Criterion 2.1   Full time faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

UNM-Taos nursing faculty members are academically and experientially qualified to fulfill the UNM-Taos associate degree program's mission and goals, and to strengthen its educational effectiveness. Full-time nursing faculty must meet UNM-Taos' faculty qualifications as well as the minimum qualifications for nursing faculty as dictated by the New Mexico Administrative Code (NMAC), which includes the Nurse Practice Act.

Faculty may be appointed to the position of Lecturer I, II, or III. These appointments are for professionals with appropriate academic qualifications, who are demonstrably competent in the relevant areas of their disciplines. While not eligible for tenure, lecturers in each numerical class may hold the rank of Lecturer, Senior Lecturer, or Principal Lecturer. All current full-time nursing faculty members hold the title of Lecturer II within the University of New Mexico system and meet the requirements of this position (UNM Faculty Handbook). The Lecturer II title used for qualified professionals who have completed all requirements except the dissertation for the terminal degree (or equivalent) in their fields of study and who are not currently graduate students at the University in the same department as their academic appointment.

All faculty are compliant with requirements for licensure as a registered nurse with the New Mexico Board of Nursing (NMBON) Title 16, Occupational and Professional Licensing, Nursing and Health Care Related Providers 16.12.1.1: General Provisions (New Mexico Board of Nursing General Provisions) and hold unencumbered licenses. Faculty records are audited once a year with the preparation of the New Mexico Board of Nursing Annual Report. License renewals are verified during the month in which they are due to expire. Nursys e-Notify is utilized to provide automated license status updates.

As per NMAC 16.12.3.12, the NMBON requires that nursing faculty who teach full-time in a nursing academic program shall hold a graduate degree in nursing; faculty without a graduate

degree may be employed for one year and then are required to complete a graduate degree within the next five years (NM Board of Nursing Rules and Regulations). All full-time faculty members in the UNM-Taos associate degree program hold graduate degrees in nursing as required by the NMBON.

Nursing faculty members are compliant with the Higher Learning Commission (HLC) Criteria for Determining Qualified Faculty. According to Criterion 3.B.2, instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach (HLC Faculty Guidelines).

Nursing faculty members are qualified to teach all assigned nursing courses by merit of their practice and educational experience. Both full-time faculty members hold master's degrees in nursing and have more than 10 years experience each in various clinical areas including pediatrics, intensive care, medical-surgical nursing, and rehabilitation. In addition, nursing faculty members have in-depth knowledge of the curriculum and were instrumental in its development at the state level. As such, they possess deep knowledge of the structure and implementation of the program of study.

Nursing faculty members maintain their competence and expertise in various ways. Continuing education is maintained in nursing education for all faculty members to remain current in their instructional practice. Clinical expertise is maintained through employment and/or further continuing education related to specialty practice. Faculty members work in their area of expertise, regularly attend national and state sponsored educational sessions, participate in simulation workshops, take part in webinars, and read professional journals. Relevant continuing education content is shared at faculty meetings.

Criterion 2.2   Part-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

UNM-Taos part-time nursing faculty members are academically and experientially qualified to fulfill the UNM-Taos associate degree program's mission and goals and to strengthen its educational effectiveness (*Faculty Profile Table, Appendix I*). Part-time faculty members are used intermittently throughout the program and are brought on in the adjunct instructor role. As per UNM Faculty Handbook , Policy B2: Faculty Ranks and Titles, Section 2.3.10, the titles of adjunct lecturer, adjunct instructor, adjunct assistant professor, adjunct associate professor, and adjunct professor are appropriate for persons whose primary professional responsibility is outside the University or for professional staff of the University who may teach on an occasional, limited, course-by-course basis. Qualifications are the same as for regular faculty ranks and titles (UNM Faculty Handbook). Refer to Criterion 2.1 above.

All UNM-Taos part-time nursing faculty are compliant with requirements for licensure as a registered nurse with the New Mexico Board of Nursing (NMBON) Title 16, Occupational and Professional Licensing, Nursing and Health Care Related Providers 16.12.1.1: General Provisions (NM Board of Nursing General Provisions) and hold unencumbered licenses. The NMBON requires that nursing faculty who teach part-time in a nursing academic program shall hold a minimum of a bachelors degree in nursing; faculty without a BSN may be employed for one year and then are required to complete a BSN completion program or MSN program within 5 years; an educational contract with evidence of progression will be submitted with program annual report. In addition, part time faculty without a graduate degree in nursing shall report to a master's prepared faculty and evidence of routine supervision shall be documented. As per NMAC 16.12.3.12, all part-time nursing faculty at UNM Taos hold a masters degree in nursing (NM Board of Nursing Rules and Regulations).

Nursing part-time faculty members are compliant with the Higher Learning Commission (HLC) Criteria for Determining Qualified Faculty as described above.

Nursing part-time faculty members are chosen on the basis of their clinical and educational experience to teach in selected courses throughout the program. For example, in the past we have utilized a master's prepared Certified Nurse Midwife to teach Women's Health and a Family Nurse Practitioner to teach Pediatric Nursing. In the semester coinciding with the site visit, we will have a Family Nurse Practitioner teaching Health and Illness Concepts I, a course that focuses on health and illness concepts across the lifespan, with the focus on wellness and common variations.

Criterion 2.3   **Non-nurse faculty teaching nursing courses hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.**

At present, we have no non-nurse faculty teaching nursing courses.

Criterion 2.4   **Preceptors, when utilized, are academically and experientially qualified, oriented, mentored, and monitored, and have clearly documented roles and responsibilities.**

Preceptors had previously been used in the Nursing Practicum course during the last semester of the traditional curriculum at Holy Cross Hospital and in various community agencies. In the new statewide NMNEC curriculum, we anticipate using preceptors throughout the program in acute care and community-based organizations. The nursing faculty collaborates with the nurse

managers to identify qualified preceptors to ensure that the student has the best clinical experience possible. In addition, preceptors meet the NMBON requirement that they be licensed as a nurse at or above the educational level for which the student is preparing.

The function of the preceptor as an experienced professional is to partner with the nursing student and act as a resource, role model and mentor in the individual student learning process. The criteria for preceptor selection is as follows:

- Current New Mexico RN license
- The desire to function as a preceptor and commit the time to assume the role and provide documentation of the experience
- One year experience in the specialty
- Good communication skills and satisfactory relationship building skills
- Exhibits a positive attitude
- Uses critical thinking and resources to problem solve
- Functions as a role model and supports the education of future nurses
- Gives feedback on the student's performance

The preceptor and student establish a contract that outlines learning outcomes for the course, guidelines, roles and responsibilities and evaluation process. The clinical instructor and preceptor communicate to ensure that the student is meeting the objectives for course outcomes.

Criterion 2.5   The number of full-time faculty is sufficient to ensure that the end-of-program student learning outcomes and program outcomes are achieved.

The nursing program at UNM-Taos is staffed with two full-time and occasional part-time (adjunct) faculty members. The current number of nursing faculty ensures achievement of the end-of-program student learning and program outcomes. Full-time faculty status at UNM-Taos is defined by a teaching load of 15 contact hour equivalents per semester. Nursing clinical course credits are calculated at a 1:3 ratio. New Mexico Board of Nursing 16.12.3.12. B.4 states: "Clinical experience shall provide opportunities for application of theory and for achievement of the stated objectives in a clinical care setting, and shall include clinical learning experience to develop nursing skills required for safe practice. Student/faculty ratios in the clinical setting shall be based upon the level of students, the acuity level of the clients, the characteristics of the practice setting and shall not exceed 8:1." The faculty numbers are sufficient to meet the NMBON mandate for an 8:1 student/faculty ratio in the clinical arena. Table 2.1 below describes present faculty usage, classroom and clinical faculty student ratios. It also identifies the faculty by program teaching responsibilities. The curriculum is based on a 16-week semester with 16 students.

Table 2.1 Classroom and Clinical Faculty/Student Ratios

Course	# of Sections	Faculty	Classroom Faculty:Student Ratio	Clinical Faculty:Student Ratio
LEVEL ONE				
NURS 202 INTRODUCTION TO NURSING CONCEPTS	1 classroom section	Karen Odell	1:16	N/A
NURS 204L PRINCIPLES OF NURSING PRACTICE	1 classroom section 2 clinical sections	Dawn Kittner (didactic/clinical) Karen Odell (clinical)	1:16	1:8
LEVEL TWO				
NURS 251 HEALTH & ILLNESS CONCEPTS I	1 classroom section	Susan McQuade	1:16	N/A
NURS 203 HEALTH CARE PARTICIPANT	1 classroom section	Karen Odell	1:16	N/A
NURS 221L ASSESSMENT & HEALTH PROMOTION	1 classroom section 2 clinical sections	Dawn Kittner (didactic/clinical) Susan McQuade (clinical)	1:16	1:8
NURS 238 NURSING PHARMACOLOGY	1 classroom section	Karen Odell	1:16	N/A
LEVEL THREE				
NURS 252 HEALTH & ILLNESS CONCEPTS II	1 classroom section	Dawn Kittner Karen Odell	1:16	N/A
NURS 291 PROFESSIONAL NURSING CONCEPTS	1 classroom section	Melissa Wohltman	1:16	N/A
NURS 222L CARE OF PATIENTS WITH CHRONIC CONDITIONS	1 classroom section 2 clinical sections	Dawn Kittner Karen Odell	1:16	1:8
LEVEL FOUR				
NURS 253 HEALTH & ILLNESS CONCEPTS III	1 classroom section	Dawn Kittner Karen Odell	1:16	N/A
NURS 258L CLINICAL INTENSIVE I	1 classroom section 2 clinical sections	Dawn Kittner Karen Odell	1:16	1:8
NURS 219 ADN CAPSTONE	1 classroom sections 2 clinical ssections	Dawn Kittner Karen Odell	1:16	1:8

The nursing program utilizes a team-based approach to deliver the curriculum. Faculty schedules differ each semester based on faculty assignments as described above, meeting schedules and the needs of the students. The Course Coordinator develops the course content and coordinates the workload with the Clinical Instructor. On average, full time nursing faculty are allocated approximately 70% of their workload toward teaching, 20% of their workload for program and committee work and 10% for other contact hours which includes student office hours, advising, and tutoring.

Criterion 2.6   Faculty (full- and part-time) maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices.

UNM-Taos nursing faculty members maintain expertise in their academic areas of responsibility through professional development. All New Mexico Registered Nurses (RNs) must attend a minimum of 30 hours of continuing education every two years to maintain active licensure. To assist nursing faculty in meeting these obligations and to maintain their nursing expertise, UNM-Taos provides reimbursement for continuing education, conference fees, and travel expenses associated with participation in these activities. Nursing faculty members attend state and national nursing conferences to maintain expertise in nursing education and simulation. Nursing faculty members bring the current nursing education practice into the courses and content is driven by current evidence based nursing knowledge.

Table 2.2 Faculty Performance Reflected in Scholarship

Name	Professional Membership/ Certification	Scholarship
Melissa Offenhartz	NM RN BLS NLN ANA	• National League for Nursing Education Summit 2016 • National League for Nursing Education Summit 2014 • National League for Nursing Education Summit 2013 • Certified Nurse Educator Review Course 2016 • NMNEC Statewide Meetings 2013- 2017 • SUN PATH Simulation Conference 2016
Dawn Kittner	NM RN BLS NLN ANA	• National League for Nursing Education Summit 2016 • National League for Nursing Education Summit 2014 • Certified Nurse Educator Review Course 2016 • NMNEC Statewide Meetings 2013 - 2017
Karen Odell	NM RN BLS NLN ANA	• National League for Nursing Education Summit 2016 • Certified Nurse Educator Review Course 2016 • National Organization for Associate Degree Nursing Convention (poster presenter) 2015 • NMNEC Statewide Meetings 2013 -2017

Table 2.3 Advising, Committee Work, and Community Service of Nursing Faculty

Name	Advising	Committee Work	Community Service
Melissa Wohltman	Current students Future students Health Occupations Students of America mentoring Adjunct and part-time faculty	Nursing Faculty Committee Nursing Curriculum Committee Nursing Advisory Committee Nursing Admissions Committee College Safety Committee New Mexico Nursing Education Consortium-Admission Committee Member	Taos Community Health Council Liaison with Adult Learning Center Volunteer Taos Art Musuem Hospice volunteer – Stray Hearts Animal Shelter Flu clinics Community resource for health promotion
Dawn Kittner	Current students Future students Adjunct and part-time faculty	Nursing Faculty Committee Nursing Curriculum Committee Nursing Advisory Committee Nursing Admissions Committee New Mexico Nursing Education Consortium-Clinical/Simulation Committee	Volunteer community health fairs Community resource for health promotion Flu clinics Board Member Anansi School Sexual Assault Nurse Examiner Educational Outreach

Name	Advising	Committee Work	Community Service
Karen Odell	Current students Future students	Nursing Faculty Committee Nursing Curriculum Committee Nursing Advisory Committee Nursing Admissions Committee New Mexico Nursing Education Consortium-Clinical/Simulation Committee	Volunteer for community health fairs Community resource for health promotion Flu clinics Therapeutic riding instructor (equine)
Susan McQuade	Current students	Nursing Faculty Committee Nursing Curriculum Committee Nursing Advisory Committee	Board Member – Heart of Taos (resource for homeless women) Community resource for health promotion

Criterion 2.7   The number and qualifications of staff within the nursing education unit are sufficient to support the nursing program.

Non-nurse faculty members are not employed in the nursing program. There is one part-time administrative assistant in a staff position responsible for departmental duties such as typing, maintaining student records, gathering and organizing statistics, preparing student exams, meeting minutes, requisitions, copying, filing, Assessment Technologies Institute (ATI) and Test of Essential Academic Success (TEAS) proctoring. The Administrative Assistant has a Bachelor's Degree in Elementary Education with a minor in Multicultural/Bilingual Education and a Masters Degree in Education with a focus in teaching and linguistics.

Criterion 2.8   Faculty (full- and part-time) are oriented and mentored in their areas of responsibility.

Faculty members (full- and part-time) are oriented and mentored in their areas of responsibility by the Director of Nursing and experienced faculty members. With such a small faculty and with low turnover, a formal orientation program is not utilized, although new and adjunct faculty members are mentored consistently and continuously until they are able to independently

assume their roles. The small size of the faculty group and close working relationships allow for peer mentoring opportunities and frequent meetings and consultation. Upon hire, all faculty members are given access to the Faculty Handbook and the Nursing Student Handbook that outline policies and procedures for the governing organization and the nursing program. Orientation sessions are scheduled with the Human Resources department as needed for paperwork processing and integration into the UNM-Taos system. All nursing faculty attend college-wide fall and spring faculty meetings for updates on faculty, staff, and procedures.

Criterion 2.9   Faculty (full- and part-time) performance is regularly evaluated in accordance with the governing organization's policy/procedures, and demonstrates effectiveness in assigned area(s) of responsibility.

Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.   In accordance with UNM Policy B4: Faculty Review, all full-time faculty are reviewed annually. This annual review is initiated and completed by the department chair during the spring semester of each academic year. In preparation for the annual review, nursing faculty members complete a self-evaluation using the National League for Nursing Nurse Educator Core Competencies. Faculty members also assemble a current curriculum vitae, classroom materials, teaching evaluations and other materials reflecting on teaching performance, a statement of self-evaluation based upon goals set the previous year, and a statement setting goals for the coming year. The college does not have a policy for the evaluation of part-time faculty. The Nursing Director evaluates the part-time faculty on a semester-by-semester basis, as do students.

Faculty are evaluated at the institutional as well as the program level. The Dean of Instruction meets with each full-time faculty member annually following their review by the Nursing Program Director.

Criterion 2.10 Faculty (full- and part-time) engage in ongoing development and receive support for instructional and distance technologies.

The UNM-Taos Office of Educational Technology (OET) is a part of the Department of Instruction and offers technical support to faculty using the institutionally supported technology for enhanced, hybrid, and online courses. OET supports all faculty with instructional design including ADA compliance. OET services include support of UNM's Learning Management System (UNM Learn), course planning and instructional design, technical support of online teaching and learning technologies, online course evaluation and assessment, classroom technology support and instruction, and Mediasite technology support and instruction. UNM also offers free access to the lynda.com online training library, which offers video tutorials on a wide range of software and technical topics.

The OET has two staff members available to support nursing faculty – an Instructional Media Specialist and a Faculty Technology Consultant. The Instructional Media Specialist has worked closely with the nursing department over the past year to ensure competence in the use of instructional technology installed in the new Health Sciences building. This technology includes Mediasite, Quomo smart boards, and audio-visual recording equipment.

The institutional IT department also worked closely with the nursing program as the simulation laboratory and simulated home environment were constructed over the summer of 2016. Educators from Laerdal, the suppliers of our simulation equipment, provided hands-on training to nursing faculty members in the use of manikins and the SimView system.

STANDARD 3: Students

Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

Criterion 3.1   Policies for nursing students are congruent with those of the governing organization as well as the state, when applicable, and are publically accessible, non-discriminatory, and consistently applied; differences are justified by the student learning outcomes and program outcomes.

The nursing program student policies are congruent with those of the governing organization, publically accessible on the nursing program website, non-discriminatory and consistently applied. Prospective students are referred to the website before setting up advising meetings. Differences are justified by specific requirements of nursing education, program goals, student learning outcomes, and nursing program outcomes. All UNM-Taos policies and procedures are available on the UNM-Taos homepage, in the college catalog, in the Nursing Student Handbook, and through the advising offices.

Nursing students are covered by all policies that govern the student body UNM-Taos, policies in the Student Pathfinder Handbook, college catalog, individual course syllabi, and the Nursing Student Handbook. The student policies of the nursing program are found primarily in the Nursing Student Handbook (which is reviewed and revised on an annual basis by nursing faculty). Students are provided with hard copies and a verbal explanation of the Nursing Student Handbook at orientation. They have a week to review content and ask questions. The Nursing Student Handbook is reviewed with students at the beginning of each level to present revisions and clarify content. Students sign an affidavit indicating their receipt, understanding of, and agreement to abide by the written policies. Nursing students are expected to abide by the same college-wide policies as other students. However, there are some exceptions described below.

Program Admission

Once the students apply to the college, program admission becomes a three-step process. Students must first be admitted to the college. Then they must meet the minimum criteria by a selected date as specified in the catalog in order to be considered for the nursing program. Finally, they compete for the available seats through a system that is described in the selection criteria on the nursing program website. Evidence-based predictors of success in nursing education programs, such as overall grade point average, science and biology grades, and Test of Essential Academic Skills admission exam scores are considered and weighted. The students with the highest ranking are notified of their acceptance into the program.

Health Policies

Clinical agencies have specific health requirements for student attendance at the clinical sites:
- A physical health exam is mandatory for all students. The exam must indicate that students can meet the physical demands of the program
- Immunization requirements and records
- Drug testing
- Proof of health insurance
- Background check and fingerprinting by the New Mexico Department of Health
- Current American Heart Association Basic Life Support Provider certification
- Occupational Safety and Health Administration/Health Insurance Privacy and Portability Act training
- Needle stick insurance
- Liability insurance

Progression Policies

Each semester, students must pass all Nursing and General Education support classes with a passing grade of "C' before progressing to the next semester. Students will not be allowed to progress to the next semester if the cumulative testing grade average is below a 77% in the nursing core courses. Clinical grading is on a pass/fail basis and students must pass the clinical portion of the course in order to progress. The grading scale differs from that of UNM-Taos and is in alignment with NMNEC grading policy.

Table 3.1 UNM Taos and Nursing Program Grading Scale Comparison

UNM Taos Grading Scale	NMNEC/Nursing Program Grading Scale
98 – 100 = A+	90 – 100 = A
94 – 97 = A	80 – 89 = B
91 – 93 = A-	77 – 79 = C
88 – 90 = B+	67 – 76 = D
84 – 87 = B	Below 67 = F
81 – 83 = B-	
78 – 80 = C+	
74 – 77 = C	
71 – 73 = C-	
68 – 70 = D+	
64 - 67 = D	
Below 64 = F	

UNM-Taos adheres to the progression policies established by the New Mexico Nursing Education Consortium as described in the following table.

Table 3.2 NMNEC Progression Policy

NMNEC PROGRESSION POLICY	
LEVEL 1	
One course failure/withdrawal	Student is dismissed from the program and must reapply for readmission to the program. Each school will determine whether readmission is possible based on a number of variables including course offerings, faculty availability, and seat availability
Two course failures/withdrawals	Student is dismissed from the program and may reapply after two years.
LEVELS 2, 3, 4	
Second course failure/withdrawal	Student is dismissed from the program and may reapply after two years.

Dosage and Calculation exams must be passed with a grade of 90% in order to progress to the clinical area. A maximum of two exams will be given in order for students to demonstrate this competency each semester. Expectations for each level's competencies are provided to the students in the Nursing Student Handbook.

Essentials Documentation and Remarkable Observation Form

At the nursing program level the nursing faculty utilizes the Essential Qualifications and Remarkable Observation Forms to address concerns early. The Essential Qualifications form (*Appendix G*) addresses skills and behaviors required for the nursing program. The Remarkable Observation form (*Appendix H*) is used to document concerns, develop an action plan with the student, and evaluate the outcome of the plan. Nursing faculty members meet with students at appropriate times to help the students succeed with the action plan. If a Remarkable Observation form has been initiated or acted upon, it is kept in the student file for the related nursing course. Students perform a self-evaluation using the Essential Qualifications at the end of each semester. As a group, the nursing faculty evaluates the student using the Essential Qualification form before meeting with the student to review their progress.

Program Cost

In addition to college tuition, all students are required to pay a $2,000 per year program fee; Assessment Technologies Institute standardized testing fee; and lab kit and uniform fees. Maintenance of liability and needle stick insurance is required.

Table 3.3 Nursing Program Costs

UNM TAOS ADN PROGRAM COST	
SEMESTER	**APPROXIMATE COST**
FIRST SEMESTER	
Drug screen	$60.00
Criminal Background Check	$75.00
Uniform (clinical and community), patch, and shoes	$250.00
Books	$1,200.00
Program supplies	$75.00
Needlestick/Malpractice Insurance	$200.00
Health insurance	varies
ATI Package	$1,050.00
Shadow Health	$100.00
Physical examination/immunizations	$300.00 +
Tuition (10 credit hours)	$750.00
Program fee (*payment plan available*)	$2,000.00/year
Total First Semester	**$6,060.00 +**
SECOND SEMESTER	
Tuition (13 credit hours)	$1,000.00
Needlestick insurance	$30.00
Program Fee	See above
Total Second Semester	**$1,030.00**
THIRD SEMESTER	
Tuition (10 credit hours)	$750.00
Program Fee	$2,000.00
Needlestick/Malpractice insurance	$200.00
Health Insurance	varies
Total Third Semester	**$2,950.00 +**
FOURTH SEMESTER	
Tuition (10 credit hours)	$750.00
Needlestick insurance	$30.00
Total Fourth Semester	**$780.00**
TOTAL PROGRAM COST	**$10,820 +**

Criterion 3.2   Public information is accurate, clear, consistent, and accessible, including the program's accreditation status and the ACEN contact information.

The nursing program is approved by the New Mexico Board of Nursing and accredited by ACEN. This information, as well as contact information for the New Mexico Board of Nursing and ACEN, is included on the nursing program website.

Oversight of the nursing program website information is the responsibility of the Director of Nursing. All information to inform the public about the mission, vision, core values, program outcomes, admission, application, selection and cost information is posted and updated. Nursing faculty meet frequently to review the policies and procedures of the nursing program. The college catalog information is updated by the Student Services Director and the Faculty Handbook is updated by the Chairman of the Faculty Senate, verified by the Dean of Instruction and approved by the main campus at UNM. Review of information contained in the college catalog, the Faculty Handbook and on the college website demonstrates integrity and consistency. Every effort is made to eliminate discrepancies from all published materials.

Criterion 3.3   Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.

College information that does not require a policy change is communicated via the UNM-Taos catalog, website, and fall, spring and summer schedules posted on line and distributed throughout Taos County. All changes to policy, procedure, or program information, such as updates of the Nursing Student Handbook, are communicated to the students in written format and distributed to students for signature acknowledgement, at each level. These forms are filed in the student's individual file. When class or clinical hours need to be altered from the originally scheduled times, advance notice is given in class, on the white board, or through email correspondence. Any changes are then reviewed and discussed with students in class. Students are encouraged to bring issues to the faculty through the student representative at monthly faculty meetings for clarification or discussion.

Criterion 3.4   Student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery.

UNM-Taos offers a comprehensive range of services to students to meet the needs of the nursing students completing the ADN-RN nursing program. All support personnel credentials are reflected in Table 3. Alternate methods of instruction in the nursing program are not available.

Table 3.4 Support Personnel Credentials

Department	Name	Title	Credentials
Student Services	Patricia Gonzales	Director	Associate/General Studies Bachelors/University Studies Masters/Educational Leadership
Student Services	Vickie Alvarez	Admissions Officer	Associates/Criminal Justice Bachelors/University Studies

Department	Name	Title	Credentials
Student Services	Tasha Santistevan	Enrollment Services Representative	Bachelors/Liberal Arts
Student Services	Ariana Delmerico	Student Advisor	Bachelors/University Studies
Student Services	Robert Romero	Financial Aid Officer	Bachelors/Business Administration - Finance
Center for Academic Success and Achievement (CASA)	Diego Trujillo	Academic Student Success Manager	Bachelors/English Masters/English
Center for Academic Success and Achievement (CASA)	Amber Gordon	Senior Student Success Associate	Master of Arts in Literature/Master of Arts in Teaching Writing/PhD in Language, Literacy, and Sociocultural Studies in progress
Center for Academic Success and Achievement (CASA)	Turquoise Chenoa Velarde	Senior Student Program Advisor	Bachelor of Arts/University Studies
Department of Instruction	Lisa Isaacs	Administrative Assistant	Bachelor of Arts/University Studies
Department of Instruction	Erica Holmes-Trujillo	Graduate/Transfer and Dual Credit Advisor	Bachelor of Arts/Sociology MA/Higher Education Administration and Leadership
Office of Educational Technology	Peter Snyder	Instructional Media Specialist	
Technical Services IT Unit	Nikki Maes	Systems Network Analyst	Associate/Network Administration
Library	Kathleen Knoth	Library Director	Associate/Library Technology Bachelors/Journalism Masters/Library Science

The mission of the academic success departments is to provide holistic support to students while they are attending UNM-Taos classes. The goal is a broad, comprehensive support system that will also cover the needs of their families, when they are affecting their college studies. There are eight groups involved:

- Introductory Studies Department-Remedial reading, writing, math, and college transition/success classes
- Library Learning Resource Center-Information and computer literacy, finding books, resources, class data bases, academic computer use and scholarly research
- Student Success Department-Student advising to define educational goals and plan course schedules
- Center for Academic Success and Achievement - Peer tutoring, both individually and in groups, academic skills workshops and seminars, Compass placement testing, and advising

- TRiO Student Support Services – for income-eligible, first-generation college students, or students with documented disabilities
- Taos Education and Career Center -Adult instruction in communication, basic academic subjects, job/life skills, High School Equivalency test preparation, English as a Second Language, and individual tutoring
- Early Childhood Resource Center-Training for in home or institutional educators and caregivers of young children. Support and mentoring training about state childcare regulations, parental success.
- Kid's Campus-Day care for students' and community children.

Additional support services include:
- Accessibility Services - for students with permanent disabilities requiring academic adjustments or accommodations with their classes or other UNM-Taos sponsored programs or activities.
- Online bookstore to buy and sell books.
- Financial aid and advisors to inform students of available loans, grants and scholarships, and assist students with processing the necessary paperwork.
- Student Government to encourage and support student participation, to advocate and lobby on behalf of students, to facilitate alternative dispute resolution, and to insure individual and collective student rights.
- UNM NET Identification - enables students to send and receive email and research UNM's library databases, including UNM Health Sciences Library and Informatics Center.
- Dual credit courses extend course options and increases access to college courses.
- College course catalog provides information on admission, courses, and organizational structure.
- Student Pathfinder Handbook outlines policies and procedures for success.
- Class schedule in print and online form informs students of admission requirements, registration procedure, classes, calendar, and college policies.
- The Early Alert program helps identify potentially at-risk student. An Early Alert Form is generated by faculty to alert the Student Success Team of possible student academic challenges. Student Success Team members will encourage students to speak with appropriate Program Coordinators and Department Chairs, and schedule tutors to help these students fulfill their academic potential.

Criterion 3.5   Student educational records are in compliance with the policies of the governing organization and state and federal guidelines.

The New Mexico Board of Nursing (NMBON), the New Mexico Administrative Code, and the New Mexico Commission on Public Records: State Record Center and Archives each have compliance requirements for maintenance and destruction of records. The UNM Nursing Program and UNM-Taos Registrar are responsible for compliance. Compliance with the

destruction of records is confirmed by the director of the Student Services and the nursing program director.

For enrolled students, records compliance is confirmed by the nursing program director. Current student academic files are organized by level and kept in a locked room, accessible only to faculty and the program administrative assistant, all of whom have completed FERPA training. The file room is located in the nursing program records room. Student files are kept for five years after the last semester the student attended the college and destroyed according to State and Federal guidelines. The exception is student health records which are returned to the students upon graduation.

UNM-Taos is also in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Students may view their own records upon request. Students may also complete a Student Information Proxy Release Form if they wish to review their records in the presence of a witness.

The UNM-Taos Registrar's office maintains additional official educational records. UNM-Taos financial aid staff has access to the financial records and only for the purpose of assisting students in utilizing specific policies, federal handbooks, and websites. All financial records are electronically scanned and maintained by the main campus at UNM in Albuquerque.

The records are audited as needed by the main campus in Albuquerque and the New Mexico Higher Education Department. Loans meet regulatory guidelines administered by the Department of Education servicers. Financial advisors are available at the Klauer campus to assist students with obtaining financial assistance to meet their educational goals, award and process Pell grants, New Mexico lottery scholarships, donor scholarships, and loans. Approximately 80% of all UNM-Taos students receive some form of assistance from a variety of scholarships, grants, loans, and employment opportunities. The yearly college catalog details the steps necessary to qualify, apply for, and maintain eligibility for financial aid.

Criterion 3.6   Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including default rates and the results of financial or compliance audits.

3.6.1   A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.

UNM-Taos meets Title IV participant compliance with student loans. The college catalog, the Financial Aid Office, and the college website provide extensive information on student loan borrowing and repayment. A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available on the financial aid homepage at http://unm.toas/academics/financial aid/.

Eligibility, deadlines, academic requirements, and progress policies are outlined. Individual loan counseling is available for each student borrower. UNM-Taos financial aids include scholarships, loans, grants, and work study programs. A free application for federal student financial aid is used to determine eligibility for Pell Grants, loans, and work-study opportunities. Committees are formed to determine eligibility for scholarships and the money is distributed through the financial aid office. This information is available online at the UNM-Taos website; distributed in the UNM-Taos in the fall, spring and summer schedule of classes; available in brochures; and posted on various bulletin boards around the college.

The system is monitored in a myriad of ways; mainly by the rules built into the UNM Banner Administrative system and delivered by the Sungard software vendor. Students receiving financial aid are required to demonstrate satisfactory academic progress, maintain a grade point average of 1.7, complete 67% of their coursework, and not go over the number of hours designated for their specific program. Payment is disbursed before or on the first day of class.

3.6.2   Students are informed of their ethical responsibilities regarding financial assistance.

Student rights and responsibilities with respect to financial aid are clearly listed on the UNM website (Financial Aid Student Rights and Responsibilities). They include:

- Understand and comply with the terms and conditions of Title IV aid (grants, work-study, and loans) that you receive
- Read all University Financial Aid communications to your UNM email address
- Know your total loan amount borrowed
- Use financial aid funds only for educational expenses (tuition, books, supplies, and other living costs)
- Respond promptly to all requests for supplemental information or documentation from the Office of Financial Aid
- Know and meet the deadlines to apply and re-apply for financial aid
- Complete all financial applications (FAFSA) and forms with thorough and accurate information
- Read, understand, and keep copies of all forms that you are asked to submit or sign
- Notify the Office of Financial Aid if there is any change to information you reported on the FAFSA
- Notify the Office of Financial Aid if there are any changes to your enrollment status or grade level
- Notify the Office of Financial Aid if you receive any scholarships, grants, or other financial assistance from sources outside the university
- Know and comply with university refund and withdrawal policies, and know any aid you may owe back
- Maintain satisfactory progress to continue to be eligible for financial aid

- Complete entrance counseling and exit counseling if you receive a Direct loan and/or Perkins Loan exit counseling
- Notify your lender of any changes in your name, address, or school status while you are attending school and after you leave school
- Repay any student loans you receive regardless of if you successfully completed your program
- Perform in a satisfactory manner work agreed upon for Work-Study jobs
- Understand that by signing the FAFSA, you agree that the information provided is accurate and complete and that if you purposely give false or misleading information, you may be fined up to $20,000, sent to prison, or both

Applicants are informed that they are making a serious commitment by the financial aid representatives for repayment when they finance their education with loans. Loan repayment information is provided before borrowing and after graduation or after a student withdraws from the college. The process is documented by online loan counseling and they sign promissory notes with the lender. Loan defaults are reported to the Department of Education. According to the financial aid officer, less than 15% of UNM-Taos students default on their loans. 0% of nursing students default on their loans. Students in default of a loan are no longer eligible for Title IV funds until they are in good standing with their lender.

3.6.3   Financial aid records are maintained in compliance with the policies of the governing organization, state, and federal guidelines.

UNM-Taos maintains all records, including those involving financial aid, in compliance with governing organization, state, and federal guidelines. These include the school's eligibility to participate in the federal student aid (FSA) programs, the FSA eligibility of the school's programs of education, the school's administration of the FSA program, the school's financial responsibility, and information included in any application for FSA program funds, and the school's disbursement of FSA program funds. Al of these documents and supporting data can be found in the UNM Taos financial aid administrative offices.

The most recent loan default rates can be found in the table below.

Table 3.5 UNM Taos Student Loan Default Rates

UNM Taos Student Loan Default Rates				
FY 2011-2012	FY 2012-2013	FY 2013-2014	FY 2014-2015	FY 2015-2016
4.5%	4.8%	9.9%	13%	13%

Criterion 3.7   Records reflect that program complaints and grievances receive due process and include evidence of resolution.

As described in the Student Pathfinder Handbook in the Grievance Section Article 1.1. "The UNM Student Grievance Procedure is intended to provide procedures for the resolution of disputes between students and the faculty or staff of the University, as well as procedures for handling student disciplinary matters." Student issues, concerns, and complaints regarding the UNM-Taos nursing program are addressed quickly and in a consistent manner.

A student who has an issue is encouraged to resolve the issue at the point of origin, i.e. with the affected faculty member. If necessary, the student may seek counsel from an advisor. If the issue is not resolved then it is discussed with the Director of Nursing. If the issue remains unresolved, nursing students follow the same policies as those at the main UNM campus, available in the UNM Student Pathfinder Handbook. The Essential Qualifications located in Appendix F and the Remarkable Observation Form located in Appendix are used at the initiation of the grievance process documentation at the nursing program level. The Remarkable Observation form is used in conjunction with the Essential Qualifications as a means of documenting a compliment on exceptional performance or a concern. The Essential Qualifications highlight cognitive, affective, psychomotor, physical and social abilities that are necessary to ensure the health and safety of patients, fellow candidates, faculty, and other health care providers.

Since initial accreditation in spring 2012, there have been no formal complaints or grievances filed against the nursing program. No known complaints have been made to the New Mexico Board of Nursing or ACEN regarding the nursing program.

Criterion 3.8   Orientation to technology is provided, and technological support is available to students.

The nursing program utilizes a variety of technologies. This is no longer restricted to computer literacy. UNM-Taos nursing students are exposed to a myriad of technologies that aid in the delivery of contemporary nursing education. These include intermediate- and high-fidelity manikins, databases, e-books, learning management systems, online resources, and more.

Technology support is available to all UNM-Taos students through orientation sessions held at the beginning of each semester. Scheduled computer classes, Center for Academic Success and Achievement tutoring, workshops, online modules, and library support personnel are available throughout the semester. Computers are available to all students at the Klauer campus, in the nursing department, and at the school library. A college technology representative is available for wireless connection and server issues in the nursing classroom.

All nursing courses at UNM-Taos are web-enhanced using the UNM Learn (Blackboard) learning management system. Students have access to tutorials through the Office of Educational Technology and through the UNM Learn Documentation Site (UNM Learn Documentation). If students need help with UNM Learn, they can either call for help through UNM Learn Support

or contact the OET for in-person assistance. Communication with students through course announcements, e-mail, and uploading of required papers and journals is facilitated. Orientation to this process is done at the beginning of the program by the nursing faculty.

The students are offered an e-book bundle option. Since the majority of books are from Elsevier, the regional representative participates in new student orientation and walks students through how to use the Pageburst by Kno platform. E-books represent a nearly $400 savings to students though not all students take advantage of this option. The Elsevier representative will also meet in person with the students if needed and give small-group or one-on-one support by phone. He has also helped troubleshoot problems for our students regarding access, technical issues, or glitches. Evolve has an after-hours support number to call for problems.

Standardized testing, practice and proctored exams, remediation templates and Nurse Logic learning systems are accomplished through subscription to Assessment Technologies Institute (ATI). At the beginning of each cohort, an ATI representative provides detailed instruction on the ATI website and all components of this learning platform. The Administrative Assistant administers all practice and proctored ATI exams and orients students to the process, as needed.

Orientation to clinical site technology is organized and provided through the various clinical sites. For example, Holy Cross Hospital uses Meditech as their electronic medical record. Students receive two days of training on this system provided by the Holy Cross Hospital Meditech educator. Further incorporation of technology for clinical knowledge is used such as simulation. Orientation to simulation is provided during the student's first semester and reviewed as needed in subsequent semesters.

Criterion 3.9   Information related to technology requirements and policies specific to distance education are accurate, clear, consistent, and accessible.

The program does not utilize distance education.

STANDARD 4: Curriculum

The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary health care environments.

Criterion 4.1   Consistent with contemporary practice, the curriculum incorporates established professional nursing standards, guidelines, and competencies, and has clearly articulated end-of-program student learning outcomes.

In October of 2010, the Institute of Medicine (IOM) released its report: The Future of Nursing – Focus on Education. In this report, the IOM recommends that the nursing education system undergo fundamental redesign to provide high-quality education from basic to advanced levels. The IOM describes the need to educate the right number of nurses across all levels with the right competencies and skills. Further, the report describes a need for enabling seamless progression to higher levels of education. Adding to the impetus locally, the Governor of New Mexico issued a directive to the Secretary for Higher Education to establish a statewide system of seamless transfer of nursing courses between institutions to be implemented as soon as possible.

Recent national trends in nursing education support utilization of a conceptual teaching/learning approach to address these problems. Using a conceptual approach, nursing information is presented as broad, global concepts that flow through the entire curriculum. This approach allows the student to learn how to organize information into logical structures, focusing on more global client needs so that the student can anchor to specific health-related information. Concepts are woven through all courses and incorporated into interactive classroom and clinical learning activities. Educational content is selected based on priority and prevalence of conditions, based on data from the World Health Organization (WHO), the Centers for Disease Control (CDC), Health New Mexicans 2020, and Healthcare Cost and Utilization Project (HCUP) data. This approach fosters deeper learning and understanding through connections and reflection. The conceptual teaching/learning approach is used to deliver the competency-based curriculum developed by NMNEC members.

In August 2016, the NMNEC statewide curriculum was implemented at UNM-Taos in partnership with the University of New Mexico. The curriculum is a concept-based curriculum with clinical experiences that are competency-based. The program was reported to both the New Mexico Board of Nursing and to ACEN through a substantive change report submitted in May of 2016. The curriculum aligns with established professional standards, guidelines, and competencies which include current healthcare practices and initiatives identified by the NLN Educational Competencies Model for Graduates of ADN Programs (2010), Institute of Medicine (IOM, 2010), American Nursing Association (ANA) Scope and Standards of Practice (2010),

National Patient Safety Goals (2011), and Quality and Safety Education for Nurses (QSEN) competencies (2009).

The Robert Wood Johnson Foundation (RWJF) also supports the NMNEC initiative by providing a $300,000 grant to advance state and regional strategies aimed at creating a more highly educated, diverse nursing workforce. The funding is through RWJF/Academic Progression in Nursing (APIN). The emphasis in New Mexico is to develop a coordinated nursing education infrastructure that provides better access to bachelor nursing education throughout the state. The first phase – which is complete – was to develop a common curriculum for all state nursing programs. The second phase is to develop partnerships between community colleges and universities, giving community colleges the option of offering both associate and bachelor degrees in nursing through their local campus. The work that is being done in New Mexico will stand as a model of contemporary practice for the country.

The UNM-Taos nursing program outcomes are based on the core values of Caring, Diversity, Clinical Judgment, Communication and Professionalism. The UNM-Taos ADN-RN nursing program utilizes professional standards, guidelines, outcomes and competencies that clearly articulate with the core values and with the end-of-program student learning outcomes.

 The following figure demonstrates the ADN-RN nursing program Competencies Model.
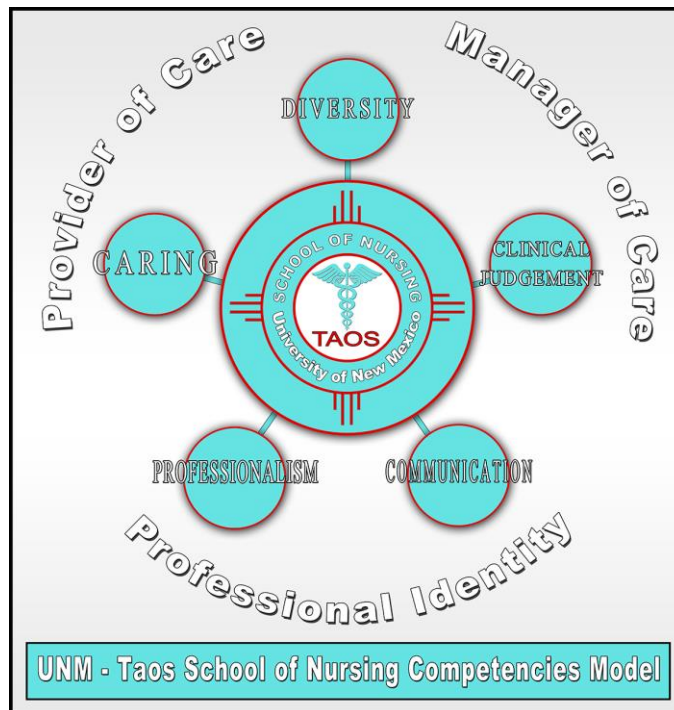
Table 4.1 shows the alignment of the UNM-Taos curricular concepts with the National League for Nursing competencies for graduates of associate degree programs, QSEN competencies, and American Nurses' Association Scope and Standards of Practice.

Table 4.1 Alignment of UNM-Taos Curricular Concepts with Professional Standards

Alignment of UNM Taos Curricular Concepts with Professional Standards			
UNM Taos Concepts and Definitions	**Related NLN Competencies for Graduates of Associate Degree and Diploma Programs**	**Related QSEN Competencies**	**ANA Scope and Standards of Practice**
Caring Caring practices have been identified by the American Association of Critical-Care Nurses in the organization's synergy model for patient care (2011) as "nursing activities that create a compassionate, supportive, and therapeutic environment for patients and staff, with the aim of promoting comfort and healing and preventing unnecessary suffering."	**Human Flourishing** Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings **Nursing Judgment** Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context. **Professional Identity** Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context. **Spirit of Inquiry** Examine the evidence that underlies clinical nursing practice to challenge the status	**Patient-Centered Care** Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs. **Quality Improvement (QI)** Use data to monitor the outcomes of care and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. **Teamwork and Collaboration** Function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care. **Evidence-Based Practice (EBP)** Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal	**Tenets Characteristics of Nursing Practice** Caring is central to the practice of registered nurses. Professional nursing promotes healing and health in a way that builds a relationship between nurse and patient. **Standard 16. Environmental Health** The registered nurse practices in an environmentally safe and healthy manner **Tenets Characteristics of Nursing Practice** Nursing practice is individualized. Nursing practice respects diversity and is individualized to meet the needs of the healthcare consumer or situation. Registered nurses use the nursing process to plan and provide individualized care to their healthcare consumers. Nurses use theoretical and evidence-based knowledge of human experiences and responses to collaborate with healthcare consumers to assess, diagnose,

	Alignment of UNM Taos Curricular Concepts with Professional Standards		
	quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.	care. **Safety** Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.	identify outcomes, plan, implement, and evaluate care. **Standard 9. Evidence-Based Practice and Research** The registered nurse integrates evidence and research findings into practice. **Standard 10. Quality of Practice** The registered nurse contributes to quality nursing practice. **Standard 7. Ethics** The registered nurse practices ethically **Standard 16. Environmental Health** The registered nurse practices in an environmentally safe and healthy manner. **Standard 13. Collaboration** The registered nurse collaborates with healthcare consumer, family, and others in the conduct of nursing practice.
Diversity Comprised of both *diversity self-awareness*: one reflects on own cultural identity, realizes own cultural values and beliefs, and recognizes the differences within own cultural group(s); and *diversity awareness*: an active, ongoing process in which one recognizes	**Human Flourishing** Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings	**Patient-Centered Care** Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.	**Tenets Characteristics of Nursing Practice** Caring is central to the practice of registered nurses. Professional nursing promotes healing and health in a way that builds a relationship between nurse and patient. **Tenets Characteristics of Nursing Practice** Nursing practice is individualized. Nursing

similarities and differences within and between various cultural groups and recognizes how the range of similarities and differences may influence the plan of care and professional collaboration. Diversity assessment necessitates cultural assessment of patients and cultural sharing among healthcare professionals. Assessment and sharing should maximize health outcomes and facilitate multicultural workplace harmony and collaboration. (Jeffreys, 2008).			practice respects diversity and is individualized to meet the needs of the healthcare consumer or situation. Registered nurses use the nursing process to plan and provide individualized care to their healthcare consumers. Nurses use theoretical and evidence-based knowledge of human experiences and responses to collaborate with healthcare consumers to assess, diagnose, identify outcomes, plan, implement, and evaluate care. **Standard 7. Ethics** The registered nurse practices ethically
Clinical Judgment An interpretation or conclusion about a patient's needs, concerns, or health problems, and/or the decision to take action (or not), use or modify standard approaches, or improvise new ones as deemed appropriate by the patient's response (from Giddens).	**Nursing Judgment** Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context. **Spirit of Inquiry** Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of	**Quality Improvement (QI)** Use data to monitor the outcomes of care and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. **Evidence-Based Practice (EBP)** Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal care.	**Standard 9. Evidence-Based Practice and Research** The registered nurse integrates evidence and research findings into practice. **Standard 10. Quality of Practice** The registered nurse contributes to quality nursing practice.

Alignment of UNM Taos Curricular Concepts with Professional Standards			
	care for patients, families, and communities.		
Communication A process of interaction between people where symbols are used to create, exchange, and interpret messages about ideas, emotions, and mind states (from Giddens).	**Human Flourishing** Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings	**Quality Improvement (QI)** Use data to monitor the outcomes of care and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.	**Standard 13. Collaboration** The registered nurse collaborates with healthcare consumer, family, and others in the conduct of nursing practice.
Professionalism The assimilation of nursing skills and knowledge integrated with dignity and respect for all human beings, incorporating the assumptions and values of the profession while maintaining accountability and self-awareness (from Giddens).	**Human Flourishing** Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings **Professional Identity** Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.	**Quality Improvement (QI)** Use data to monitor the outcomes of care and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. **Evidence-Based Practice (EBP)** Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal care.	**Standard 16. Environmental Health** The registered nurse practices in an environmentally safe and healthy manner **Tenets Characteristics of Nursing Practice** Nursing practice is individualized. Nursing practice respects diversity and is individualized to meet the needs of the healthcare consumer or situation. Registered nurses use the nursing process to plan and provide individualized care to their healthcare consumers. Nurses use theoretical and evidence-based knowledge of human experiences and responses to collaborate with healthcare consumers to assess, diagnose, identify outcomes, plan, implement, and evaluate care. **Standard 9. Evidence-**

Alignment of UNM Taos Curricular Concepts with Professional Standards			
			Based Practice and Research The registered nurse integrates evidence and research findings into practice. **Standard 10. Quality of Practice** The registered nurse contributes to quality nursing practice. **Standard 7. Ethics** The registered nurse practices ethically **Standard 16. Environmental Health** The registered nurse practices in an environmentally safe and healthy manner. **Standard 13. Collaboration** The registered nurse collaborates with healthcare consumer, family, and others in the conduct of nursing practice.

Table 4.2 (on the following 8 pages) is a map of the curricular concepts and exemplars of the NMNEC/UNM-Taos associate degree curriculum.

	Course	Course Description	Concepts	Exemplars	Population
Level 1	Principles of Nursing Practice	This course introduces the nursing student to the application of concepts through clinical skills in seminar, laboratory, and/or clinical settings. Principles of communication, assessments, safety, and interventions, including accurate calculation, measurement, and administration of medications will be included.	Communication	Therapeutic communication	Across the lifespan
				SBAR	
				Documentation	
				Lateral Violence	
				Conflict resolution	
			Application of concepts	Skills	

	Course	Course Description	Concepts	Exemplars	Population
Level 1	Introduction to Nursing Concepts	This course introduces the nursing student to the concepts of nursing practice and conceptual learning.	Professional Identity	Team Based Learning	Life Span
				Nursing Process	
				Caring	
				Clinical judgment/reasoning	
				Nursing history	
			Safety	QSEN	
				National Patient Safety Goals	
			Health Care Law	HIPAA	
				Nurse Practice Act	

	Course	Course Description	Concepts	Exemplars	Population
Level 2	Assessment and Health Promotion	This course introduces the nursing student to the assessment of and the health promotion for the health care participant as an individual, a family, or a community. This course uses seminar, laboratory and/or clinical settings.	Health Promotion	**Peds:** Immunizations, Obesity **Adults:** Exercise education	As indicated
				Peds: Developmental screening **Adults:** Hypertension, BMI, Cancer screening,	
				Peds: Chronic disease management **Adults:** Medication Adherence, Smoking Cessation	
			Patient Education	Health literacy	
				Teaching/ learning principles	
				Motivation and readiness to change	

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	Course	Course Description	Concepts	Exemplars	Population
Level 2	Nursing Pharmacology	This course introduces the nursing student to pharmacologic nursing practice from a conceptual approach.	Apply to classes of medications: Classification Pharmacokinetics Pharmacodynamics Adverse effects Safety Developmental concerns Legal and Ethical issues Genetics & meds Nursing Process	Specific classes of medications (not all classes of meds)	Across the lifespan

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	Course	Course Description	Concepts	Exemplars	Population
Level 2	Health Care Participant	This course introduces the nursing student to the attributes of the health care participant as an individual, a family, or a community.	Individual	Patient Centered Care	General: Across the lifespan
			Family	Family Assessment	
				Family Centered Care	
			Community	Population health	
				Disaster preparedness	
				Vulnerable populations	
				Environmental health assessment	
			Development	Developmental assessment--e.g. Denver	
				Developmental implications of patient education	
				Nursing implications of individual developmental stages	
			Functional Ability	Functional assessment of elders and children	
			Culture	Cultural competence	
				Cultural self-awareness	
				NM cultures, especially Anglo, Hispanic, Native American, (Military Culture)	
			Spirituality	Spiritual beliefs and relationship to health and illness	
				Spiritual needs assessment	
			Health Care Disparities	Social determinants of health	
				NM health disparities	
				US and global health disparities	
				Health disparities in local community	
				Social justice/health care equity	

	Course	Course Description	Concepts	Exemplars	Population
Level 2	Health and Illness Concepts I	This course will focus on health and illness concepts across the lifespan. Concepts covered are related to homeostasis/regulation, sexuality/reproductive, protection/movement, and emotional processes.	Fluid and Electrolyte Balance	Renal Failure, acute & chronic DRG 28, HCUP 38	Adult
				Fluid volume deficit	Peds
			Thermoregulation	Hypothermia, exposure	Life Span
				Hyperthermia, environmental vs. disease process	
			Nutrition	Obesity	Peds and Adult
				Malnutrition	Elders
			Elimination	Bladder incontinence/retention	Elders
				Bowel incontinence and constipation	Life span
			Reproduction	Family Planning/Contraception	Child bearing family
				Preconception & Antepartum Health Promotion	
				Intrapartum & Birth Overview	
				Postpartum Health Promotion	
				Newborn Nutrition and Health Promotion	
			Sexuality	Sexual Health	Life Span
				STI's	
			Immunity	SLE	Adult
				HIV	
			Sensory/Perception	Nursing Care of People with Hearing loss	Elders
				Nursing care of people with impaired vision	
				Nursing care of people with sensory dysfunction	
			Stress and Coping	Effective coping	Peds and Adult
				Maladaptive coping strategies	
				PTSD	Veterans
			Anxiety	Anxiety continuum, including panic	Life Span

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	Course	Course Description	Concepts	Exemplars	Population
Level 3	**Care of Patients with Chronic Conditions (4 Credits: Clinical)** The focus of this course is to provide safe, evidence-based nursing care for patients with chronic conditions, across the lifespan in a variety of settings. This course builds upon curricular concepts. This course is a combination of lab and clinical.				

	Course	Course Description	Concepts	Exemplars	Population
Level 3	Professional Nursing Concepts I	This course covers foundational concepts for professional development, including selected professional attributes and care competencies.	Ethics	ANA Code of Ethics	TBD
			Leadership	Delegation	
				Change Management	
				Team Building	
				Negotiation	
			Collaboration	Nurse-Patient: Discharge Planning	
				Nurse-Nurse: Implementing a plan to improve statistics on patient falls	
				Nurse-Interprofessional: Care conference	
				Nurse-Interorganizational: Working on the state nurse practice act to ensure nurses have the authority to practices at their level of training.	
			Advocacy	Informed Consent	

Level 3	**Health and Illness Concepts II**	This course will cover health and illness concepts across the lifespan with the focus on chronic conditions. Concepts covered are related to oxygenation and hemostasis, homeostasis and regulation, protection and movement, and cognition and behavior processes.	Gas Exchange	Atelectasis	Life Span
				COPD	Elders
				Asthma	Pediatric
				Pneumonia	Life Span
			Metabolic Regulation	Diabetes Mellitus	Across the lifespan
				Thyroid Dysfunction	
				Exogenous adrenocortical dysfunction	
			Inflammation	Acute inflammation	Across the lifespan
				Inflammatory Bowel Disease	Adult
			Tissue Integrity	Pressure Ulcers	Elders
				Cutaneous traumas	Adolescents
				Surgical incisions	Across the lifespan
			Mobility	Spinal cord injury/defects	Military
				Skeletal traumas	Adolescents, young adults
			Comfort	Pain	Across the lifespan
				Nausea	
			Mood and Affect	Suicide	Across the lifespan
				Depression	
				Mania	
			Grief	End of Life	Across the lifespan

| Level 4 | **Clinical Intensive I (4 Credits: 1 Didactic & 3 Clinical):** This is the first of two Level 4 classes in which the student will apply the curricular concepts in the management of care participants with acute conditions across the lifespan. This course is a combination of seminar, lab, and clinical. |

| Level 4 | **AND Capstone (2-6 Credits):** Details of the ADN Capstone to be determined by each school. The credits for this course were modified from six, to a range of two-to-six by a majority vote March, 2014 with didactic and/or clinical hours to be determined by the individual institution. |

	Course	Course Description	Concepts	Exemplars	Population
Level 4	Health and Illness Concepts III	This course will cover health and illness concepts, with the focus on acute conditions across the lifespan. Concepts covered are related to homeostasis/regulation, oxygenation/hemostasis, protection/movement, and emotional processes.	Cellular Regulation	Breast Cancer	Women
				Colon Cancer	Across lifespan
			Acid Base Balance	Respiratory acidosis	Across the lifespan
				Metabolic acidosis	
				Acidosis Compensation	
			Intracranial Regulation	CVA	Elders
				Traumatic Brain Injury	Across lifespan
				Seizures	Pediatrics
			Clotting	VTE	Elders
				DIC	Across lifespan
			Infection	Sepsis	Across lifespan
				RSV	Pediatrics
				UTI	Elders
				Cellulitis	Across the lifespan
				MRSA	Across the lifespan
			Perfusion	Heart Failure	Adults, Elders
				Acute Coronary Syndrome	
				Hypertension	
			Cognition	Mental Retardation/ Developmental Delay	Peds
				Delirium/ Dementia	Elders
				Alzheimer's	Elders
				Psychosis	Adults
			Behavior	Addictive behaviors	Adolescents/ Adults
				Violence behaviors/ child & elder abuse	Peds/ Elders

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Criterion 4.2   The end-of-program student learning outcomes are used to organize the curriculum, guide the delivery of instruction, and direct learning activities.

The UNM Taos/NMNEC end-of-program student learning outcomes (EOP SLOs) are as follows:

1. Engage in professional nursing practice that is patient-centered and culturally appropriate for individuals, families, and communities
2. Integrate principles of quality improvement and safety into nursing practice within healthcare organizations and systems
3. Deliver nursing care that is evidence-based.
4. Demonstrate leadership behaviors through the application of policies that apply to healthcare delivery.
5. Engage in effective interprofessional collaboration in the delivery of healthcare for quality patient outcomes.
6. Utilize technologies for the management of information and in the delivery of patient care.

The sequencing of the courses promotes the development of higher cognitive levels, addresses differing patient populations, and focuses on increasing complexities in patient care that are delivered in a variety of healthcare settings. Courses build to allow students to progress from novice to advanced beginner by the conclusion of the program, thus preparing them with the knowledge, skills, and attitudes necessary to become competent entry-level nurses. The following table shows the progression of end-of-program student learning outcomes.

Table 4.3 Progression of SLOs in the UNM-Taos Curriculum

PROGRESSION OF SLOs IN UNM-Taos CURRICULUM				
EOP SLOs **Upon successful completion of the UNM-Taos Nursing Program, the student will:**	**LEVEL ONE SLOs (Principles)**	**LEVEL TWO SLOs (Wellness)**	**LEVEL THREE SLOs (Chronic)**	**LEVEL FOUR SLOs (Acute)**
1 Engage in professional nursing practice that is patient-centered and culturally appropriate for individuals, families, and communities	Recognize their own values, beliefs, and attitudes related to health and wellness.	Recognize and assess diverse patients' values, beliefs, and attitudes related to health.	Incorporate diverse patient values, beliefs, and attitudes into plan of care for patients with chronic illness.	Integrate diverse patient values, beliefs, and attitudes into plan of care for patients with acute illness.
2 Integrate principles of quality improvement and safety into nursing practice within healthcare organizations and systems.	Recognize and identify safety issues and risks.	Apply safety measures to well patient populations.	Identify and interpret factors for improvement in safety and nursing practice.	Interpret and analyze factors and system contributions that impact the quality and safety of nursing practice.
3 Deliver nursing care that is evidence-based across the lifespan.	Introduce an evidence-based approach to their professional nursing practice across the lifespan.	Implement evidence-based practices in care of well populations across the lifespan.	Utilize an evidence-based practice approach to the delivery and evaluation of nursing care to chronically ill patients across the lifespan.	Integrate an evidence-based approach in the delivery and evaluation of nursing care to acutely ill patients across the lifespan.
4 Demonstrate leadership behaviors through the application of policies that apply to healthcare delivery.	Identify policies and procedures application to nursing practice in the healthcare delivery system.	Adhere to policies and procedures in healthcare delivery systems.	Utilize policies and procedures within the healthcare setting.	Evaluate the use of policies and procedures within the acute care setting.
5 Engage in effective inter-professional collaboration in the delivery of healthcare for quality patient outcomes.	Communicate to identify roles and values of the healthcare team.	Communicates with other healthcare providers to meet the needs of well patients.	Participate as a member of the healthcare team in the delivery of healthcare.	Effectively collaborate with the healthcare team in the delivery of patient care.
6 Utilize technologies for the management of information and in the delivery of patient care.	Access information and apply to patient scenarios.	Utilize informatics for well patient care.	Utilize appropriate technology for the delivery of nursing care to chronically ill patients.	Integrate use of appropriate technology for the delivery of nursing care to acutely ill patients.

Classroom activities are directly linked to the EOP SLOs and are driven by exemplars. A typical class will require the students to come prepared by pre-reading the assigned chapters. The faculty member will facilitate discussion on the topic, answering questions and setting the stage for the group activities. Students will then break out into groups and participate in collaborative learning to present an applied idea or to solve a problem. Generally, groups will have similar topics but not identical ones to promote comparison and contrasting of conditions or confounding factors. Additionally, instructors use a variety of teaching strategies including pop quizzes, concept mapping, and evolving case studies to enhance and enrich student learning.

Criterion 4.3   The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.

Faculty members participate in ongoing development, evaluation, and revision of the curriculum in order to ensure that nursing graduates of the ADN program achieve the desired learning outcomes and competencies. Regular curriculum review is accomplished by faculty through curriculum committee meetings and through as-needed program review sessions. Faculty evaluate the curriculum for rigor and currency based on data which includes NCLEX-RN pass rates, scores on nationally benchmarked specialty and exit exams (UNM-Taos uses ATI products), and relevant findings from the systematic plan of evaluation. More anecdotally, clinical performance issues can also spark changes. Faculty members use a combination of the data gathered to make educated decisions regarding the program.

The UNM-Taos faculty have been integral in the development of the NMNEC curriculum since its inception in 2009. Further, UNM-Taos has had faculty representation at most of the statewide NMNEC meeting since 2009. This can be substantiated by examining NMNEC meeting minutes which are available on a secure website. Usernames and passwords have been established for the ACEN site visitors. Faculty members have a strong sense of purpose and guidance in evaluating outcomes since evaluation is being driven at the state level. The NMNEC evaluation committee is tracking various data and the UNM-Taos faculty is better aligned to track its own data. A review of curriculum committee minutes shows faculty input, discussion, and implementation.

Criteron 4.4   The curriculum includes general education courses that enhance professional nursing knowledge and practice.

Nursing students are expected to take and pass a series of general education courses such as algebra, biology, chemistry, psychology and English composition, among others, prior to matriculation in the nursing program. The quality of these courses determines, in part, how successful the student will be in the nursing program, as they provide foundational knowledge needed for a deep understanding of nursing concepts and provide many of the necessary skills required for safe practice. A concrete example of this is application of the mathematical skills

needed for safe medication administration. Furthermore, the knowledge gained in general education courses, and the ability to apply this knowledge, is needed for competent performance on standardized exams, including the ATI® critical thinking exam administered at the start and completion of each cohort.

One of the most important aspects of the NMNEC curriculum hinges in the idea of common prerequisites. The Governor of New Mexico issued a directive to the Secretary for Higher Education to establish a statewide system of seamless transfer of nursing courses between institutions to be implemented as soon as possible. Prerequisite coursework for the NMNEC curriculum is standardized across all NMNEC schools, which was no simple task and required a high degree of investment, collaboration, and compromise by member schools.

Criterion 4.5   The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.

The mission of UNM-Taos is to provide comprehensive educational opportunities for students so they can participate in the world as creative individuals. The general education courses support the mission by providing a foundation in science and the humanities. These courses broaden the experience for the students in order to participate in the nursing curriculum.

Diversity is one of the core values of the UNM-Taos nursing program, and cultural, ethnic and socially diverse concepts are incorporated and evaluated throughout the curriculum. Students in the program are introduced to these concepts in Level 1 and the thread of caring for diverse populations is woven throughout the course content, culminating in the care of the complex patient. National health promotion and safety initiatives are implemented at the local and regional levels and worldwide implications are addressed. Integration of diversity in the didactic courses occurs via group work, lectures, and class discussions. Diversity is also incorporated in the clinical learning. Various clinical experiences provide student learning with diverse patient populations across the lifespan in residential, primary, acute, and community sites. The core value of diversity is evaluated through clinical rubrics, reflective journaling, plans of care, online discussions, and group work.

Criterion 4.6   The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice.

The statewide NMNEC faculty developed and implemented active learning strategies for the classroom and clinical setting. The concepts and exemplars chosen were based on data collected from HCUP-DRG, HCUP-CCS, and statistics from the World Health Organization, the Center for Disease Control, and Healthy New Mexicans 2020. Statistics are being collected by NMNEC as the different schools implement the curriculum and effectiveness is evaluated.

In designing the statewide nursing curriculum, revisions to the curriculum reflect educational theory, and recent recommendations to reform nursing education (IOM report). Faculty members have worked to identify teaching strategies that promote student learning and incorporate best education and nursing practice standards.

The NMNEC curriculum is strongly infused with teaching and learning objectives and competencies that relate to interprofessional collaboration. The structure and flow across the levels and courses is clear and progresses from simple to complex. The following table maps out various interprofessional competencies and objectives by course and level.

Table 4.4 Interprofessional Collaboration in EOP SLOs, Level SLOs, and Courses

Interprofessional Collaboration in EOP SLOs, Level SLOs, & Courses			
EOP SLO: Engage in effective inerprofessional collaboration in the delivery of healthcare for quality patient outcomes.			
Program Level	**Student Learning Outcome (SLO)**	**Course**	**Competencies and Objectives**
One	Communicate to identify roles and values of the healthcare team.	Principles of Nursing Practice	Identify or discuss the differences in the roles of healthcare team members
		Introduction to Nursing Concepts	Describe roles and values of nursing and members of the healthcare team.
Two	Communicates with other healthcare providers to meet the needs of patients.	Nursing Pharmacology	Identify methods for communication with the healthcare team related to pharmacotherapeutics.
		Health & Illness Concepts I	Explain the collaboration necessary related to the concepts/exemplars of the course.
		Assessment & Health Promotion	Demonstrate understanding of the nursing role within the interprofessional team.
			Communicate effectively with the interprofessional team members in order to initiate shared decision making.

Interprofessional Collaboration in EOP SLOs, Level SLOs, & Courses			
			Illustrate awareness of own strengths and limitations as a team member.
			Illustrate ability to work effectively as a team member.
			Use various communication styles appropriate to team member roles.
Three	Participate as a member of the healthcare team in the delivery of care.	Care of Patients with Chronic Conditions	Collaborate effectively with the interprofessional team, with guidance.
			Build on own strengths and compensate for limitations as a team member.
		Professional Nursing Concepts I	Determine how interactions of healthcare team members provide quality patient care.
		Health & Illness Concepts II	Examine how members of the health care team collaborate in the delivery of care related to selected concepts and exemplars.
Four	Effectively collaborate with the healthcare team in the delivery of patient care.	Clinical Intensive I	Use effective communication style with appropriate team members in care of patients with acute illness.
			Begin to integrate the collaborative role of the nurse effectively within the interprofessional team.
			Engage effectively in shared decision making to provide quality patient care.
			Create supportive relationships with team members to leverage diverse skills.

Interprofessional Collaboration in EOP SLOs, Level SLOs, & Courses			
			Demonstrate ability to function as a team member or leader.
		Health & Illness Concepts III	Differentiate the multiple roles of the healthcare team related to the concepts and exemplars of the course.
		ADN Capstone	Apply leadership and management skills as evidenced by proper delegation, conflict resolution, time management, and appropriate coordination of patient care.
			Coordinate the activities with a multidisciplinary team to maximize optimal patient outcomes across the lifespan.

Criterion 4.7 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of the end-of-program student learning outcomes.

Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of student learning and program outcomes. Bloom's taxonomy is used to guide evaluation that increases in complexity throughout the program, transitioning from remembering to creating. The nursing faculty is aware that each classroom is comprised of students with varied learning styles. The faculty addresses the varied learning styles by utilizing different instruction and evaluation strategies in the classroom. Evaluation methods include; multiple choice and alternate format examination questions, ATI computerized testing, return demonstrations, written assignments, journaling, student presentations, poster projects, clinical check offs, rubrics for written and clinical work and clinical evaluation, and end of the semester essential course completion tools. With the variety of assessment methods, Bloom's three domains of learning are incorporated: psychomotor, cognitive and affective.

Examinations comprise the major component of the classroom grade and consist primarily of multiple-choice and alternate item format questions. Examinations are correlated to the student learning outcomes, core and sub concepts, and are guided by the National Council Licensure Examination for Registered Nurses test plan. Students are given immediate feedback

on their performance. Students who do not achieve a passing score are encouraged to remediate and utilize the Nurse Logic component of Assessment Technologies Institute. Exam scores are posted on UNM Learn for student's accessibility and privacy. Rubrics provide the basis for the evaluation of the clinical experience. These experiences are molded to reflect core competencies of the nursing program. Standardized testing is used throughout the course of study with expected benchmarks.

Assessment Technologies Institute is utilized for student learning and program benchmarking and evaluation. The results are compared with the knowledge base of other students nationally. This information is valuable in evaluating teaching of course content as well as student performance. Students receive a printout stressing strong and weak areas in the course content. This program utilizes specific course content mastery, skills tutorials, review modules, practice and proctored exams with remediation as effective supplements to student learning. Faculty members are able to obtain both individual and group test results. A master's prepared nursing educator from the Assessment Technologies Institute reviews the Comprehensie Predictor results and presents an individualized review for the student to ensure success on the National Council Licensure Examination for Registered Nurses exam for each cohort.

Instructors assess student performance in clinical using both formative and summative evaluation tools. Students also partake in self-evaluations and clinical reflection activities. Further, as part of the NMNEC evaluation process, students complete anonymous surveys at the end of each term; one for each course completed and one as a reflection on the level as a whole. Faculty members also provide data to NMENC each term in a course report that includes final grade spread, a narrative analysis of outcome competencies, common core measures, and narrative analysis of how course objectives were met. Overall programmatic adaptations will be based on information from individual schools as well as aggregate data across schools. Examples of these evaluation tools can be found at the NMNEC website, under each level's evaluation documents tab.

Criterion 4.8   **The total number of credit/quarter hours required to complete the defined nursing program of study is congruent with the attainment of the identified end-of-program student learning outcomes and program outcomes, and is consistent with the policies of the governing organization, the state, and the governing organization's accrediting agency.**

It is important to provide transparency and consistency to allow students to easily compare time and costs related to the program. UNM-Taos recognizes that requirements among community colleges vary much more than among four-year institutions. According to a 2009 report by Complete College America, a national nonprofit organization whose mission is to increase the number of Americans with quality college education, nursing programs are listed among college programs with very high median credit hour requirements, at greater than 67 credit hours. While some states have passed legislation limiting the number of credit hours

colleges can require for associate degrees, an online search has shown that most associate degree nursing programs have either 1) not met the restrictions or 2) have met the restrictions by changing the number of clinical hours to credits earned.

The nursing program is designed in a progressive manner so that each semester builds on and reinforces the knowledge and skills of the previous semester. Our didactic and credit hours reflect compliance with the governing organization. The number of prerequisite credit hours at UNM-Taos is higher than that required by the NMNEC curriculum. This is due to the fact that students within the UNM system, including main campus in Albuquerque and all four branch campuses, must complete a UNM core curriculum that includes, among other things, two semesters (6 credits) of English composition (the NMNEC curriculum requires 3 credits of English), a 3 credit math prerequisite for Chemistry (the NMNEC curriculum does not require math), and pre-requisite requirements of biology and chemistry for Anatomy and Physiology. One can see that the stacking and sequencing of these courses at UNM Taos leads to the final credit hour requirement of 71 – 73 credits. Students are able to COMPASS test (demonstrate proficiency) out of the requirement for Algebra.

The UNM Taos traditional curriculum previously in place required students to complete between 80 and 83 credits. The current NMNEC curriculum reduces that to a requirement for 71 -74 credit hours.

Table 4.5 Comparison of Credit Hours in Traditional versus NMNEC Curricula

	Traditional	CREDIT HOURS	NMNEC	CREDIT HOURS
PRE- OR CO-REQS	ENGL 110 COMPOSITION I PSY 105 GENERAL PSYCHOLOGY BIOL 123/124L BIOL FOR HEALTH SCIENCES CHEM 111 GENERAL CHEMISTRY & LAB BIOL 237/247L ANATOMY & PHYSIOLOGY MATH 101/102/103 ALGEBRA/Proficiency HCHS 111 MEDICAL TERMINOLOGY NUTR 244 HUMAN NUTRITION	3 3 4 4 4 3/0 3 3	ENGL 110 COMPOSITION I PSY 105 GENERAL PSYCHOLOGY BIOL 123/124L BIOL FOR HEALTH SCIENCES CHEM 111L GENERAL CHEMISTRY & LAB BIOL 237/247L ANATOMY & PHYSIOLOGY I MATH 101/102/103 ALGEBRA/Proficiency NURS 239 PATHOPHYSIOLOGY I PSYCH 220 DEVELOPMENTAL PSYCH BIOL 238/248L ANATOMY & PHYSIOLOGY II ENGL 120 COMPOSITION II	3 3 4 4 4 3/0 4 3 4 3
LEVEL 1 NURSING	NURS 112 FUNDAMENTALS NURS 110 PROFESSIONAL DEVELOPMENT HCHS 125 PHARMACOLOGY BIOL 238/248L ANATOMY & PHYSIOLOGY II	8 1 3 4	NURS 202 INTRODUCTION TO NURSING CONCEPTS NURS 204L PRINCIPLES OF NURSING PRACTICE NURS 238 PHARMACOLOGY	3 4 3
LEVEL 2 NURSING	NURS 130 MEDICAL SURGICAL NURSING I NURS 131 MENTAL HEALTH NURSING PSYCH 220 DEVELOPMENTAL PSYCH	5 4 3	NURS 251 HEALTH & ILLNESS CONCEPTS I NURS 203 HEALTH CARE PARTICIPANT NURS 221L ASSESSMENT & HEALTH PROMOTION	3 3 3
LEVEL 3 NURSING	NURS 230 WOMEN'S HEALTH NURSING NURS 232 PEDIATRIC NURSING NURS 234 MEDICAL SURGICAL NURSING II ENGL 102 COMPOSITION II	4 4 5 3	NURS 252 HEALTH & ILLNESS CONCEPTS II NURS 291 PROFESSIONAL NURSING CONCEPTS NURS 222L CARE PATIENTS CHRONIC CONDITIONS	3 3 4
LEVEL 4 NURSING	NURS 243 MEDICAL SURGICAL NURSING III NURS 242L NURSING PRACTICUM NURS 245 PROFESSIONAL SEMINAR	9 2 1	NURS 253 HEALTH & ILLNESS CONCEPTS III NURS 258L CLINICAL INTENSIVE I NURS 219 ADN CAPSTONE	4 4 2
CREDITS		80-83		71 – 74

Criterion 4.9   Student clinical experiences and practice learning environments are evidence-based; reflect contemporary practice and nationally established patient health and safety goals; and support the achievement of the end-of-program student learning outcomes.

Practice learning environments for each level, including clinical sites, are carefully selected by nursing faculty to assist students in meeting the end-of-program SLOs and competencies established for each course. The available clinical experiences are diverse and allow students opportunities to provide care to patients across the lifespan. In addition to clinical experiences in various community agencies, students have simulation experiences designed to meet course objectives in the simulation laboratory on campus.

Before attending clinicals, students are required to be congruent with clinical agency requirements which include a criminal background check, a urine drug screen, current vaccinations, a CPR card, and completion of site-specific computer training and additional training modules, if decreed. Student lists are provided to these partners up to six weeks before clinicals begin.

Students spend the first semester of the program predominantly on campus learning basic skills. Medication administration includes not only oral, inhaled, ophthalmic, aural, rectal, vaginal, and topical medications but also intradermal, subcutaneous, and intramuscular injections. Students learn environmental assessment and therapeutic communication techniques as well as professional identity. Safety is also a dominant theme. After this on-campus experience, students move into long-term care, acute care, school, and childcare facilities to apply what they have learned to individuals with complex but stable needs. Simulations scheduled for this semester are medication administration with latent error and providing for safety with a patient who is a fall risk.

The second semester finds the cohort predominantly on-campus learning simple and complex assessment techniques across the lifespan. Students manage a post-partum hemorrhage in simulation as well as managing post-traumatic stress disorder with a veteran. They then move through a number of clinical sites including long-term care, community clinics, acute care, and school-based health clinics, to get hands-on experience across the lifespan. Students in the first NMNEC cohort will be in these clinicals at the time of the ACEN site visit.

Levels three and four have yet to be delivered. Level three is the semester where students spend increasing time in an acute care facility. It is anticipated that students in this level will start slowly but then gain skills and confidence in an expedient manner. These students will also experience pediatric asthma, a hypoglycemic event, and a code blue in simulation lab during this term. Level four students will again continue in an acute care facility for the

majority of the term. The last weeks of the semester will be in seminar and preceptorship, which will be administered in much the same way as it was in the traditional curriculum.

The EOP SLOs for the NMNEC curriculum are correlated with the QSEN model. The following table highlights the congruence between the EOP SLOs and the QSEN competencies. Further, each of the clinical competencies is also based on the QSEN model of knowledge, skills, and attitudes (KSAs).

Table 4.6 Congruence Between UNM-Taos SLOs and QSEN Competencies

Congruence Between UNM-Taos SLOs and QSEN Competencies	
UNM-Taos SLOs	**QSEN Competencies**
Patient-Centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.	**Patient-Centered Care**: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.
Teamwork and Collaboration: Function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.	**Teamwork and Collaboration:** Function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
Evidence-Based Practice: Integrate best current evidence with clinical expertise and patient/family preferences and values for the delivery of optimal health care.	**Evidence-Based Practice:** Integrate best current evidence with clinical expertise and patient/family preferences and values for the delivery of optimal health care.
Safety: Minimize risk of harm to patients and providers through both system effectiveness and individual performance.	**Safety:** Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
Informatics: Use information and technology to communicate, manage knowledge, mitigate errors, ad support decision making	**Informatics:** Use information and technology to communicate, manage knowledge, mitigate errors, ad support decision making

Students are evaluated on these criteria in both the classroom and clinical settings. Further, every concept is developed with the KSAs and QSEN in mind. The following table shows an extraction of the concept workup for the Mega Concept of Safety.

Table 4.7 Congruence between the Mega Concept of Safety and evidence-based, contemporary practice and nationally established patient health and safety goals.

Congruence between the Mega Concept of Safety and evidence-based, contemporary practice and nationally established patient health and safety goals.	
Concept Definition	A process of ongoing risk assessment in the delivery of health care to minimize risk of harm to patients and providers.
Scope and Categories	The scope of safety in health care ranges from the safe execution of specific procedures and tasks to health care system variables that impact the occurrence of errors in health care. There are four categories of errors that impact patient safety: 1) Diagnostic errors: Result from delay in diagnosis, failure to employ indicated tests, use of outmoded tests, or failure to act on the results of monitoring and testing. 2) Treatment errors: Occur in the performance of an operation, procedure, or test; in the administration of a treatment; in the dose or method of administering a drug; or in avoidable delay in treatment or in responding to an abnormal test result. 3) Preventive errors: Occur when there are failures to provide any of the following: prophylactic treatment, adequate monitoring, or follow-up treatment. 4) Communication errors: Occur from failure of communication.
Impact of errors on patient safety	Adverse event Near miss Sentinel event
Attributes and Criteria	Just Culture Transparency in Health Care (IOM) Nursing Sensitive Indicators (NDNQI)
Theoretical Links	Human factors Crew resource management High-reliability organizations
Context to Nursing/Healthcare	
Knowledge	Being knowledgeable in the safe delivery of care utilizing the safety measures that are in place. Nurses need to be able to : Safely execute nursing interventions

Congruence between the Mega Concept of Safety and evidence-based, contemporary practice and nationally established patient health and safety goals.	
	Describe the benefits and limitations of selected safety-enhancing techniques (e.g., bar codes, alerts/alarms, medication pumps)
	Utilize effective strategies to reduce reliance on memory (e.g., checklists)
	Recognize factors that create a risk for errors in the diagnostic, preventive, treatment, and communication categories.
	Describe factors that create a culture of safety (e.g., open communication strategies, organization error reporting systems).
	Understand the processes used in understanding the causes of errors and allocation of responsibility and accountability (e.g., root cause analysis (RCA), failure mode effects analysis (FMEA)).
Skills	Ability to utilize tools that contribute to safer systems and delivery of care. Nurses need to be able to: Maintain responsibility for patient safety in their own individual practice while contributing to the development of safer systems . Effectively use technology and standardized practices that support safety and quality. Effectively use strategies that reduce the risk of harm to self or others. Communicate observations of concerns related to hazards and errors to patients, families, and the health care team.
Attitudes	Nurses' personal and professional attitudes are instrumental in shaping their nursing practice. Nurses need to be able to: Value their own role in preventing errors. Realize the difference that one person can make in prevention, even for one patient and family. Develop an attitude of collaboration to work across the health care team to assure safe coordination of care.
Point of Care Exemplars	Nursing Sensitive Indicators

Congruence between the Mega Concept of Safety and evidence-based, contemporary practice and nationally established patient health and safety goals.	
	Medication administration
	Falls prevention
	Prevention of decubitus ulcers
System Exemplars	National Patient Safety Goals
	QSEN – Safety competencies.

All concepts (nearly forty in total) follow this format and are available for viewing on the NMNEC website.

Criterion 4.10 Written agreements for clinical practice agencies are current, specify expectations for all parties, and ensure protection of students.

Currently, clinical contracts are in place (or pending) for 22 different agencies to provide external locations for clinical experiences for UNM Taos students. These include acute care, clinic, psychiatric, community health, long-term care, primary care, dialysis, women's health, and school based care. All clinical sites are within Taos County with the exception of the Behavioral Health Institute in San Miguel County approximately 75 miles away. Students do not compete for clinical placement in Taos County. At the end of each clinical site rotation, students complete an evaluation form (Exhibit 1.2d). Faculty discusses these evaluations to determine the appropriateness of the sites for future inclusion for clinical experiences. Facilities are also viewed in terms of their ability to provide experiences that allow students to meet their clinical objectives.

Clinical Affiliation Agreements are reviewed and approved by the UNM Legal Counsel on the main campus in Albuquerque. They are reviewed annually by both the nursing program and agency staff, as necessary. Written agreements with the clinical agencies specify the expectations and responsibilities for all parties, and ensure protection of students. To date, all Clinical Affiliation Agreements are current and may be terminated by either party with sixty days' notice or date indicated. The following table shows UNM-Taos clinical agency affiliation agreement status.

Table 4.8 Clinical Agency Affiliations

Clinical Agency	Term and Termination	Level Used	Clinicals Experienced
Behavioral Health Institute	Renewed with each cohort as per New Mexico Department of Health policy	2 (traditional) TBD (NMNEC)	Mental Health
Community Against Violence	1/21/10 until termination with 60 days' notice	2 (traditional) TBD (NMNEC)	Mental Health
Community Wellness Center	5/25/10 until termination	3 (traditional)	Pediatrics

Clinical Agency	Term and Termination	Level Used	Clinicals Experienced
(Teambuilder's)	with 60 days' notice	TBD (NMNEC)	
DCI Dialysis Clinic	Renewed with each cohort as per Dialysis Clinics Incorporated policy	3 (traditional) TBD (NMNEC)	Med Surg 11
Dreamtree	4 /13/11 until termination with 60 days' notice	2 (traditional) TBD (NMNEC)	Mental Health
Family Practice Associates of Taos	5/25/10 until termination with 60 days' notice	3,4 (traditional) TBD (NMNEC)	Pediatrics
Holy Cross Hospital	10/7/09 until termination with 60 days' notice	2,3,4 (traditional) 1 and TBD (NMNEC)	Med Surg Women's Health, Nursing Practicum
Little Bug Child Development Center	5/25/10 until termination with 60 days' notice	3 (traditional) TBD (NMNEC)	Pediatrics
Los Angelitos (Early Childhood Development)	5/24/10 until termination with 60 days' notice	3 (traditional) TBD (NMNEC)	Pediatrics
Mountain Home Health Care	5/25/10 until termination with 60 days' notice	3,4 (traditional) TBD (NMNEC)	Med Surg Level 2 and Nursing Practicum
Noah's Ark Child Development Center	5/24/10 until termination with 60 days' notice	3 (traditional) TBD (NMNEC)	Pediatrics
Taos Clinic for Children and Youth	7/1/10 until termination with 60 days' notice	3,4 (traditional) TBD (NMNEC)	Pediatrics
Taos Detox Center	1/19/10 until termination with 60 days' notice	2 (traditional) TBD (NMNEC)	Mental Health
Taos Living Center	10/5/09 until termination with 60 days' notice	1.4 (traditional) 1 and TBD (NMNEC)	Fundamentals
Taos Municipal School System-Taos High School	7/1/10 until termination with 60 days' notice	3,4 (traditional) TBD (NMNEC)	Pediatrics, Nursing Practicum
Taos Municipal School System – Enos Garcia Elementary School		3 (traditional) 1 and TBD (NMNEC)	Pediatrics
Taos Municipal School System-Ranchos Elementary School	6/8/11 until termination with 60 days' notice	3 (traditional) TBD (NMNEC)	Pediatrics
El Centro Family Health and School-Based Clinics	Pending	TBD (NMNEC)	Community Heatlh Pediatrics
Taos Public Health Department	4/26/10 until termination with 60 days' notice	2,3,4 (traditional) TBD (NMNEC)	Med Surg Level 2 and Nursing Practicum
Tri County Community Mental Health Services	1/19/10 until termination with 60 days' notice	2,4 (traditional) TBD (NMNEC)	Mental Health
UNM-Taos Kid's Campus	5/24/10 until termination with 60 days' notice	3 (traditional) 1 and TBD (NMNEC)	Pediatrics
Women's Health Institute	5/25/10 until termination with 60 days' notice	3,4 (traditional) TBD (NMNEC)	Women's Health, Nursing Practicum

Criterion 4.11. Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the end-of-program student learning outcomes.

Courses in the UNM - Taos nursing program measure SLOs through a variety of learning activities, instructional materials, and evaluation methodologies that are appropriate for the delivery format and that reflect professional and practice standards. These methods are driven by specific course curricular concepts, competencies, and clinical experiences. Methods include unit exams, nationally benchmarked standardized exams, quizzes, case studies, simulations, group projects, nursing process activities, weekly clinical reflections, and observed clinical performance.

All courses measure theory knowledge using examinations composed of various NCLEX style questions. Examination scores are combined with other evaluative methods that are incorporated into the final course grade. Students must achieve an overall grade of 77% or better to progress to the next level as well as achieve satisfactory clinical performance.

Students utilize online resources, predominantly through ATI. This provides learning opportunities in specific content areas, provides comparative nationally normed data, offers students focused remediation and review strategies for success, and provides information for faculty to effectively evaluate the program.

The following **Table 4.9** illustrates the organization and relationship between program outcomes, core values, student learning outcomes, learning activities, and evaluation methods for all nursing courses.

NURS 202
INTRODUCTION TO NURSING CONCEPTS (3 credit hours)
This course introduces the nursing student to the concepts of nursing practice and conceptual learning.

CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
Provider of Care			
• **Caring** • Diversity • Communication • **Nursing Process** • **Professionalism**	• Identify sources for evidence-based practice. • Identify the difference between traditional or routine and evidence-based approaches to care. • Identify evidence-based protocols and/or pathways used in nursing care.	• Lecture/videos • Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work • Games • I-clickers • Case study • Literature search • Role play	• Didactic examinations • ATI proctored exams • Group project • Role play • Case study • Concept map • Reflective journaling • Class Presentation • Paper
Manager of Care			
• Caring • **Diversity** • Communication • Nursing Process • **Professionalism**	• Recognize the need for health care access of diverse populations. • Identify information sources for healthcare policy.	• Lecture/videos • Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work • Games • I-clickers • Case study • Literature search • Role play	• Didactic examinations • ATI proctored exams • Group project • Role play • Case study • Concept map • Reflective journaling • Class Presentation • Paper
Professional Identity			

NURS 202
INTRODUCTION TO NURSING CONCEPTS (3 credit hours)
This course introduces the nursing student to the concepts of nursing practice and conceptual learning.

CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
• **Caring** • Diversity • **Communication** • Nursing Process • **Professionalism**	• Recognize one's own values, beliefs, and attitudes. • Define scope of practice in various education/practice environments. • Describe ethics in relation to healthcare. • Demonstrate effective collaboration with peers and faculty. • Demonstrate effective communication with peers and faculty.	• Lecture/videos • Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work • Games • I-clickers • Case study • Literature search • Role play	• Didactic examinations • ATI proctored exams • Group project • Role play • Case study • Concept map • Reflective journaling • Class Presentation • Paper

NURS 204L PRINCIPLES OF NURSING PRACTICE (4 credit hours)
This course introduces the nursing student to the application of concepts through clinical skills in seminar, laboratory, and/or the clinical setting. The course focuses on the principles of communication, assessment, safety, and specific nursing interventions including accurate calculation, measurement, and administration of medications.

CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
Provider of Care			
• **Caring** • **Diversity** • **Communication** • **Nursing Process** • **Professionalism**	• Identify potentially harmful situations. • Identify near-misses and clinical errors. • Perform identified skills to promote patient safety. • Perform medication administration safely and accurately. • Verbalize awareness of patient/family	• Lecture/videos • Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work	• Didactic examinations • ATI proctored exams • Group project • Role play • Case study • Concept map • Reflective journaling

NURS 204L PRINCIPLES OF NURSING PRACTICE (4 credit hours)

This course introduces the nursing student to the application of concepts through clinical skills in seminar, laboratory, and/or the clinical setting. The course focuses on the principles of communication, assessment, safety, and specific nursing interventions including accurate calculation, measurement, and administration of medications.

CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
	preferences and values. • Identify interpersonal communication styles for the situation. • Identify appropriate advocacy role related to patient safety using nursing interventions. • Document interventions using available technology. • Select appropriate equipment for use in patient care.	• Games • I-clickers • Case study • Literature search • Simulation • Role play • Skills lab • Clinical practice	• Class Presentation • Paper • Clinical evaluation rubric • Skill competencies demonstration • Post-conference • Simulation de-briefing
Manager of Care			
• Caring • Diversity • Communication • Nursing Process • **Professionalism**	• Identify or discuss the differences in the roles of health care team members.	• Lecture/videos • Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work • Games • I-clickers • Case study • Literature search • Simulation • Role play • Skills lab • Clinical practice	• Didactic examinations • ATI proctored exams • Group project • Role play • Case study • Concept map • Reflective journaling • Class Presentation • Paper • Clinical evaluation rubric • Skill competencies demonstration • Post-conference • Simulation de-briefing
Professional Identity			
• Caring	• Express one's own values, beliefs, and attitudes	• Lecture/videos	• Didactic examinations

NURS 204L PRINCIPLES OF NURSING PRACTICE (4 credit hours)

This course introduces the nursing student to the application of concepts through clinical skills in seminar, laboratory, and/or the clinical setting. The course focuses on the principles of communication, assessment, safety, and specific nursing interventions including accurate calculation, measurement, and administration of medications.

CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
• Diversity • **Communication** • Nursing Process • **Professionalism**	in a respectful manner. • Identify and compare various communication styles • Demonstrate effective collaboration with peers in the learning environment. • Demonstrate effective communication with peers and faculty. • Identify own areas for personal and professional growth.	• Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work • Games • I-clickers • Case study • Literature search • Simulation • Role play • Skills lab • Clinical practice	• ATI proctored exams • Group project • Role play • Case study • Concept map • Reflective journaling • Class Presentation • Paper • Clinical evaluation rubric • Skill competencies demonstration • Post-conference • Simulation de-briefing

NURS 203 HEALTH CARE PARTICIPANT (3 credit hours)

This course introduces the nursing student to the attributes of the health care participant as an individual, a family, or a community.

CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
Provider of Care			
• Caring • **Diversity** • **Communication** • **Nursing Process** • Professionalism	• Identify values, beliefs, and attitudes towards health and illness of the health care participant. • Describe the protective and predictive factors which influence the health of families, groups, communities, and populations. • Describe the use of information and	• Lecture/videos • Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams	• Didactic examinations • ATI proctored exams • Group project • Role play • Case study • Concept map

NURS 203 HEALTH CARE PARTICIPANT (3 credit hours) This course introduces the nursing student to the attributes of the health care participant as an individual, a family, or a community.			
CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
	communication technologies in preventive care.	• Group/team work • Games • I-clickers • Case study • Literature search • Role play	• Reflective journaling • Class Presentation • Paper
Manager of Care			
• **Caring** • Diversity • Communication • **Nursing Process** • **Professionalism**	• Describe the use of evidence-based practices to guide health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow-up throughout the lifespan. • Examine the health care and emergency preparedness needs of the local community and state of New Mexico. • Identify clinical prevention and population-focused interventions with attention to effectiveness, efficiency, cost-effectiveness, and equity.	• Lecture/videos • Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work • Games • I-clickers • Case study • Literature search • Role play	• Didactic examinations • ATI proctored exams • Group project • Role play • Case study • Concept map • Reflective journaling • Class Presentation • Paper
Professional Identity			
• Caring • **Diversity** • **Communication** • Nursing Process • Professionalism	• Articulate the role of nursing in relation to the health of vulnerable populations and elimination of health disparities.	• Lecture/videos • Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work • Games	• Didactic examinations • ATI proctored exams • Group project • Role play • Case study • Concept map • Reflective journaling • Class Presentation

NURS 203 HEALTH CARE PARTICIPANT (3 credit hours)			
This course introduces the nursing student to the attributes of the health care participant as an individual, a family, or a community.			
CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
		• I-clickers • Case study • Literature search • Role play	• Paper

NURS 221L ASSESSMENT AND HEALTH PROMOTION (4 credit hours)			
This course introduces the nursing student to the assessment of and the health promotion for the health care participant as an individual, a family, or a community. This course uses seminar, laboratory, and/or clinical settings.			
CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
Provider of Care			
• **Caring** • **Diversity** • **Communication** • **Nursing Process** • **Professionalism**	• Identify patient's values, beliefs, and attitudes. • Effectively communicate patient's values, preferences, and expressed needs. • Anticipate, identify, and eliminate potentially harmful situations in a wellness setting with guidance. • Implement evidence-based procedures to reduce harm, promote safety, and improve care in a wellness setting with guidance. • Describe the relationship between evidence and clinical practice. • Assess outcomes of care using evidence-based approaches, with guidance. • Demonstrate knowledge of evidence-based protocols/pathways when providing nursing care. • Advocate health promotion for healthcare	• Lecture/videos • Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work • Games • I-clickers • Case study • Literature search • Simulation • Role play • Skills lab • Clinical practice	• Didactic examinations • ATI proctored exams • Group project • Role play • Case study • Concept map • Reflective journaling • Class Presentation • Paper • Clinical evaluation rubric • Skill competencies demonstration • Post-conference • Simulation de-briefing

NURS 221L ASSESSMENT AND HEALTH PROMOTION (4 credit hours)			
This course introduces the nursing student to the assessment of and the health promotion for the health care participant as an individual, a family, or a community. This course uses seminar, laboratory, and/or clinical settings.			
CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
	consumers. • Demonstrate planning and documentation of nursing care using available technology in health promotion settings. • Identify appropriate resources that will aid patients in continuing wellness or decreasing exacerbations of diseases. • Safely operate appropriate technology in the wellness setting.		
Manager of Care			
• Caring • Diversity • **Communication** • Nursing Process • **Professionalism**	• Identify system contributions to clinical errors and near misses in a wellness setting with guidance. • Use various communication styles appropriate to team member roles. • Communicate effectively with the inter-professional team members in order to initiate shared decision-making. • Illustrate awareness of own strengths and limitations as a team member. • Illustrate ability to work effectively as a team member.	• Lecture/videos • Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work • Games • I-clickers • Case study • Literature search • Simulation • Role play • Skills lab • Clinical practice	• Didactic examinations • ATI proctored exams • Group project • Role play • Case study • Concept map • Reflective journaling • Class Presentation • Paper • Clinical evaluation rubric • Skill competencies demonstration • Post-conference • Simulation de-briefing
Professional Identity			
• Caring • **Diversity**	• Recognize the need for health care access related to diverse populations.	• Lecture/videos • Assigned reading	• Didactic examinations • ATI proctored exams

NURS 221L ASSESSMENT AND HEALTH PROMOTION (4 credit hours)			
This course introduces the nursing student to the assessment of and the health promotion for the health care participant as an individual, a family, or a community. This course uses seminar, laboratory, and/or clinical settings.			
CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
• **Communication** • Nursing Process • **Professionalism**	• Illustrate scope of practice within assigned education/practice environments. • Identify resources related to healthcare policy, finance, and regulatory environments. • Identify ethical issues within assigned education or practice environments. • Demonstrate understanding of the nursing role within an inter-professional team.	• Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work • Games • I-clickers • Case study • Literature search • Simulation • Role play • Skills lab • Clinical practice	• Group project • Role play • Case study • Concept map • Reflective journaling • Class Presentation • Paper • Clinical evaluation rubric • Skill competencies demonstration • Post-conference • Simulation de-briefing

NURS 251 HEALTH AND ILLNESS CONCEPTS I (3 credit hours)			
This course will focus on health and illness concepts across the lifespan, with the focus on wellness and common variants. Concepts covered are related to homeostasis/regulation, sexuality/reproductive, protection/movement, and emotional processes.			
CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
Provider of Care			
• **Caring** • Diversity • Communication • **Nursing Process** • Professionalism	• Describe the scope, risk factors, physiologic processes, attributes, and clinical management of selected concepts and exemplars across the lifespan. • Discuss evidence-based practices and health care standards of care related to	• Lecture/videos • Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work	• Didactic examinations • ATI proctored exams • Group project • Role play • Case study • Concept map • Reflective journaling

NURS 251 HEALTH AND ILLNESS CONCEPTS I (3 credit hours)
This course will focus on health and illness concepts across the lifespan, with the focus on wellness and common variants. Concepts covered are related to homeostasis/regulation, sexuality/reproductive, protection/movement, and emotional processes.

CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
	the concepts/exemplars of the course. • Integrate considerations of normal physiology and healthy adaptations into nursing practice of patients across the lifespan.	• Games • I-clickers • Case study • Literature search • Role play	• Class Presentation • Paper
Manager of Care			
• Caring • Diversity • **Communication** • Nursing Process • **Professionalism**	• Explain the collaboration necessary related to the concepts/exemplars of the course.	• Lecture/videos • Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work • Games • I-clickers • Case study • Literature search • Role play	• Didactic examinations • ATI proctored exams • Group project • Role play • Case study • Concept map • Reflective journaling • Class Presentation • Paper
Professional Identity			

NURS 251 HEALTH AND ILLNESS CONCEPTS I (3 credit hours)

This course will focus on health and illness concepts across the lifespan, with the focus on wellness and common variants. Concepts covered are related to homeostasis/regulation, sexuality/reproductive, protection/movement, and emotional processes.

CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
• Caring • Diversity • Communication • Nursing Process • **Professionalism**	• Utilize informatics and resources related to the concepts/exemplars of the course.	• Lecture/videos • Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work • Games • I-clickers • Case study • Literature search • Role play	• Didactic examinations • ATI proctored exams • Group project • Role play • Case study • Concept map • Reflective journaling • Class Presentation • Paper

NURS 222L CARE OF PATIENTS WITH CHRONIC CONDITIONS (4 credit hours)

The focus of this course is to provide safe, evidence-based nursing care for patients with chronic conditions, across the lifespan, in a variety of settings. This course builds upon curricular concepts. This course is a combination of lab and clinical.

CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
Provider of Care			
• **Caring** • **Diversity** • **Communication** • **Nursing Process** • Professionalism	• Apply patient's values, beliefs, and attitudes to the patient's plan of care. • Using effective communication, apply the patient's expressed values, beliefs, and attitudes to nursing care. • Anticipate, identify, and eliminate potentially harmful situations in nursing the patient with chronic illness.	• Lecture/videos • Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work • Games	• Didactic examinations • ATI proctored exams • Group project • Role play • Case study • Concept map • Reflective journaling • Class Presentation

	• Implement evidence-based procedures to reduce harm, promote safety, and improve care in nursing the patient with chronic illness, with guidance. • Apply evidence in providing care to patients with chronic health problems. • Identify patient/family preferences and values and their effect on the delivery of optimal care. • Assess outcomes of care when using evidence-based approaches. • Implement evidence-based protocols/pathways when providing nursing care. • Demonstrate clinical competency in care delivery to the chronic patient in lab and practice settings. • Advocate for patients with chronic illness. • Document planning, implementation, and evaluation of nursing care of patients with chronic illness using available technology. • Incorporate health care resources in sharing health information with patients with chronic illness. • Safely operate appropriate technology in the delivery of care to chronically ill patients.	• I-clickers • Case study • Literature search • Simulation • Role play • Skills lab • Clinical practice	• Paper • Clinical evaluation rubric • Skill competencies demonstration • Post-conference • Simulation de-briefing
Manager of Care			
• Caring • Diversity • **Communication**	• Identify health care resources for diverse patient populations at the local, regional, and national levels.	• Lecture/videos • Assigned reading • Discussion	• Didactic examinations • ATI proctored exams • Group project

• Nursing Process • **Professionalism**	• Identify factors present in clinical settings that promote or hinder a culture of safety and caring. • Interpret and evaluate system contributions and staff response to clinical errors and near misses in nursing the patient with chronic illness, with guidance. • Use effective communication style with team members in care of patients with chronic illness. • Collaborate effectively within the inter-professional team, with guidance.	• Learning modules • ATI tutorials • ATI practice exams • Group/team work • Games • I-clickers • Case study • Literature search • Simulation • Role play • Skills lab • Clinical practice	• Role play • Case study • Concept map • Reflective journaling • Class Presentation • Paper • Clinical evaluation rubric • Skill competencies demonstration • Post-conference • Simulation de-briefing
Professional Identity			
• Caring • Diversity • Communication • Nursing Process • **Professionalism**	• Analyze gaps between local/clinical site and best practice and system factors that support or hinder adoption of best practices. • Identify how healthcare policy, finance, and regulatory environments relate to the care of patients with chronic illness. • Build on own strengths and compensate for limitations as a team member. • Recognize leadership behaviors and begin to incorporate these behaviors into nursing practice.	• Lecture/videos • Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work • Games • I-clickers • Case study • Literature search • Simulation • Role play • Skills lab • Clinical practice	• Didactic examinations • ATI proctored exams • Group project • Role play • Case study • Concept map • Reflective journaling • Class Presentation • Paper • Clinical evaluation rubric • Skill competencies demonstration • Post-conference • Simulation de-briefing

NURS 252 HEALTH AND ILLNESS CONCEPTS II (3 credit hours)

This course will cover health and illness concepts across the lifespan. Concepts covered are related to oxygenation and hemostasis, homeostasis and regulation, protection and movement, and cognitive and behavioral processes.

CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
Provider of Care			
• **Caring** • Diversity • Communication • Nursing Process • Professionalism	• Relate the scope, risk factors, physiologic processes, attributes, and clinical management of selected concepts and exemplars across the lifespan. • Apply selected health and illness concepts to the nursing care of patients across the lifespan. • Examine how members of the health care team collaborate in the delivery of care related to selected concepts and exemplars.	• Lecture/videos • Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work • Games • I-clickers • Case study • Literature search • Simulation • Role play	• Didactic examinations • ATI proctored exams • Group project • Role play • Case study • Concept map • Reflective journaling • Class Presentation • Paper
Manager of Care			
• **Caring** • Diversity • **Communication** • Nursing Process • **Professionalism**	• Investigate evidence-based practice, standards of nursing care, and factors to improve safety related to selected concepts and exemplars. • Examine how members of the health care team collaborate in the delivery of care related to selected concepts and exemplars.	• Lecture/videos • Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work • Games • I-clickers • Case study • Literature search • Role play	• Didactic examinations • ATI proctored exams • Group project • Role play • Case study • Concept map • Reflective journaling • Class Presentation • Paper
Professional Identity			

NURS 252 HEALTH AND ILLNESS CONCEPTS II (3 credit hours)

This course will cover health and illness concepts across the lifespan. Concepts covered are related to oxygenation and hemostasis, homeostasis and regulation, protection and movement, and cognitive and behavioral processes.

CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
- Caring - Diversity - Communication - Nursing Process **Professionalism**	Discuss available technology for the delivery of nursing care related to selected concepts and exemplars.	- Lecture/videos - Assigned reading - Discussion - Learning modules - ATI tutorials - ATI practice exams - Group/team work - Games - I-clickers - Case study - Literature search - Simulation - Role play	- Didactic examinations - ATI proctored exams - Group project - Role play - Case study - Concept map - Reflective journaling - Class Presentation - Paper - Clinical evaluation rubric - Skill competencies demonstration - Post-conference

NURS 291 PROFESSIONAL NURSING CONCEPTS (3 credit hours)

This course covers foundational concepts for professional development, including selected professional attributes and care competencies.

CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
Provider of Care			
Caring **Diversity** **Communication** **Nursing Process** **Professionalism**	- Examine the ethical values, virtues, principles, and policies that guide the moral delivery of health care. - Relate the nurse's interpretation of patient needs, concerns, and health problems with nursing decisions. - Discuss the factors which motivate individuals, groups, and organizations to	- Lecture/videos - Assigned reading - Discussion - Learning modules - ATI tutorials - ATI practice exams - Group/team work - Games	- Didactic examinations - ATI proctored exams - Group project - Role play - Case study - Concept map - Reflective journaling - Class Presentation

NURS 291 PROFESSIONAL NURSING CONCEPTS (3 credit hours)			
This course covers foundational concepts for professional development, including selected professional attributes and care competencies.			
CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
	deliver quality nursing care. • Determine how interactions of health care team members provide quality nursing care.	• I-clickers • Case study • Literature search • Role play	• Paper
Manager of Care			
• Caring • Diversity • Communication • Nursing Process • **Professionalism**	• Determine how interactions of health care team members provide quality nursing care.	• Lecture/videos • Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work • Games • I-clickers • Case study • Literature search	• Didactic examinations • ATI proctored exams • Group project • Role play • Case study • Concept map • Reflective journaling • Class Presentation • Paper
Professional Identity			
• **Caring** • **Diversity** • **Communication** • **Nursing Process** • **Professionalism**	• Examine the ethical values, virtues, principles, and policies that guide the moral delivery of health care. • Relate the nurse's interpretation of patient needs, concerns, and health problems with nursing decisions. • Discuss the factors which motivate individuals, groups, and organizations to deliver quality nursing care. • Determine how interactions of health care team members provide quality nursing care.	• Lecture/videos • Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work • Games • I-clickers • Case study • Literature search	• Didactic examinations • ATI proctored exams • Group project • Role play • Case study • Concept map • Reflective journaling • Class Presentation • Paper

NURS 291 PROFESSIONAL NURSING CONCEPTS (3 credit hours)			
This course covers foundational concepts for professional development, including selected professional attributes and care competencies.			
CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS

NURS 253 HEALTH AND ILLNESS CONCEPTS III (4 credit hours)			
This course will cover health and illness concepts, with the focus on acute conditions across the lifespan. Concepts covered are related to homeostasis and regulation, oxygenation and hemostasis, protection and movement, and emotional processes.			
CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
Provider of Care			
• **Caring** • **Diversity** • **Communication** • **Nursing Process** • **Professionalism**	• Anticipate health care participants' risk for potentially harmful situations related to the concepts/exemplars of the course. • Integrate evidence-based practices and health care standards of care related to the concepts/exemplars of the course. • Interrelate risk factors, concepts, physiologic processes, patient attributes, and clinical management of the exemplars covered in this course.	• Lecture/videos • Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work • Games • I-clickers • Case study • Literature search	• Didactic examinations • ATI proctored exams • Group project • Role play • Case study • Concept map • Reflective journaling • Class Presentation • Paper
Manager of Care			
• Caring • Diversity • Communication • **Nursing Process** • **Professionalism**	• Integrate evidence-based practices and health care standards of care related to the concepts/exemplars of the course. • Differentiate the multiple roles of the health care team related to the concepts/exemplars of the course.	• Lecture/videos • Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work	• Didactic examinations • ATI proctored exams • Group project • Role play • Case study • Concept map • Reflective journaling

NURS 253 HEALTH AND ILLNESS CONCEPTS III (4 credit hours)			
This course will cover health and illness concepts, with the focus on acute conditions across the lifespan. Concepts covered are related to homeostasis and regulation, oxygenation and hemostasis, protection and movement, and emotional processes.			
CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
		- Games - I-clickers - Case study - Literature search	- Class Presentation - Paper
Professional Identity			
- Caring - Diversity - Communication - Nursing Process **Professionalism**	Integrate use of appropriate technology related to the concepts/exemplars of the course.	- Lecture/videos - Assigned reading - Discussion - Learning modules - ATI tutorials - ATI practice exams - Group/team work - Games - I-clickers - Case study - Literature search	- Didactic examinations - ATI proctored exams - Group project - Role play - Case study - Concept map - Reflective journaling - Class Presentation - Paper

NURS 252 CLINICAL INTENSIVE I (4 credit hours)			
This is the first of two Level Four clinical courses in which the student will apply the curricular concepts in the management of care participants with acute conditions across the lifespan. This course is a combination of seminar, lab, and clinical.			
CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
Provider of Care			
Caring **Diversity**	Integrate nursing practice concepts into their professional nursing practice.	- Lecture/videos - Assigned reading	- Didactic examinations - ATI proctored exams

NURS 252 CLINICAL INTENSIVE I (4 credit hours)			
This is the first of two Level Four clinical courses in which the student will apply the curricular concepts in the management of care participants with acute conditions across the lifespan. This course is a combination of seminar, lab, and clinical.			
CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
• **Communication** • **Nursing Process** • Professionalism	• Integrate diverse patient values into plan of care for patients with acute illness. • Interpret and analyze factors and system contributions that impact the quality and safety of nursing practice. • Integrate an evidence-based approach in the delivery and evaluation of nursing care to acutely ill patients across the lifespan. • Evaluate the use of policies and procedures within the acute care setting. • Effectively collaborate with the health care team in the delivery of patient care. • Integrate use of appropriate technology for the delivery of nursing care to acutely ill patients.	• Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work • Games • I-clickers • Case study • Literature search • Simulation • Role play • Skills lab • Clinical practice	• Group project • Role play • Case study • Concept map • Reflective journaling • Class Presentation • Paper • Clinical evaluation rubric • Skill competencies demonstration • Post-conference • Simulation de-briefing
Manager of Care			
• Caring • Diversity • **Communication** • Nursing Process • **Professionalism**	• Evaluate the use of policies and procedures within the acute care setting. • Effectively collaborate with the health care team in the delivery of patient care.	• Lecture/videos • Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work • Games • I-clickers • Case study • Literature search	• Didactic examinations • ATI proctored exams • Group project • Role play • Case study • Concept map • Reflective journaling • Class Presentation • Paper • Clinical evaluation rubric • Skill competencies

NURS 252 CLINICAL INTENSIVE I (4 credit hours)

This is the first of two Level Four clinical courses in which the student will apply the curricular concepts in the management of care participants with acute conditions across the lifespan. This course is a combination of seminar, lab, and clinical.

CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
		• Simulation • Role play • Skills lab • Clinical practice	demonstration • Post-conference • Simulation de-briefing
Professional Identity			
• Caring • Diversity • **Communication** • **Nursing Process** • **Professionalism**	• Integrate an evidence-based approach in the delivery and evaluation of nursing care to acutely ill patients across the lifespan. • Integrate use of appropriate technology for the delivery of nursing care to acutely ill patients.	• Lecture/videos • Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work • Games • I-clickers • Case study • Literature search • Simulation • Role play • Skills lab • Clinical practice	• Didactic examinations • ATI proctored exams • Group project • Role play • Case study • Concept map • Reflective journaling • Class Presentation • Paper • Clinical evaluation rubric • Skill competencies demonstration • Post-conference • Simulation de-briefing

NURS 219 ADN CAPSTONE (2 credit hours)

This course prepares the student for entry-level nursing practice as an associate degree graduate. The focus of this course is management of individuals across the lifespan with chronic, acute, and select complex conditions.

CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
Provider of Care			

NURS 219 ADN CAPSTONE (2 credit hours)

This course prepares the student for entry-level nursing practice as an associate degree graduate. The focus of this course is management of individuals across the lifespan with chronic, acute, and select complex conditions.

CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
• **Caring** • **Diversity** • Communication • **Nursing Process** • **Professionalism**	• Integrate nursing practice concepts into professional nursing practice. • Integrate diverse patient values into plan of care for assigned patients. • Recognize and practice system contributions that impact the quality and safety of nursing practice. • Integrate an evidence-based approach in the delivery and evaluation of nursing care to assigned patients across the lifespan. • Integrate use of appropriate technology for the delivery of nursing care to assigned patients.	• Lecture/videos • Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work • Games • I-clickers • Case study • Literature search • Simulation • Role play • Skills lab • Clinical practice	• Didactic examinations • ATI proctored exams • Group project • Role play • Case study • Concept map • Reflective journaling • Class Presentation • Paper • Clinical evaluation rubric • Skill competencies demonstration • Post-conference • Simulation de-briefing
Manager of Care			
• Caring • Diversity • **Communication** • Nursing Process • **Professionalism**	• Practice in accordance with policies and procedures in the assigned health care setting. • Effectively collaborate with the health care team in the delivery of patient care.	• Lecture/videos • Assigned reading • Discussion • Learning modules • ATI tutorials • ATI practice exams • Group/team work • Games • I-clickers • Case study • Literature search	• Didactic examinations • ATI proctored exams • Group project • Role play • Case study • Concept map • Reflective journaling • Class Presentation • Paper • Clinical evaluation rubric • Skill competencies demonstration

NURS 219 ADN CAPSTONE (2 credit hours)			
This course prepares the student for entry-level nursing practice as an associate degree graduate. The focus of this course is management of individuals across the lifespan with chronic, acute, and select complex conditions.			
CURRICULUM ORGANIZATION	STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION OF STUDENT PROGRESS
		- Simulation - Role play - Skills lab - Clinical practice	- Post-conference - Simulation de-briefing
Professional Identity			
Caring - Diversity - Communication - Nursing Process **Professionalism**	Integrate use of appropriate technology for the delivery of nursing care to assigned patients.	- Lecture/videos - Assigned reading - Discussion - Learning modules - ATI tutorials - ATI practice exams - Group/team work - Games - I-clickers - Case study - Literature search - Simulation - Role play - Skills lab - Clinical practice	- Didactic examinations - ATI proctored exams - Group project - Role play - Case study - Concept map - Reflective journaling - Class Presentation - Paper - Clinical evaluation rubric - Skill competencies demonstration - Post-conference - Simulation de-briefing

STANDARD 5: Resources

Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

Criterion 5.1   Fiscal resources are sustainable, sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.

The nursing program at UNM-Taos is the only program to have a specific line item budget listed in the UNM-Taos institutional budget. The nursing program has an annual budget of approximately $275,000. The salary for nursing faculty exceeds non-nursing full-time department faculty at UNM-Taos by approximately 20% and is supported by the governing organization. We have been able to attract and retain qualified Master's prepared, committed nursing faculty members. One full-time faculty salary is covered through UNM-Taos; the other full-time faculty salary is paid by our clinical partner, Holy Cross Hospital, through a gift agreement to the college.   The funds provided by the college and supplemental opportunities have allowed us to maintain an adequate level of instruction to meet the end-of-program student learning outcomes.

UNM-Taos operates on a July through June fiscal year, as prescribed by the state of New Mexico. The New Mexico Higher Education Department provides oversight for institutions of higher education in the state. In the fall of each year, the New Mexico Higher Education Department uses information submitted by the institutions to build funding recommendations for the New Mexico legislature, which convenes in January of each year. In most instances, the funding recommendations are modified significantly by the legislature, especially in the past two years due to the economic conditions. Based on the final recommendations and distribution to the state funded campuses, the funding process is initiated. State appropriations are funded through the New Mexico Higher Education Department using a funding formula based on student credit hours and head count.

The New Mexico Higher Education Department (HED) has contributed funds each year since 2007 to enhance nursing programs and to fill gaps in funding. As an added support for the program, the 2014-2015 State Budget (SB 313) included a line item in the UNM Taos allocation separate from UNM-Taos' operating budget to be used for program expansion. The New Mexico Secretary of Education provided guidance as to the use of these funds, which were applied towards the renovation and outfitting of the new nursing program facility.

Table 5.1 Three-Year Budget for the Nursing Program

Budget Item	FY2015	FY2016	FY2017
Full time faculty salaries and benefits	$193,200	$200,450	$200,450
Adjunct faculty	$12,500	$10,500	$ 0
Support salary and benefits	$16,660	$16,660	$19,400
Supplies and equipment	$25,000	$25,000	$ 33,000
Faculty professional development	$8,000	$11,500	$ 15,000
Accreditation fees	$2625	$2625	$ 11,000
Total	**$257,985**	**$266,735**	**$278,850**

Table 5.2 is a summary of supplemental funding received from the New Mexico Higher Education Department Nursing Enhancement and Nursing Expansion Funds.

Table 5.2 Summary of Supplemental Funding

Organization	FY 2015	FY 2016	FY 2017
NMHED NURSING EXPANSION/ENHANCEMENT FUNDS	$243,900	$243,900	$226,100

Criterion 5.2   Physical resources are sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes and meet the needs of faculty, staff, and students.

In November 2015, voters in New Mexico approved a general obligation bond to fund higher education. As a direct result, $4 million dollars became available to UNM-Taos for the repurposing of Rio Grande Hall, which had previously served as the Taos Convention Center. Major renovations of the building created a 6,000 square foot space for the nursing program. This space includes a state-of-the-art simulation lab, with four low-fidelity and two high-fidelity simulation beds, new Laerdal manikins, a classroom with interactive video capability, a home environment room, private faculty offices, a secure record room, and ample study space for students.

ROOM
188 SF

CONTROL RM.
144 SF

ROOM
135 SF

HOME ENV.
229 SF

CORRIDOR
618 SF

STO.
245 SF

NURSE STATION
177 SF

SIM. LAB
1002 SF

R.R. WOMEN
262 SF

R.R. MEN
338 SF

STUDY AREA 1
435 SF

STUDY AREA
482 SF

CLASSROOM
682 SF

STUDY AREA
693 SF

LOCKERS
161 SF

LOBBY
424 SF

WORK RM.
157 SF

OFFICE
114 SF

OFFICE
114 SF

ADMINISTRATION
274 SF

RECORDS
115 SF

VESTIBULE
124 SF

OFFICE
187 SF

OFFICE
105 SF

OFFICE
104 SF

OFFICE
104 SF

LEGEND

- ADMINISTRATION
- COMMONS
- INSTRUCTION
- STORAGE
- STUDY AREAS

LIVING DESIGNS GROUP ARCHITECTS
122A Doña Luz St. | Taos, NM 87571 | T: 575.751.9481 |arch@ldgtaos.com

The classroom is equipped with a computer podium that houses a multi-media system with in-ceiling speaker system and projector. The entire building has wireless internet access. On the lower end of the technological spectrum, white boards were installed on the walls to promote student collaborative work. The seating is completely versatile, allowing different

configurations as needed. This also allows for more efficient group work or keeping the room as a traditional classroom, depending on the learning objectives of the day.

The simulation lab adjoins the classroom and has a four-bed ward and two private, high-fidelity simulation rooms. Each station is equipped with the following
- Hill-Rom bed with bed scale and alarms
- Medical gas interface with vacuum and compressed air (simulated O_2)
- Call bell system
- Bedside and end tables
- Over bed lighting
- Privacy curtain
- Laerdal Sim Man and/or low fidelity trainer manikins

The lab has a nurses' station, two sinks, ample storage space, teaching space, and whiteboards. Virtual IV training equipment and bar code readers are also available.

The high-fidelity simulation rooms are equipped with wireless Laerdal SimMan 3G manikins. One room houses equipment suitable for labor and delivery simulation scenarios. The control room is housed between the two high-fidelity simulation rooms and provides line-of-sight observation through one-way glass as well as audio-visual and telemetry capture technology. There is also a home-environment room with a full bathroom and shower. This room is used by the nursing, CNA, and EMT programs. The building is configured in such a way that interdisciplinary simulations that move from the home, to pre-hospital care, to emergency, acute, and long-term care can be conducted.

A student lounge and study area is available within the nursing program area. Computers and printers are available for student use, as well as study tables, lounge chairs, vending machines, and a microwave oven. Private offices are available for each full-time faculty member and the program director, and a shared office that can accommodate three is available for adjunct faculty. There is a conference room with video-conferencing capability, a secure records room with storage space, and a fully networked color multi-function printer. The program administrative assistant has an office with line of sight view to the department secure entrance and is available to welcome and assist visitors.

Criterion 5.3   Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.

The nursing program moved to new space in the summer of 2016. This space was built from the ground up with extensive input from nursing faculty at every step in the renovation. This input included weekly to monthly meetings with the construction project manager, architect, interior design space consultants, UNM Taos IT Department, Instructional Media Specialist, and representatives from Laerdal. The classroom, simulation lab, office, and storage spaces were intentionally designed to meet the student learning needs and program operation needs.

Learning resources and technology that were integrated into the new facility include a state of the art, 1600 square foot simulation lab with a full repertoire of Laerdal simulation manikins, SimView system, virtual IV, realistic hospital environment, headwalls, nurses station, dedicated control room, home environment, and storage space for supplies and equipment.

The classroom is fully functional for interactive learning, including a Quomo board and MediaSite system.

The Library services at UNM-Taos (UNM Taos Library) include assistance from one professional librarian, two paraprofessionals, and various assistants. The library staff provides research instruction for nursing students during the first week of orientation, including how to access resources online. The library is open five days a week, Monday-Thursday 8am-7pm and Friday 8am-5pm. The library is equipped with a learning resource center that has 16 computers, a printer and a scanner available to students, and six computers on the Klauer campus.

The library subscribes to a number of electronic databases, search engines and links that include information on health care. Examples include: EBSCO with full text articles from scholarly journals which includes access to the CINAHL Plus with full-text database and an e-book collection with links to the full-text of books from publishers in the medical field such as CRC Press, Blackwell Publishing to John Wiley & Sons. Other databases include Micromedex Solutions, UpToDate, Lexis Nexis, Newsbank, and Proquest Research Library. InfoTrac is another database available to the nursing students through the UNM-Taos Library and this includes Health Reference Center Academic, Nursing and Allied Health Collection and the Physical Therapy and Sports Medicine Collection.

During orientation, nursing students are made aware of additional online resources such as the LIBROS online catalog which lists materials catalogued in over 30 academic libraries across the state, the University of New Mexico Zimmerman Electronic Reference Shelf, The University of New Mexico Health Sciences Library, and the PubMed and Medline databases with full electronic articles and resources.

Students and faculty members can access the library's electronic resources on campus or from their home computers through the library website. UNM-Taos nursing students have access to UNM main campus and UNM Health Sciences Center databases. They also have access to reference materials, and reciprocal borrowing privileges from libraries throughout the country using the Interlibrary Loan service. Nursing students can request anything they need for their studies through the library's ILL service. Articles can be received electronically within a few days and a book or DVD can be obtained in 7-10 days. Nursing books are catalogued and nursing course textbooks are available in the library. The Library subscribes to various research and science magazines including Nursing Research, Science magazine, Alternative Therapies in Health and Medicine, Journal of Alcohol and Drug Education, and Journal of Alternative and Complementary Medicine. Special requests can be made to the head librarian and new acquisitions are posted frequently on the Library homepage.

A review of nursing journals and books in the library and nursing classroom is an ongoing effort. Books or magazines that are older than 5 years are removed from circulation unless they are identified as classic material. Each fall, a nursing faculty member reviews printed materials and resources for currency with the library director. The Library Collection Development Policy is available in Appendix L. Replacement materials are recommended to the library, as appropriate.

Technology support is available to all UNM-Taos students through orientation sessions held at the beginning of each semester. Scheduled computer classes, the Center for Academic Success and Achievement tutoring, workshops, online modules, and library support personnel are available throughout the semester. Computers are available to all students at Rio Grande Hall, the Klauer campus, and school library. A college technology representative is available for wireless connection and server issues in the nursing classroom.

All nursing courses utilize the UNM Learn (Blackboard) learning management system. Students use this system to access course information such as syllabi and course documents. It provides a means of communication within the course. Orientation to this process is done at the beginning of the program by the nursing faculty and the students are reoriented as needed.

Orientation to clinical site technology is organized and provided through the various clinical sites. Further incorporation of technology for clinical knowledge is used such as simulation. Orientation to simulation is provided during the student's first semester and reviewed as needed in subsequent semesters.

Criterion 5.4   Fiscal, physical, technological, and learning resources are sufficient to meet the needs of the faculty and students engaged in alternative methods of delivery.

No alternative methods of delivery are utilized in the nursing program at this time.

Section Three: Standard 6

Outcomes

Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome.

Criterion 6.1 **The program demonstrates evidence of students' achievement of each end-of-program student learning outcome. There is ongoing assessment of the extent to which students attain each end-of-program learning outcome. There is analysis of assessment data and documentation that the analysis of the assessment data is used in program decision-making for the maintenance and improvement of student attainment of each end-of-program student learning outcome.**

Assessment methods for achievement of program SLOs include formal and informal sources. The results of this continuous evaluation are reflected most significantly in the curriculum change implemented in the Fall 2016 semester. Sources of aggregated evaluation data include:

- Individual and group scores from the standardized ATI subject and comprehensive predictor exams
- Course-specific clinical evaluation tool
- Individual course exam scores and final cumulative exam score average
- NMNEC Breadth of Knowledge surveys completed by students at the end of each level
- NMNEC Course Reports completed by faculty at the end of each level
- Registered Nurse Graduate Survey
- Employer Survey
- Nursing Advisory Committee member feedback

The Systematic Plan of Evaluation (SPE) outlines the assessment methods used for each program SLO, frequency of assessment, and expected level of achievement (ELA).

Data from course evaluations (EvaluationKIT) completed by students are shared with nursing faculty during their annual evaluations, providing the opportunity for nursing faculty members to identify ways to enhance instruction and student learning to achieve end-of-program student learning outcomes. Data from faculty and student clinical site evaluations help to ensure that learning environments are appropriate and contribute to the achievement of EOP SLOs. Evaluations of clinical sites and preceptors occur in both formal and informal ways,

through surveys, during post-conference discussion, and in faculty and curriculum committee meetings.

Data from the Registered Nurse graduate survey, employer survey, Nursing Advisory Committee meetings, National Council of State Board of Nursing report (when available), and ATI comprehensive predictor exam are used to guide program development. These sources of data have demonstrated that end-of-program student learning outcomes are being met and that program graduates are well prepared for entry level nursing practice. The Nursing Advisory Committee provides feedback from the community that the program is satisfactory. All cohorts to date have had a 100% first-time pass rate on the NCLEX-RN.

Criterion 6.2   The program demonstrates evidence of graduates' achievement on the licensure examination.

The program's most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.

Table 6.1 Annual Licensure Examination Pass Rate

UNM Taos NCLEX-RN Pass Rates for 1st Time Test-Takers	
Class of 2012	100%
Class of 2014	100%
Class of 2016	100%

There is ongoing assessment of the extent to which graduates succeed on the licensure examination.

First-time NCLEX-RN pass rates are tracked for all graduates following graduation (once every two years). This information is formally obtained by notification from the New Mexico Board of Nursing (NMBON) and informally through graduate's communication with the program director or faculty members. Rapid reporting of results has facilitated the collection of this data in a timely fashion. The expected level of achievement of this outcome is 80% in accordance with the New Mexico Board of Nursing 16.12.3.8.B.3.C.3.i NMAC. This aggregate data is evaluated by the curriculum committee and the Nursing Advisory committee. The detailed NCLEX-RN program reports provided by Mountain Measurement are not available to programs with fewer than 10 students taking the NCLEX-RN. While the nursing program has the capacity for 16 students per cohort, enrollment and program completion has been down in the last two cohorts. In 2014, there were nine graduates and in 2016 there were six graduates. We were therefore unable to obtain this data. Instead, we have utilized the feature of the ATI

Comprehensive Predictor that clusters data on exam performance by NCLEX-RN test plan and major content areas.   This allows us to identify those areas in which students demonstrated performance that could be improved upon.

> **There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the _maintenance_ and improvement of graduates' success on the licensure examination.**

The following table demonstrates data analysis for the last graduated cohort. Additional data will be available on site for review.

Table 6.2 Data Used for Maintenance/Improvement of Graduate Success on NCLEX-RN

Data Used for Maintenance/Improvement of Graduate Success on NCLEX-RN Class of 2016		
Performance Benchmark	**Data Results and Analysis**	**Recommendations for Improvement/Changes**
80% of students will achieve at least 90% probability of passing NCLEX-RN on first attempt	This measure is administered twice during semester 4 of the nursing program. 4/13/16 4/26/16 Of the six students assessed, 100% achieved greater than 90% probability of passing the NCLEX-RN on the first attempt on both iterations. This measure provides individual and program benchmarking against institutional and national means. The adjusted group scores of 79% (4/13/16) and 78.6% (4/26/16) placed this cohort at 100% above the individual national mean of 68.3%/67.9% and 100% above	This measure provides information on student performance in 7 sub-scales: *Management of Care (30 questions)* Adjusted group score 79.4% (4/13/16) 85.6% (4/26/16) Student performance in this sub-scale was strongest in the areas of case management, informed consent, and performance/ quality improvement. Areas needing improvement include continuity of care and assignment/ delegation/ supervision. *Safety and Infection Control (18 questions)*

Data Used for Maintenance/Improvement of Graduate Success on NCLEX-RN Class of 2016		
	the individual program mean of 68.6%68.5%.	Adjusted group score 71.3% (4/13/16) 76.9% (4/26/16) Student performance in this sub-scale was strongest in the areas of Emergency Response Plan, Home Safety and Reporting of Incident/Event/ Irregular Occurrence/ Variance. Areas needing improvement include Ergonomic Principles, and Use of Restraints/ Safety Devices. *Health Promotion and Maintenance* *(14 questions)* Adjusted group score 71.3% (4/13/16) 64.3% (4/26/16) Student performance in this sub-scale was strongest in the areas of Lifestyle Choices and Ante/Intra/Postpartum and Newborn Care. Areas needing improvement include High Risk Behaviors and Developmental Stages and Transitions. *Psychosocial Integrity* *(13 questions)* Adjusted group score 79.5% (4/13/16) 80.8% (4/26/16)

Data Used for Maintenance/Improvement of Graduate Success on NCLEX-RN
Class of 2016

| | | Student performance in this sub-scale was strongest in the areas of Cultural Awareness/ Cultural Influences on Health, Grief and Loss, and Stress Management. Areas needing improvement include Abuse/Neglect, Mental Health Concepts, and Sensory/Perceptual Alterations.

Basic Care and Comfort (13 questions) Adjusted group score 80.8% Student performance in this sub-scale was strongest in the area of Non-pharmacological Comfort Interventions. Areas needing improvement include Assistive Devices.

Pharmacological and Parenteral Therapies (23 questions) Adjusted group score 71.7% (4/13/16) 81.9% (4/26/16) Student performance in this sub-scale was strongest in the areas of Blood and Blood Products and Total Parenteral Nutrition. Areas needing improvement include Dosage Calculation. |
| | | |

Data Used for Maintenance/Improvement of Graduate Success on NCLEX-RN Class of 2016		
		Reduction of Risk Potential (18 questions) Adjusted group score 72.2% (4/13/16) 67.6% (67.6%) Student performance in this sub-scale was strongest in the areas of Potential for Alterations in Body Systems and Potential for Complications of Diagnostic Tests/ Treatments/ Procedures. Areas needing improvement include Laboratory Values and Therapeutic Procedures. *Physiological Adaptation (21 questions)* Adjusted group score 84.9% (4/13/16) 82.5% (4/26/16) Student performance in this sub-scale was strongest in the area of Hemodynamics. Areas needing improvement include Illness Management and Medical Emergencies.

The program will be particularly attentive to the potential impact that the curricular change may have on our program outcomes and EOP SLOs. While we anticipate that the concept-based curriculum will improve critical thinking skills and help prepare nursing students for practice, it is not known whether this will help them be successful on the content-driven NCLEX-RN. A recent study published in the Journal of Nursing Education found no differences in NCLEX-RN pass rates, graduation rates, national assessment of critical thinking, or program satisfaction when comparing traditional with concept-based curricula. Additional smaller studies and anecdotal evidence support the change to a concept-based curriculum. In addition,

half of our current cohort is jointly enrolled in an ADN/BSN program with UNM main campus in Albuquerque. While, for accreditation purposes, these students are considered ADN students, and will be granted an ADN from UNM Taos, there is a potential impact on their success in the nursing program as a result of taking one additional, BSN-specific course in Level 1 and the addition of one extra semester following completion of Level Four of the ADN program.

The nursing faculty worked closely with ATI to develop a curriculum alignment plan in order to best match the ATI student resources to the new courses in the NMNEC curriculum. As the program uses ATI extensively throughout all levels of the program, we wanted to ensure that we were able to optimize our use of this product to meet student learning outcomes. The curriculum alignment plan addresses the use of ATI learning and skills modules, remediation, practice, proctored, and comprehensive exams. As we go forward and collect data on this first cohort, we will be able to track how these resources contribute to the achievement of the end-of-program student learning outcomes and maintenance of NCLEX-RN pass rates.

Curriculum Alignment

ati NURSING EDUCATION

This Curriculum Alignment was drafted using documents provided by University of New Mexico Taos related to course sequence and course descriptions. The alignment should be reviewed by program administrators and faculty *prior to implementation*. Any revisions to the alignment should be submitted to the ATI representative who presented the document in order to maintain accurate records within ATI. While ATI provides assistance to its clients in aligning the program curriculum with use of ATI Products, University of New Mexico Taos is ultimately responsible for its selection and use of these Products, as well as the overall development of University of New Mexico Taos's curriculum and program objectives, and meeting any regulatory, accreditation, and licensing requirements.

Level: 1
NURS 202: Introduction to Nursing Concepts

Products Tab			Integration Resources	
Tutorials/Simulations	Practice Assessments	Proctored Assessments	Active Learning Templates	Print and eBooks
Achieve	Custom Assessment Builder	Custom Assessment Builder	Basic Concept	Fundamentals for Nursing Review Module
Nurse Logic	Nurse Logic Beginning Students Tests	Critical Thinking Assessment: Entrance		
	Self-Assessment Inventory			

NURS 204L: Principles of Nursing Practice

Products Tab			Integration Resources	
Tutorials/Simulations	Practice Assessments	Proctored Assessments	Active Learning Templates	Print and eBooks
Achieve	Custom Assessment Builder	Custom Assessment Builder	Basic Concept	Fundamentals for Nursing Review Module
Learning System Quizzes	RN Fundamentals	RN Fundamentals	Diagnostic Procedure	Adult Medical Surgical Nursing RN Review Module
Nurse Logic			Medication	Nutrition for Nursing Review Module
Skills Modules			Nursing Skill	Pharmacology for Nursing RN Review Module
			Systems Disorder	
			Therapeutic Procedure	
			Growth & Development	

Prepared on April 1, 2016
Revised on June 24, 2016

Curriculum Alignment Page 1

Curriculum Alignment

Level: 2				
NURS 251: Health and Illness Concepts I				
Products Tab			**Integration Resources**	
Tutorials/Simulations	**Practice Assessments**	**Proctored Assessments**	**Active Learning Templates**	**Print and eBooks**
Learning System Quizzes	Custom Assessment Builder	Custom Assessment Builder	Basic Concept	Fundamentals for Nursing Review Module
Nurse Logic	RN Maternal Newborn	RN Maternal Newborn	Diagnostic Procedure	Adult Medical Surgical Nursing RN Review Module
Skills Modules	Targeted Medical-Surgical		Medication	Maternal Newborn Nursing RN Review Module
			Nursing Skill	Nutrition for Nursing Review Module
			Systems Disorder	Pharmacology for Nursing RN Review Module
			Therapeutic Procedure	
			Growth & Development	

NURS 203: Health Care Participant				
Products Tab			**Integration Resources**	
Tutorials/Simulations	**Practice Assessments**	**Proctored Assessments**	**Active Learning Templates**	**Print and eBooks**
Learning System Quizzes	Custom Assessment Builder	Custom Assessment Builder	Basic Concept	Fundamentals for Nursing Review Module
Nurse Logic			Diagnostic Procedure	Adult Medical Surgical Nursing RN Review Module
Skills Modules			Medication	Community Health RN Review Module
			Nursing Skill	Maternal Newborn Nursing RN Review Module
			Systems Disorder	Nursing Care of Children RN Review Module
			Therapeutic Procedure	
			Growth & Development	

Curriculum Alignment

Level: 3				
NURS 252: Health and Illness Concepts II				
Products Tab			**Integration Resources**	
Tutorials/Simulations	**Practice Assessments**	**Proctored Assessments**	**Active Learning Templates**	**Print and eBooks**
Learning System Quizzes	Custom Assessment Builder	Custom Assessment Builder	Basic Concept	Fundamentals for Nursing Review Module
Nurse Logic	RN Mental Health	RN Mental Health	Diagnostic Procedure	Adult Medical Surgical Nursing RN Review Module
Skills Modules	Targeted Medical-Surgical		Medication	Maternal Newborn Nursing RN Review Module
			Nursing Skill	Nursing Care of Children RN Review Module
			Systems Disorder	Mental Health Nursing RN Review Module
			Therapeutic Procedure	Nutrition for Nursing Review Module
			Growth & Development	Pharmacology for Nursing RN Review Module

NURS 291: Professional nursing Concepts I				
Products Tab			**Integration Resources**	
Tutorials/Simulations	**Practice Assessments**	**Proctored Assessments**	**Active Learning Templates**	**Print and eBooks**
Learning System Quizzes	Custom Assessment Builder	Custom Assessment Builder	Basic Concept	Leadership and Management Review Module
Nurse Logic	RN Leadership	RN Leadership		
Skills Modules	Nurse Logic Advanced Students Tests			

Curriculum Alignment

Level: 4

NURS 253: Health and Illness Concepts III

Products Tab			Integration Resources	
Tutorials/Simulations	**Practice Assessments**	**Proctored Assessments**	**Active Learning Templates**	**Print and eBooks**
Learning System Quizzes	Custom Assessment Builder	Custom Assessment Builder	Basic Concept	Fundamentals for Nursing Review Module
Nurse Logic	RN Pharmacology	RN Pharmacology	Diagnostic Procedure	Adult Medical Surgical Nursing RN Review Module
Skills Modules	RN Adult Medical Surgical	RN Adult Medical Surgical	Medication	Maternal Newborn Nursing RN Review Module
	Targeted Medical-Surgical		Nursing Skill	Nursing Care of Children RN Review Module
			Systems Disorder	Mental Health Nursing RN Review Module
			Therapeutic Procedure	Nutrition for Nursing Review Module
			Growth & Development	Pharmacology for Nursing RN Review Module

NURS 258L: Clinical Intensive I

Products Tab			Integration Resources	
Tutorials/Simulations	**Practice Assessments**	**Proctored Assessments**	**Active Learning Templates**	**Print and eBooks**
Learning System Quizzes	Custom Assessment Builder	Custom Assessment Builder	Basic Concept	Adult Medical Surgical Nursing RN Review Module
Nurse Logic			Diagnostic Procedure	Nutrition for Nursing Review Module
Skills Modules			Medication	Pharmacology for Nursing RN Review Module
			Nursing Skill	
			Systems Disorder	
Learning System Quizzes			Therapeutic Procedure	
			Growth & Development	

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Curriculum Alignment Page 6

Students in our program also purchase, as part of their ATI package, an end-of-program comprehensive, individualized review for the NCLEX-RN. For the past four cohorts, students have had a two-day live review with an ATI educator. This focused review was based on student performance on the ATI Comprehensive Predictor test. For the current cohort, the Virtual ATI NCLEX Review will be utilized.   This is a 12-week, personalized, innovative, online partnership that prepares students for the NCLEX success. Students work with a personal coach and receive a "Green Light" when the Virtual-ATI coach deems they are ready to pass NCLEX.

An additional factor that we believe has contributed to the success of our students on the NCLEX-RN is the rapidity with which they sit for the exam. Student applications to the New Mexico Board of Nursing for initial licensure are processed immediately after graduation, ensuring that they receive their Authorization to Test (ATT) quickly. Students typically take the NCLEX-RN within two months of graduation.

> **There is a minimum of the three (3) most recent years of available licensure pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.**

Table 6.3 UNM-Taos NCLEX-RN Pass Rates for 1st Time Test-Takers

UNM-Taos NCLEX-RN Pass Rates for 1st Time Test-Takers ADN Program	
Class of 2012	100%
Class of 2014	100%
Class of 2016	100%
Aggregated pass rate	100%

Criterion 6.3 **The program demonstrates evidence of students' achievement in completing the nursing program. The expected level of achievement for program completion is determined by the faculty and reflects student demographics.**

The expected level of achievement for program completion is 62.5%. This ELA is based on data from the previous three cohorts and was determined with faculty input, taking into account the student population, applicant pool, and rural nature of the program. The overall graduation rate at UNM Taos averages less than 10%. Many students who attend the college, which has an open enrollment policy, engage in part-time study or take courses for personal enrichment. The nursing program is more rigorous than most other programs offered, and students are often underprepared for the workload and intensity of the nursing program. Four cohorts have completed the nursing program since its inception in 2009. The following table shows completion rates for these five cohorts.

Table 6.4 Program Completion Rate

Program Completion Rate			
Cohort	# Students Admitted to Progam	# Students Completing Progam	Completion Rate
2010	16	14	87.5%
2012	16	9	56.25%
2014	14	9	64.3%
2016	10	6	60%

There is ongoing assessment of the extent to which students complete the nursing program.

Student retention is perhaps the biggest challenge facing the UNM-Taos nursing program. With such a small cohort (16 students), even the loss of a few students can have a significant impact on retention rates. Over the past several years, we have worked to identify the factors that

contribute to students' persistence, retention, and success in the program.   While students often fail to progress due to course failure, we recognize that multiple variables contribute to this outcome, and that student success and satisfaction with the program are influenced by both internal and external causes.

The first cohort of students had a program completion rate of 87.5%, the highest of any subsequent cohort. The Class of 2012 had the lowest completion rate – 56.25%. The next two cohorts had retention rates of 64.3% and 60%, respectively. While it is difficult to derive meaningful statistics from such a small number of classes, we did examine a number of objective factors in order to determine whether or not there were any trends that could be identified and used to make improvements in student persistence.

Admission Requirements
There were 32 applicants for the first cohort of students in the program, among which 16 were admitted for an overall acceptance rate of 50%. Subsequent cohorts had many fewer qualified applicants. The Class of 2012 applicant pool had 20 applicants; the Class of 2014 applicant pool had 15 and the Class of 2016 only 10 qualified applicants. Much of this decline in the number of qualified applicants was due to low scores on the TEAS admission test.

Prior to the implementation of the NMNEC curriculum, students were required to achieve an overall *Adjusted Individual Total Score* of 64 (NMNEC now requires a score of 58.7). In addition, students had to achieve a minimum score of 50 in each of the individual subject areas. Student GPA in nursing prerequisite courses had to be at least 3.0, with a minimum grade of "C" in each. Additional points were awarded to students who had documented 500 hours of experience in a health-related field.

Although many potential applicants were able to meet the GPA requirements for program application, they were not able to achieve the minimum TEAS scores, indicating a lack of general educational preparation most notably in the area of math. Nursing faculty members and the director met with the math faculty at UNM-Taos and shared the TEAS test plan with them and discussed the math proficiency/competency needs of nursing students. Math faculty agreed to modify their curriculum in the math prerequisite course to better meet the needs of the pre-nursing students. Minutes of these meetings will be available for site visitor review.

Faculty, curriculum, and Nursing Advisory Committee meeting minutes and action items will also show discussion of TEAS V overall and individual subject area scores for applicants and the impact these had on the number of qualified applicants for the program. With the help of Lions Club funding assistance for tuition and books, the decision was made to offer an optional, 1-credit, 8-week TEAS prep course through the college. The UNM-Taos library agreed to purchase TEAS prep materials for students as well. A number of students took advantage of this opportunity. Additionally, this plan coincided with the lowering of the TEAS *Adjusted Individual Total Score* cutoff to 58.7 (NMNEC). As a result, the number of students meeting the TEAS

cutoff, applying for admission to the for program starting in Fall 2016, increased to 17. We will monitor to determine what, if any, impact this has on retention.

Student Performance on Benchmarked Exams
We also examined trends in ATI entrance and exit critical thinking exams, and performance on proctored exams throughout the program. Trends in ATI standardized testing demonstrated the following:

Class of 2010 – Retention Rate 87.5%
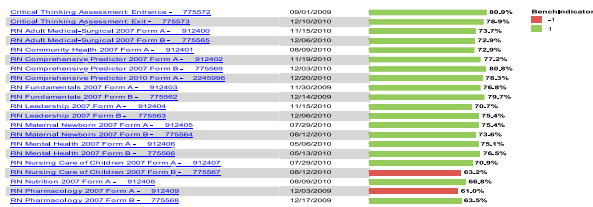
Class of 2012 – Retention Rate 56.25%
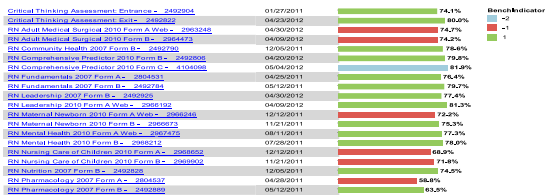
Class of 2014 – Retention Rate 64.3%
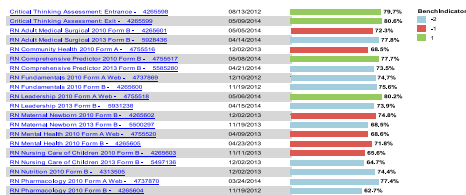
Class of 2016 – Retention Rate 60%

Critical Thinking Assessment: Entrance - 6241996	08/05/2014		74.2%
RN Adult Medical Surgical 2013 - 7411079	04/18/2016		78.5%
RN Adult Medical Surgical 2013 Retake 1 - 8174254	05/02/2016		76.1%
RN Community Health 2013 Form B - 6241994	12/01/2015		76.3%
RN Comprehensive Predictor 2013 - 7667841	04/13/2016		79.0%
RN Comprehensive Predictor 2016 - 8772457	04/26/2016		78.5%
RN Fundamentals 2013 Form B - 6241992	11/17/2014		66.8%
RN Fundamentals 2013 Retake 1 - 6695796	12/08/2014		73.6%
RN Leadership 2013 Form B - 6241990	04/18/2016		80.0%
RN Leadership 2013 Retake 1 - 6695794	05/02/2016		79.4%
RN Maternal Newborn 2013 - 7620950	11/16/2015		73.3%
RN Maternal Newborn 2013 Retake 1 - 8186521	11/30/2015		74.7%
RN Mental Health 2013 - 7405187	04/14/2015		73.8%
RN Mental Health 2013 Retake 1 - 6595790	04/28/2015		78.6%
RN Nursing Care of Children 2013 - 7681269	11/30/2015		72.5%
RN Nursing Care of Children 2013 - 8166833	11/16/2015		70.6%
RN Nutrition 2013 Form B - 6241993	12/01/2015		71.7%
RN Pharmacology 2013 - 8244876	04/19/2016		72.8%
RN Pharmacology 2013 Form B - 6241986	12/02/2014		62.1%

Bench Indicator
- -2
- 1

The first cohort of students performed extremely well during the program on most of the ATI proctored exams. This group also represented the first admitted cohort, with the largest pool of qualified applicants. In essence, the program was able to be very selective and admit only the *most* qualified students. Because the program only admits students every two years, many of the students who were qualified but were not able to gain admission to our program chose to go elsewhere.   Subsequent cohorts, as mentioned, had fewer qualified applicants from the start. Attrition and overall performance on standardized testing appear to be correlated.

Affective and Environmental Factors
Additional reasons identified for student failure to progress and/or complete the program included the following:
- Financial problems
  - Inability to work during program – lack of assets to meet basic needs
  - Spouse laid off or unable to find work
  - Single parent household
- Personal or family health issues
  - Illness or death of close family member
  - Child needed multiple doctor visits and surgery
  - Seizure disorder
  - Anxiety disorder
  - Concussion
- Changed mind about wanting to be a nurse
- Poor study skills

It is important to note when examining program completion rates that students in our program are not able to repeat individual courses and re-enroll in the following semester due to our structure of admitting once every two years. We are therefore unable to provide students the opportunity to complete the program in 150% of allotted time.

We have chosen to examine nursing retention within the framework of Jeffrey's Nursing Undergraduate Retention and Success (NURS) model. This model takes a holistic view of student success by examining the influence of academic, student profile, professional integration, affective, and environmental factors. We have attempted to look not only at students currently enrolled in the program, but those preparing to apply. A number of initiatives have been undertaken in order to help improve retention by addressing some of these issues. Among these are:

- Collaboration with UNM-Taos math faculty to address curricular gaps in math prerequisite courses
- Nursing program information meetings
- Collaboration with high school Health Occupations Student Association (HOSA)
- Nursing program application workshops
- Intensive nursing student orientation program
- Collaboration with Lions Club to provide financial and mentoring support for students
- Mentoring of current students by recent graduates
- Implementation of an 8-week, one credit TEAS prep course
- Implementation of a Student Academic Success Seminar (SASSY)
- Intrusive advising
- Required use of ATI Achieve and NurseLogic modules in nursing courses

The impact of these initiatives will continue to be evaluated as the current cohort progresses through the program.

Program Completion Rate			
Cohort	# Students Admitted to Progam	# Students Completing Progam	Completion Rate
2010	16	14	87.5%
2012	16	9	56.25%
2014	14	9	75%
2016	10	6	60%

Criterion 6.4   The program demonstrates evidence of graduates' achievement in job placement.

The expected level of achievement for job placement is determined by the faculty and reflects program demographics.

The ELA for job placement is 80% of graduates employed full-time as registered nurse within one year of graduation. Graduates of the UNM Taos nursing program have been successful in obtaining employment following graduation. The majority of our graduates obtain employment at the local hospital (Holy Cross Hospital) and thus far our program size has matched local demand for registered nurses. Holy Cross Hospital hires new graduate associate degree nurses, and our close relationship with the hospital – and their satisfaction with the preparation of our graduates – has created an environment in which the hospital actively seeks our graduates to fill open positions.

There is ongoing assessment of the extent to which graduates are employed.

Job placement rates are relatively easy for us to track due to the small size of the program and the fact that most graduates choose to remain in the area and self-report to the program director and the faculty after graduation.

UNM Taos Graduate Achievement in Job Placement		
Cohort	# Graduates	% Employed 1 year After Graduation
2010	14	87.5%
2012	9	100%
2014	9	100%
2016	6	100%

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed.

Faculty meeting minutes, curriculum committee meeting minutes, and Nursing Advisory Committee meeting minutes demonstrate ongoing discussion of ways in which to maintain success of graduates being employed. UNM-Taos enjoys an excellent reputation in the community for maintaining high standards of education and graduating students who are able to function effectively as new registered nurses and as members of interdisciplinary teams.

Employer surveys demonstrate a high level of satisfaction with the graduates of the program. Employers are active members of the Nursing Advisory Committee and provide input into program implementation and improvement efforts.

There is a minimum of the three (3) most recent years of available job placement data, and data are aggregated for the nursing program as a whole.

UNM Taos Graduate Job Placement Data	
Cohort	**Employment Rate 6 months after graduation**
Class of 2012	100%
Class of 2014	100%
Class of 2016	100%

APPENDIX A

UNIVERSITY OF NEW MEXICO
HIGHER LEARNING COMMISSION
ACCREDITATION LETTER
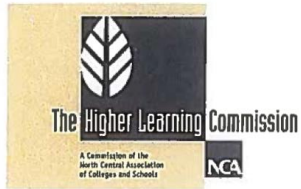
The Higher Learning Commission

A Commission of the
North Central Association
of Colleges and Schools NCA

PRESIDENT
PRIORITY A ✓ B ___ C ___

SEP 0 2 2009
Bred~
Provost + Regents
CALENDAR _____

August 28, 2009

President David J. Schmidly
University of New Mexico
1 University of New Mexico MSC05 3300
Albuquerque, NM 87131

Dear President Schmidly:

This letter is formal notification of the action taken concerning University of New Mexico by The Higher Learning Commission. At its meeting on August 17, 2009, the Institutional Actions Council (IAC) voted to continue the accreditation of University of New Mexico and to adopt any new items entered on the attached Statement of Affiliation Status (SAS). The Commission Board of Trustees validated the IAC action through its validation process concluded on August 28, 2009. The date on this letter constitutes the effective date of your new status with the Commission.

I have enclosed your institution's *Statement of Affiliation Status (SAS)* and *Organizational Profile (OP)*. The *SAS* is a summary of your organization's ongoing relationship with the Commission. The *OP* is generated from data you provided in your most recent (2008-09) Annual Institutional Data Update. If the current Commission action included changes to the demographic, site, or distance education information you reported in your Annual Institutional Data Update, we have made the changes on the *Organizational Profile*. No other organizational information was changed.

The attached *Statement of Affiliation Status* and *Organizational Profile* will be posted to the Commission website on Monday, September 14. Before this public disclosure however, I ask that you verify the information in both documents and inform Robert R. Appleson, your staff liaison, before Friday, September 11 of any concerns that you may have about these documents. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the *Handbook of Accreditation, Third Edition*.

Please be aware of Commission policy on planned or proposed organizational changes that require Commission action before their initiation. You will find the Commission's change policy in Chapter 7.2 of the *Handbook of Accreditation*. I recommend that you review it with care and, if you have any questions about how planned institutional changes might affect your relationship with the Commission, that you write or call Robert R. Appleson.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

Sylvia Manning

Sylvia Manning
President

Enclosures: Statement of Affiliation Status
              Organizational Profile

cc: Evaluation Team Members
              Chair of the Board

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ORGANIZATIONAL PROFILE

UNIVERSITY OF NEW MEXICO
1 University of New Mexico MSC05 3300
Albuquerque, NM 87131

Enrollment Demographics (by headcount) (HLC Posted: 04/15/2009)

	Full-Time		Part-Time
Undergraduate:	17585		8416
Graduate:	3213		3167
Post-baccalaureate First Professional:	0		0
Non-Credit headcount:		43359	

Educational Programs (HLC Posted: 04/15/2009)

		Program Distribution	Total Awarded
Leading to Undergraduate degrees:	Associate	76	348
	Bachelors	94	3052
Leading to Graduate degrees:	Masters	72	1110
	Specialist	4	8
	First Professional	0	0
	Doctoral	41	435
Certificate Programs:		73	98

Dual Enrollment (HLC Posted: 04/15/2009)

Headcount in all dual enrollment (high school)   1230

Off-Campus Activities (HLC Posted: 04/15/2009)

In-State:	Campuses:	Gallup (University of New Mexico - Gallup) ; Los Alamos (University of New Mexico - Los Alamos) ; Los Lunas (University of New Mexico - Valencia) ; Taos (University of New Mexico - Taos)
	Sites:	Farmington (UNM--Farmington Bachelor and Graduate Program Center) ; Gallup (UNM--Gallup Bachelor and Graduate Program Center) ; Los Alamos (UNM--Los Alamos Bachelor and Graduate Program Center) ; Los Lunas (UNM--Valencia Bachelor and Graduate Program Center) ; Rio Rancho (UNM West in Rio Rancho) ; Santa Fe (UNM--Santa Fe Bachelor and Graduate Program Center) ; Taos (UNM--Taos Bachelor and Graduate Program Center)
	Course Locations:	11
Out-of-State:	Campuses:	None
	Sites:	None
	Course Locations:	None
Out-of-U.S.:	Campuses:	None
	Sites:	None
	Course Locations:	None

Distance Education Certificate and Degree (HLC Posted: 04/15/2009)

BSN/RN	Internet
MSN - Community Health Nursing	Internet
MSN - Nursing Administration	Internet
MSN - Nursing Education	Internet

HLC Posted: 08/26/2009
Printed: 08/26/2009

The Higher Learning Commission

30 North LaSalle Street, Suite 2400 | Chicago, Illinois 60602-2504 | 312-263-0456
800-621-7440 | FAX: 312-263-7462 | www.ncahigherlearningcommission.org

STATEMENT OF AFFILIATION STATUS

UNIVERSITY OF NEW MEXICO
1 University of New Mexico MSC05 3300
Albuquerque, NM 87131

Affiliation Status: Candidate: Not Applicable
                      Accreditation: (1922- .)

PEAQ PARTICIPANT

Nature of Organization

Legal Status:	Public
Degrees Awarded:	A, B, M, S, D

Conditions of Affiliation:

Stipulations on Affiliation Status: None.

Approval of New Degree Sites: Prior Commission approval required.

Approval of Distance Education Degrees: Prior Commission approval required for distance education programs other than the BSN/RN completion program, the Community Health Nursing program, the Nursing Administration program, and the Nursing Education program, all offered at the MSN degree level.

Reports Required: Progress Report: 01/11/2011; A report on undergraduate advising.
Monitoring Report: 01/11/2011; A report on governance and administrative structures.

Other Visits Scheduled: None.

Summary of Commission Review

Year of Last Comprehensive Evaluation:	2008 - 2009
Year for Next Comprehensive Evaluation:	2018 - 2019
Date of Last Action:	08/28/2009

STATE OF NEW MEXICO AND THE UNIVERSITY OF NEW MEXICO

New Mexico Governor
Susana Martinez

New Mexico
Legislature

UNM Board of
Regents

New Mexico
Secretary of Higher
Education
Dr. Barbara Damron

UNM President
Dr. Chaouki Abdallah
(Acting)

UNM-Taos
Advisory Board
Dr. David Chavez

Special Assistant to
the Provost
Dr. Jerry Dominguez

UNM Provost
Craig White
(Acting)

UNM Taos
Executive
Director Dr.
Martinez Hewlett
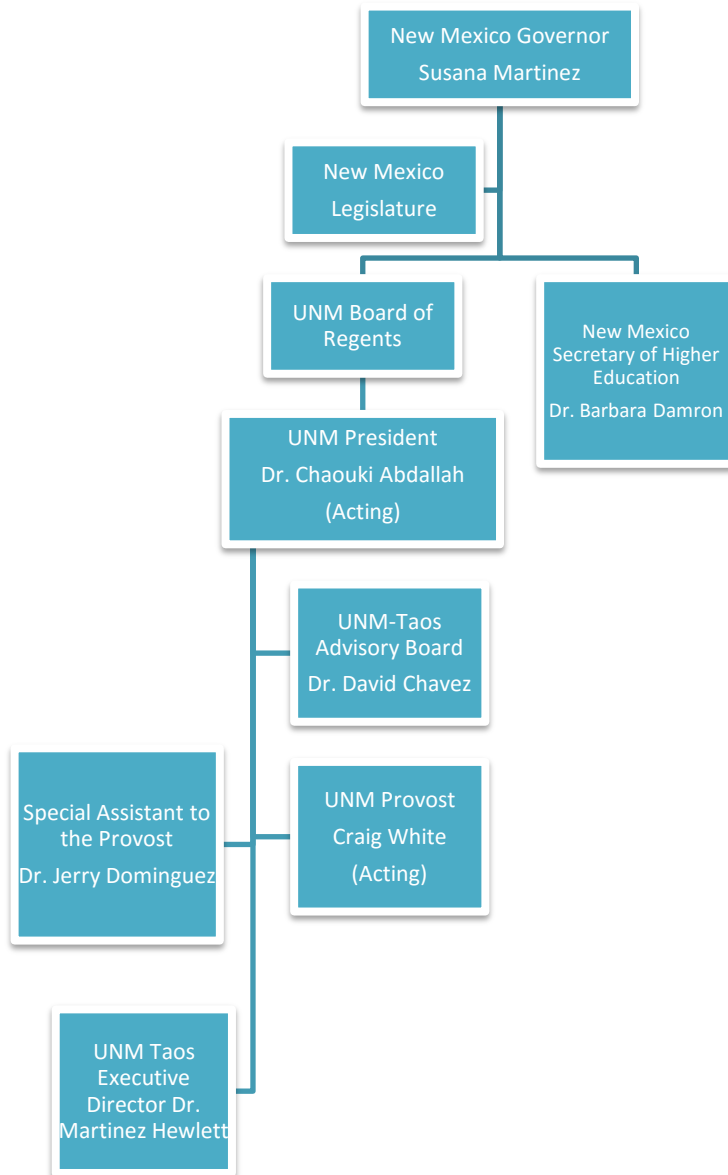
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UNM –TAOS ADMINISTRATION

UNM Taos Executive Director
Dr. Martinez Hewlett

Administrative Assistant II
Rosalie Romero

Director of Development and Media Services
Louis Moya

Director of Human Resources
Debra Martinez

Director of Communications
William Knief

Academic Student Success Manager
Diego Trujillo

Dean of Instruction
Dr. Randi ARchuleta

Director of Student Services
Patricia Gonzales

Director of Business Operations
Mario Suazo

Institutional Effectiveness Coordinator
Anita Bringas

Institutional Researcher
David Farris

Media Development Specialist
Enrico Trujillo

Video/Audiovisual Engineer
Francis Santistevan

APPENDIX D
UNM –TAOS NURSING PROGRAM

Director of Nursing

Melissa Wohltman, MA, RN

Administrative Assistant

Barb Wiard

Assistant Director of Nursing Nursing Faculty

Dawn Kittner, MSN, RN

Nursing Faculty

Karen Fettig, MA, RN

Adjunct Nursing Faculty

Susan McQuade, MSN, FNP-BC
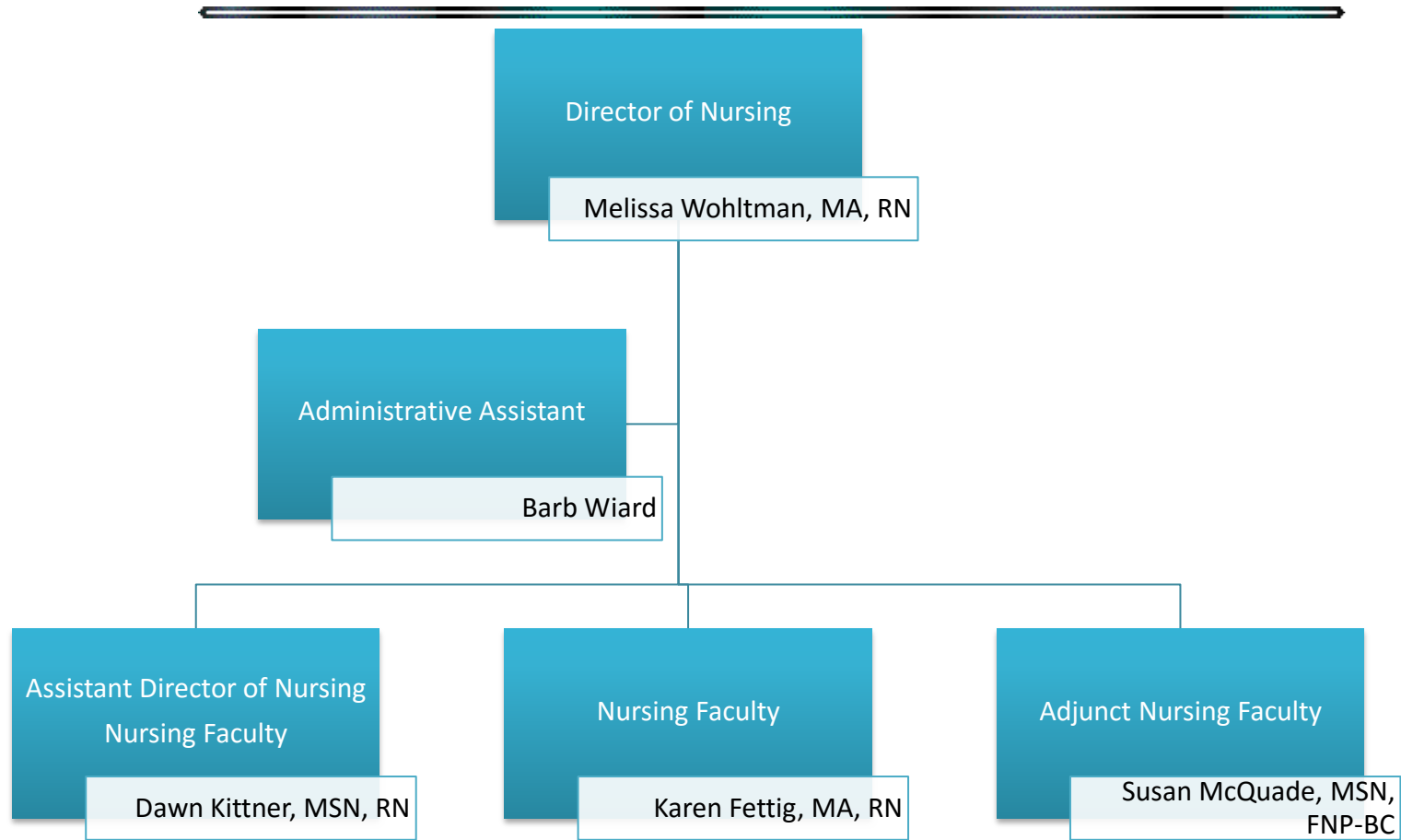
APPENDIX E

DIRECTOR CURRICULUM VITAE

MELISSA WOHLTMAN OFFENHARTZ, RN, MA

PO Box 1961, El Prado, NM 87529   (575) 776-4185
moffenha@unm.edu

EDUCATION_____

New York University, New York, NY
Master of Arts in Nursing, January 2000
Nursing Education Specialty

Indiana University, Bloomington, IN
Bachelor of Science in Nursing, May 1993
Graduation with honors
Sigma Theta Tau, Alpha Chapter
Award for Clinical Excellence

State University of New York, Cortland, NY
Bachelor of Science in Biology, May 1985
Summa cum Laude

PROFESSIONAL EXPERIENCE_____

UNIVERSITY OF NEW MEXICO, Taos, NM
Director, Associate Degree RN Program (appointed July 1, 2013)

HOLY CROSS HOSPITAL, Taos, NM
Clinical Instructor, University of New Mexico Taos ADN RN Program (2012 – 2013)
· Develop and supervise clinical experiences in the laboratory, long-term care and acute care setting for ADN RN students throughout their program
· Evaluate student performance in the clinical setting

UNIVERSITY OF NEW MEXICO, Taos, NM (2011 – 2013)
Adjunct Faculty Member
· Instructor – Medical/Surgical Nursing
· Instructor – Pharmacology
· Instructor – Professional Seminar for Nursing
· Participated in self-study and site visit for accreditation from the National League of Nursing Accreditation Committee
· Active in New Mexico Nursing Education Consortium – planning and development of state-wide concept based nursing curriculum

ROCKEFELLER UNIVERSITY, New York, NY
Rockefeller University Hospital
Director of Nursing (2007 – 2011)
· Clinical Research Responsibilities
  o Provided oversight on the implementation of clinical research protocols on both the Inpatient and Outpatient Units
  o Provided supervision to staff in the care of research subjects, including history taking, physical examinations, treatments, and procedures, as per protocol
  o Assessed and ensured continuous and ongoing informed consent and voluntary participation in clinical research by study participants
· Administrative Responsibilities
  o Managed daily operations of the inpatient and outpatient department

- Interviewed, oriented, supervised, and evaluated unit staff
- Developed and managed inpatient and outpatient unit budgets
- Developed and implemented Nursing Department Policy and Procedures
- Conducted chart reviews
- Collected unit CQI data, notably the measurement and evaluation of nursing's contribution to the safe, ethical, and effective implementation of clinical research protocols, including subject retention
- Chair of Education Committee

Nurse Manager, Outpatient Clinical Research Center (2005 - 2007)
- Clinical Research Responsibilities
  - Planned and implemented clinical research protocols in the Outpatient Unit
  - Provided nursing management, including history taking, physical examinations, treatments, and procedures, as per protocol, to research participants
  - Assessed and ensured continuous and ongoing informed consent and voluntary participation in clinical research by study participants
- Administrative Responsibilities
  - Managed daily operations of the outpatient department
  - Interviewed, oriented, and supervised unit staff
  - Developed and managed outpatient unit budget
  - Developed and implemented Nursing Department Policy and Procedures
  - Conducted chart reviews
  - Collected unit CQI data
  - Chair of Education Committee

THE MOUNT SINAI HOSPITAL, New York, NY
Cardiac Nurse Specialist (January 2004 – December 2004)
- Provided education, training, and clinical expertise to staff nurses on cardiac surgical step down and cardiac telemetry units
- Developed educational program on heart failure for staff nurses
- Participated in hospital wide initiative to improve the care of patients with heart failure
- Developed comprehensive discharge teaching sheet for heart failure patients

NEW YORK UNIVERSITY, New York, NY
Division of Nursing
Instructor, Undergraduate Program (2000 – 2003, 2009 - 2011)
- Pathophysiology
- Adult Medical Surgical Nursing
- Health Assessment
- Nursing Fundamentals
- Student Academic Advisor
- Member of undergraduate curriculum committee

LENOX HILL HOSPITAL, New York, NY
Critical Care Educator (1999 - 2000)
- Provided didactic and clinical instruction to registered nurses working in the Cardiac Care Unit and the Cardiac Telemetry Unit
- Educated staff on the care of patients with intra-aortic balloon pumps, Swan-Ganz catheters, arterial lines, transvenous pacemakers, implantable

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cardioverter-defibrillators, implanted pacemakers, and patients requiring mechanical ventilation
- Provided education and training on the care of patients receiving potent vasoactive medications
- Developed comprehensive orientation program for cardiac critical care and telemetry nurses
- Participated in the direct orientation and evaluation of new nurses on those units

Staff Nurse (July 1993 – September 1999)
- Cardiac Care Unit (1996 – 1999)
- Acute HIV/AIDS Unit (1994 – 1996)
- Adult Medical Surgical Unit (1993 – 1994)

LICENSURE AND CERTIFICATION

New Mexico Board of Nursing, Registered Nurse, license #RN-74710
Basic Life Support, Provider, American Heart Association

MEMBERSHIPS

National League for Nursing
Sigma Theta Tau
National Student Nurses Association
American Association for the History of Nursing

PUBLICATIONS

McClary, K. and Offenhartz, M. (2006). Clinical research nurses give new meaning to "protect and serve". Nursing Spectrum (New York/New Jersey/Metro edition) . April 24.

McCauley, D.E., Wade, M.J., Breeden, F.J., and **Wohltman, M.E.** (1987). Spatial and temporal variation in group relatedness: Evidence from the imported willow leaf beetle. Evolution 42: 184-192.

Keen, W.H., McManus, M.G., and **Wohltman, M.E.** (1987). Cover site recognition and sex differences in cover site use by the salamander, *Desmognathus fuscus.* Journal of Herpetology 21: 363 – 365.

REFERENCES
Available upon request

Appendix F

Title: Director of Nursing ADN-RN Program at UNM-Taos

Position Description:
The Director of Nursing provides leadership in the ongoing development, implementation
and evaluation of the Associate Degree Nursing Program at UNM-Taos. The Director of Nursing
is administratively responsible to the Dean of Instruction at UNM-Taos.

Qualifications:

- Educational
    - Master's Degree in Nursing Administration
    - Previous management experience in a hospital or academic institution
    - Full time teaching experience in a nursing program

- Professional
    - Current licensure as a Registered Nurse in the State of New Mexico
    - Demonstrated competency in education and administration
    - Membership and participation in professional organizations

Responsibilities:

Administrative
- Supervises and guides development of and changes in the program curriculum.
- Prepares for accreditation review from the National League of Nursing Accrediting Commission.
- Maintains academic policies of UNM-Taos in accordance with the institution's accreditation guidelines.
- Advises the Dean of Instruction with regard to faculty assignments, class scheduling, and size of class, student and departmental issues.
- Selects and serves as a mentor to new nursing faculty members.
- Ensures nursing program faculty complies with educational institutional policies, National League of Nursing Accreditation standards and New Mexico Board of Nursing regulations.
- Prepares clinical and class schedules, coordinates faculty teaching assignments.
- Evaluates full time and part time faculty regarding quality of instruction and makes recommendations regarding faculty retention, salary increases and promotions.
- Hires, supervises and evaluates Administrative Assistant.
- Initiates and administers student recruitment and retention efforts related to the nursing program, including advising prospective students, directing candidate orientation and scheduling and oversees the disciplinary and grievance procedure.
- Works closely with faculty, admissions committee, and student advisement in selection of program applicants.

- Ensures that every student is involved in a positive educational experience through leadership activities. Meets with students frequently to get feedback on class progress, clinical activities and progression through the program. Advises and mentors students as necessary.
- Maintains appropriate and positive clinical relationships with clinical sites and their representatives.
- Performs regular site visits to clinical facilities and updates contract and clinical agency contracts, as needed.
- Collaborates and networks frequently with other nursing program directors.
- Prepares budget requests and supervises the execution of the budget to promote quality instruction.
- Maintains records and reports for the nursing program as required by the New Mexico Board of Nursing, New Mexico Higher Education Department, National League of Nursing and Department of Instruction.
- Approves and coordinates faculty requests for library materials, equipment, and teaching and office supplies within budget limitations.
- Keeps abreast of new instructional ideas, materials and equipment, and makes them known to faculty.
- In collaboration with the faculty, evaluates program outcomes at the end of each semester.
- In collaboration with the faculty, revises student handbook as necessary.
- Counsels and evaluates students according to the Essential Qualifications for progression to the next semester.
- Maintains a working relationship with faculty members instructing general education courses.
- Chairs program advisory committee for the nursing department with community participation and biannual meetings.
- Chairs monthly faculty and biannual curriculum meetings.
- Provides for faculty attendance and participation in professional development which contributes to program improvement and instruction.
- Attends the New Mexico Board of Nursing and New Mexico Nursing Education Consortium.
- Attends frequent professional developmental seminars, webinars and statewide educational forums.
- Responds to student complaints through appropriate communication with student, instructor or others, as needed.
- Meets frequently with Dean of Instruction to discuss, review, clarify and adjust operational policies to meet the ADN Program mission.
- Verifies graduation requirements for students and signs certificates of completion for all graduates before they are eligible to take the National Council of State Boards of Nursing Examination.
- Maintains external professional contacts and relationships.

Teaching

- Carries a minimum of an 80% administrative and 20% teaching load, per New Mexico Board of Nursing rules and regulations.
- Evaluates course content and revises course data at the end of each semester

Professional Service

- Membership in the National League for Nursing
- Membership in the Association of Operating Room Nurses
- Membership in the American Nurses Association
- Membership in the Statewide Nursing Consortium

College Service

- Serves on official college committees, task forces and teams as assigned by the Dean of Instruction.
- Performs other related tasks as assigned by the Dean of Instruction.

FACULTY/STUDENT EVALUATION FORM

The UNM-Taos ADN-RN program signifies that the holder of that degree has been educated to competently practice professional nursing. The education of a nurse requires assimilation of knowledge, acquisition of skills and development of judgment. The practice of nursing emphasizes interdisciplinary collaboration among patients, physicians, nurses, pharmacists, and other allied health care professionals.

The curriculum leading to ADN-RN requires students to engage in diverse, complex, and specific experiences essential to the acquisition and practice of essential nursing skills and functions. Unique combinations of cognitive, affective, psychomotor, physical and social abilities are required to satisfactorily perform these functions. In addition to being essential to the successful completion of the requirements of the ADN, these functions are necessary to ensure the health and safety of patients, fellow candidates, faculty and other healthcare providers.

Student Name: _____

PLEASE NOTE: If any Essential Qualification is not being met, specific written documentation must be attached to this evaluation form. The essential abilities necessary to acquire or demonstrate competence in a discipline as complex as nursing and needed for successful progression by students for the ADN-RN in this program, include but are not limited to the following abilities:

KEY: M = Meets   **DN =** Does Not Meet   **NA =** No opportunity to Demonstrate   **P** = Progressing

MOTOR SKILLS Qualification	Orientation: Self evaluation	Level I	Level II	Level III	Level IV
Student has sufficient motor function so that student is able to execute movements required to provide general care and treatment to patients in all health care settings.					

Faculty and students, please use the comment boxes to keep notes of your meetings, i.e., areas identified to work on, plans for improvement, major accomplishments, etc. Date your entries.

Motor Skills **Comments** *(include date of additional comments)*:

KEY: **M =** Meets   **DN =** Does Not Meet   **NA =** No opportunity to Demonstrate   **P** = Progressing

SENSORY/OBSERVATION Qualification	Orientation: Self evaluation	Level I	Level II	Level III	Level IV
Is able to acquire the information presented through demonstrations and experiences in the basic and nursing sciences.					
Is able to observe a patient accurately, at a distance and close at hand, and observe and appreciate non-verbal communications when performing nursing assessment and intervention or administering medications.					
Is capable of perceiving deviations from normal findings as manifested through physical examination, including visual, auditory or tactile information.					

Faculty and students, please use the comment boxes to keep notes of your meetings i.e., areas identified to work on, plans for improvement, major accomplishments, etc. Date your entries.

Sensory/ Observation

Comments *(include date of additional comments)***:**

COMMUNICATION Qualification	_Orientation: Self evaluation_	_Level I_	_Level II_	_Level III_	_Level IV_
Communicates in English effectively and sensitively with other students, faculty, staff, patients, family, and other professionals.					
Expresses own ideas and feelings clearly and demonstrates a willingness and ability to give and receive feedback.					
Is able to: receive and convey information at a level allowing development of a health history; identify problems presented; explain alternative solutions, and give directions during treatment and post-treatment.					
Is able to communicate effectively in English, both in oral and written forms					
Is able to process and communicate information on the patient's status with accuracy in a timely manner to members of the health care team. The appropriate communication may also rely on the student's ability to seek additional supervision and consultation when appropriate.					

Faculty and students, please use the Comments boxes to keep notes of your meetings, i.e., areas identified to work on, plans for improvement, major accomplishments, etc. Date your entries.

Communication

Comments *(include date of additional comments)*:

KEY: **M =** Meets   **DN =** Does Not Meet   **NA =** No opportunity to Demonstrate   **P** = Progressing

COGNITION Qualification	Orientation: Self evaluation	Level I	Level II	Level III	Level IV
Is able to measure, calculate, reason, analyze, integrate and synthesize in the context of undergraduate nursing study					
Is able to read in English and comprehend multiple sources of information.					
Is able to critically evaluate and apply information in the classroom and clinical setting.					

Faculty and students, please use the comments boxes to keep notes of your meetings, i.e., areas identified to work on, plans for improvement, major accomplishments, etc. Date your entries.

Cognition

Comments *(include date of additional comments)***:**

KEY: **M =** Meets   **DN =** Does Not Meet   **NA =** No opportunity to Demonstrate   **P** = Progressing

BEHAVIORAL/EMOTIONAL Qualification	Orientation: Self evaluation	Level I	Level II	Level III	Level IV
Possesses the emotional health required for the full utilization of intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to their education, care of patients, families, and communities.					
Is able to maintain mature, sensitive, respectful, and effective relationships with patients, students, faculty, staff and other professionals under all circumstances including highly stressful situations.					
Has the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways.					
Is able to experience empathy for the situations and circumstances of others and effectively convey that empathy.					
Exhibits understanding that personal values, attitudes, beliefs, emotions, and experiences affect individual perceptions and relationships with others.					
Is able and willing to examine and change behavior when it interferes with effective patient care, individual or team relationships.					
Possesses skills and experience necessary for productive and collaborative relationships in diverse academic and working environments.					

Faculty and students, please use the comment boxes to keep notes of your meetings, i.e., areas identified to work on, plans for improvement, major accomplishments, etc. Date your entries.

KEY: M = Meets   **DN =** Does Not Meet   **NA =** No opportunity to Demonstrate   **P** = Progressing

BEHAVIORAL/EMOTIONAL

Comments *(include date of additional comments)***:**

KEY: **M =** Meets   **DN =** Does Not Meet   **NA =** No opportunity to Demonstrate   **P** = Progressing

Professional Conduct Qualification	Orientation: Self evaluation	Level I	Level II	Level III	Level IV
Possesses the ability to practice nursing in an ethical manner.					
Is willing to learn and abide by professional standards of practice and codes of professional conduct.					
Possesses the attributes that include compassion, empathy, altruism, integrity, honesty, responsibility, accountability, and tolerance.					
Is able to engage in patient care delivery in all settings and be able to deliver respectful care to all patient populations.					

Faculty and students, please use the comment boxes to keep notes of your meetings, i.e.,
Areas identified to work on, plans for improvement, major accomplishments, etc. Date your entries.

Professional Conduct

Comments *(include date of additional comments)***:**

KEY: **M =** Meets **DN =** Does Not Meet **NA =** No opportunity to Demonstrate **P** = Progressing

Reasonable Accommodation for Disabilities has been requested.

___ Yes   __ No

Additional Comments *(include date of additional comments)***:**

Beginning Level 1

Student Self-evaluation _____   **Date**

Faculty Signature_____   **Date**

Level I

_____

Faculty Signature   **Date**

_____
Student's Signature   **Date**

Level II

_____

Faculty Signature   **Date**

_____
Student's Signature

                                                                          Date

---

Level III

_____

Faculty Signature   **Date**

_____

Student's Signature   **Date**

Level IV

_____

Faculty Signature   **Date**

_____

Student's Signature   **Date**

This process and the documents associated with it, is adapted, with permission from:
University of Washington, School of Nursing.
Approval given by Susan L. Woods, PhD, RN, FAHA, FAAN
Professor and Associate Dean for Academic Programs.

Student Name:_____   Student ID #: _____   Semester: ☐ 1 ☐ 2 ☐ 3 ☐

4 ☐

This observation is a: ☐ Compliment on exceptional performance ☐ Concern *related to this domain of the Essential Behaviors:* Motor Skills ☐ Sensory/Observation ☐ Communication ☐ Cognitive ☐ Behavioral/Emotional ☐ Professional Conduct ☐	Description of Observed Behavior
	Impact of Observed Behavior upon fulfillment of Essential Behaviors If a concern, does this behavior have potential to endanger patient safety? Yes ☐ No ☐ (If yes, a copy of this form must be sent to the Director of Nursing.
	Date communicated to student:_____ Student Response:
	Action Plan (if applicable):

Follow-up and Re-evaluation Plan: (Required for all concerns)
Planned Date of Re-evaluation:_____

Faculty Member: _____ (Print Name and Title) _____
Date: _____
                          Signature

Guidelines for Use:
The Remarkable Observation form is available to document compliments and / or concerns that a faculty or instructor may have regarding a student.

Feedback will be given to the student immediately.
a. If it is a major concern, the student, Faculty or instructor and Director of Nursing will meet promptly to develop an action plan. This signed agreement will be placed in the student's file. The outcome of the action plan will be evaluated and documented for the student file.
b. If the concern does not need immediate attention, or it is a compliment, the form will be placed directly in the student's file.
c. This form does not replace clinical notes, clinical evaluations, or other forms of grading. It is expected that most teaching/learning interactions will *not* be documented in this way.
d. Remarkable Observation forms will be kept in the student's file in, with their Essential Documentation forms.

Appendix I Faculty Profile										
Faculty Name	FT-PT	Date of Initial Appointment	Rank	Bachelor Degree (credential)	Institution Granting Degree	Graduate Degree (credential)	Institution Granting Degree	Areas of Clinical Expertise	Academic Teaching (T)	Other Areas of Responsibility (O)
Dawn Kittner	FT	08/2009	Assistant Director of Nursing Nursing Faculty	BSN	Rhode Island College, Providence, RI	MSN, ANP	University of Rochester, Rochester, NY	Adult Intensive Care Adult Medical Surgical Simulation	Principles of Nursing Assessment and Health Promotion Health and Illness Concepts 1 Simulation	College Curriculum Committee Nursing Faculty Committee Nursing Curriculum Committee Nursing Advisory Committee Nursing Admissions Committee New Mexico Nursing Education Consortium Member
Karen Odell (Fettig)	FT	03/ 2015	Nursing Faculty	BSN	Bethel University 12/2008	Master of Arts Nursing Education	Bethel University 2/2012	Pediatrics Simulation, Med/surg, ICU	Introduction to Nursing Concepts Principles of Nursing Pharmacology for Nursing Health Care Participant Simulation	College Safety Committee Nursing Faculty Committee Nursing Curriculum Committee Nursing Advisory Committee Nursing Admissions Committee
Susan McQuade	PT	06/2011	Adjunct Faculty	BSN	University of Tulsa, Tulsa, OK	MSN	Texas Women's University, Denton, TX	Family practice HIV /AIDS Pain Management	Assessment and Health Promotion	Nursing Faculty Committee Nursing Curriculum Committee

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Appendix J - Curriculum Plan and Credit Breakdown Table for the Program of Study

Course	Total Credits	Theory Hours	Lab/Clinical Contact Hours	Total Hours
Pre-requisites/ Co-requisites				
ENGL 110	3	48	0	48
ENGL 120	3	48	0	48
PSYCH 105	3	48	0	48
BIOL 123	3	48	0	48
BIOL 124L	1	0	48	48
CHEM 111L	4	48	48	96
MATH 101/102/103	3	48	0	48
PSYCH 220 or NURS 224	3	48	0	48
BIOL 237 (A&PI)	3	48	0	48
BIOL 247L (A&P I lab)	1	0	48	48
BIOL 238 (A&PII)	3	48	0	48
BIOL 248L (A&P II lab)	1	0	48	48
PATHO	4	64	0	64
Total	**35**	**496**	**192**	**688**
First Semester				
NURS 202 Intro to Nursing Concepts	3	48	0	48
NURS 204L Principles of Nursing Practice	4	16	144	160
Total	**7**	**64**	**144**	**208**
Second Semester				
NURS 251 HEALTH & ILLNESS CONCEPTS I	3	48	0	48
NURS 203 HEALTH CARE PARTICIPANT	3	48	0	48
NURS 221L ASSESSMENT & HEALTH PROMOTION	4	16	144	160
NURS 238 NURSING PHARMACOLOGY	3	48	0	48
Total	**13**	**160**	**144**	**304**
Third Semester				
NURS 252 HEALTH & ILLNESS CONCEPTS II	3	48	0	48
NURS 291 PROFESSIONAL NURSING CONCEPTS	3	48	0	48
NURS 222L CARE OF PATIENTS WITH CHRONIC CONDITIONS	4	0	192	192
Total	**10**	**96**	**192**	**288**

Course	Total Credits	Theory Hours	Lab/Clinical Contact Hours	Total Hours
Fourth Semester				
NURS 253 HEALTH & ILLNESS CONCEPTS III	3	48	0	48
NURS 258L CLINICAL INTENSIVE I	4	16	144	160
NURS 219 ADN CAPSTONE	2	0	96	96
Total	**9**	**64**	**240**	**304**
Total Program		**880**	**912**	**1792**

Semester = 16 weeks

Lecture theory = I lecture credit hour = 50 minutes

Courses with lab component= 1 lab credit hour=3 lab clock hours per week

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Appendix K - Clinical Facilities Information Sheet

Name of Hospital	Average Daily Census Last Hospital Year	Hospital Accreditation (Please answer "yes" or "no")			
		Accredited by the DNV Healthcare (Det Norske Veritas), a Norwegian-US Health Care Accrediting Organization and the College of American Pathologists		Medicare Certified Licensed by the State of New Mexico	
		Fully Accredited	Conditionally Accredited	Fully Accredited	Conditionally Accredited
Holy Cross Hospital Holy Cross is a regional hospital for Northern New Mexico with 48 beds including 12 emergency room beds. The census fluctuates but is always higher in the summer and winter with more tourists in the area. .	35	yes		yes	
		Accreditation or Certification			
Behavioral Health Institute	Accredited by the Joint Commission. Certified by the Center for Medicare and Medicaid Services by the Department of Health and Human Services.				
Community Against Violence	Certified by the State of New Mexico-Safe House Network and the National Children's Alliance. Certified by the State of New Mexico Prevention Program, Sexual Assault Programs, New Mexico Coalition to end Homelessness Shelter Program and New Mexico Coalition Against Domestic Violence.				
DCI Dialysis Center	Certified by the Center for Medicare Services.				
Dreamtree Project Inc.	Certified by the state of New Mexico.				
Family Practice Associates of Taos	Certified by the American Academy of Family Physicians, The State of New Mexico Department of Health, and Various Insurance Companies. Physicians hold various Memberships in Professional Societies.				
Little Bug Child Development Center	Certified by the New Mexico Children/Youth Families department of Child Care Licensing.				
Los Angelitos (developmentally challenged children)	Certified by the State of New Mexico.				
Mountain Home Health Care	Certified by the State of New Mexico for home health and hospice; also by the New Mexico Department of Health with a health facility licensing certification.				
Noah's Ark	Certified by the New Mexico Children/Youth Families department of Child Care Licensing.				

Continued from previous page.

Accreditation or Approval	
Public Health Department	Certified by the New Mexico Public Health Department.
Taos Clinic for Children and Youth	Certified by the American Academy of Pediatrics with a medical home approval. Also accredited by NCQA.
Taos Detox Center	Certified by the American Studies of Addiction Medicine (federal agency) and follows the guidelines of the Behavior Services of New Mexico.
Taos High School	Certified by the New Mexico Department of Health for nurses and the State of New Mexico Department of Public Education for the high school.
Taos Living Center (skilled facility—100 beds and always full)	Certified by the State of New Mexico, Medicare and Medicaid Certified.
Taos Municipal Schools -- Ranchos Elementary	Certified by the New Mexico Department of Health for nurses and the State of New Mexico Department of Public Education for the elementary school.
Team Builders at the Community Wellness Center (teen moms' program)	Certified by the New Mexico Children/Youth Families Department of Child Care Licensing.
Tri County Community Services	Certified by the State of New Mexico Department of Human Services Behavioral Health Division.
UNM-Taos Kid's Campus	Certified by the New Mexico Children/Youth Families Department of Child Care Licensing.
Women's Health Institute	Certified by the State of New Mexico Department of Public Health

Appendix L-UNM-Taos Library
Collection Development Policy

The Library is here to support the mission of UNM-Taos by providing you with library resources and by providing the opportunity for you to gain research and library skills that will assist you in your academic, professional and personal life.

"The quality of the library is not about the size of the library"
Dr. Mary Bushing, Montana State University

The following Collection Development Policy has been developed by the UNM-Taos Library. The policy attempts to provide for a balanced, well-rounded collection of materials in a variety of subject areas and material formats. While the library is open to all members of the greater community, the collection policies must first take into account the academic interests of the UNM-Taos community. Space and cost (including the cost of processing) are also considered when collecting materials for the library. All materials acquired for the library are subject to evaluation and approval by the Library Director.

General Policy
The University of New Mexico-Taos Library collects the following in a variety of formats (print, visual media, electronic and online sources):
- materials in support of course offerings at UNM-Taos
- materials in support of faculty research at UNM-Taos
- materials published by UNM-Taos faculty
- up-to-date academic materials of general interest substantiated by academic research
- materials in support of regional or local interest or history (e.g. southwest materials including children's literature; local authors; etc.)
- Foreign language materials are purchased primarily when they support the language curricula offered at UNM-Taos and/or bilingual and multicultural education

The University of New Mexico-Taos Library does not necessarily collect the following:
- text books (whether or not used for a course)
- popular fiction (except when used in designated courses, or if appropriate for a special collection, or occasionally, an award-winning novel by a well-known author)
- non-academic materials of general interest (i.e. materials that might typically be found in a public library)

Recommendations
All library patrons (faculty, staff, students, and community members) are welcome to recommend books and other material formats to be acquired for the library. Recommended materials will be acquired if the following conditions are met:
- items fall within the collection development policy of the library
- there is space for the recommended items
- the recommended items are still in print and can be acquired (out of print materials of exceptional merit/value may be acquired from antiquarian dealers if the cost is reasonable)
- the budget can accommodate the request

Retention of Materials

Evaluation of the Library's collection is done annually, or as time permits and space needs require. Faculty members are encouraged to survey their subject areas and recommend additions to and withdrawals from the collection. Damaged items and items that have shown statistically to have poor circulation are withdrawn from the collection.

Gifts and Donations

The library welcomes the donation of library materials with the understanding that the materials will be evaluated according to the same standards as items that the Library purchases. All gifts are acknowledged by the Library which could include such things as a bookplate in each item naming the donor; however, no monetary evaluation can be done, pursuant to IRS regulations. Gifts should meet the following conditions:

- items fall within the collection development policy of the library
- there is space for the donated items
- copyright dates are not more than five years old (except for classic literature, materials that offer an important historical perspective, or materials of exceptional merit/value)
- titles in the humanities subject areas are usually considered for the collection
- periodicals are usually not considered unless it is a full subscription or could be used to replace damaged or missing issues

Materials of exceptional merit/value (e.g. rare or historically important items) that do not fall within the collection development policy may be accepted at the discretion of the Library Director.

Basis for Policy

This policy is based on established practices of academic libraries in the United States as sanctioned by The American Library Association (ALA) and The Association of College and Research Libraries (ACRL). As part of its philosophy of collection development, the UNM-Taos Library supports the following statements from the American Library Association:

- Library Bill of Rights
- Intellectual Freedom Principles for Academic Libraries
- Code of Ethics of the American Library Association
- Freedom to Read Statement
- Freedom to View Statement

Weeding Process
This process is for assigned staff only. Please do not attempt this process without authorized training first.

Weeding Guidelines
Based on Circulation, Physical Condition and Accuracy of Information

What we remove:
1. Duplicates
2. Superseded editions of which we have the latest
3. Outdated materials

Examples:
- Computer Science older than 5 years (except UNIX, Cobol, Fortran)
- Science after 10 years except History of Science, Botany and Science
- Technology and Applied Science older than 4 years
- Library Science after 10 years except for theory and history
- Occupational Guides, resume guides, etc. older than 5 years
- Travel books older than 10 years
- Health, Medicine, Nutrition and Drugs older than 5 years.
- Psychology older than 10 years (not including Biography, History of Psychology, and Psychological Theory)
- Physical Education older than 10 years

4. Badly damaged items (be sure to check on replacing them)
5. Atlases older than 10 years
6. Books not checked out in more than 10 years.
7. Incomplete Series (either order the missing volume or delete the set)
8. Study prep guides (GRE, MCAT, etc.) older than 5 years

Books We Never Weed
1. Regional materials (history, literature, geography, economics, art, music, etc.)
2. Authors on the faculty
3. Classics in each field
4. Core materials in each discipline
5. Literary classics
6. Primary sources
7. Works deemed to be of historical value by the library professional staff

Standards for College Libraries 2000 Edition.
The final version approved January, 2000
Prepared by the ACRL College Libraries Section Standards Committee

Weeding is a cyclical process. The Assistant Librarian works through the collection, book by book using the criteria on the next page. The Weeding slip is marked according to its condition. Then assigned staff check the item for its copyright date, copy number, catalog date, the number of checkouts and number of copies of the title in LIBROS, if it is at Zimmerman Library. Next, the Taos Public Library catalog is checked to see if the item is accessible in town.

Next the item is checked against Books in Print for active or out of print status, then in WorldCat for the number of copies located in other libraries.

When this process is completed, the Librarian reviews the information and makes a final decision as to keep the item or not.

The Librarian will mark the Weeding slip as to what needs to be done next with the item:

- Return to Collection :
  Remove the weeding slip from the item and return the item to its proper location. The weeding slip can be discarded.
- Mend & Return to Collection:
  The Assistant Librarian will mend the item, then return it to its proper location. The weeding slip can be discarded.
- Order Replacement, Missing Volume/Series:
  The Librarian will order the necessary items. The original material will be returned to the collection and the weeding slip discarded.
- Place in Annex:
  - o The Assistant Librarian will change its location in Millennium to "Annex".
  - o An assigned staff member will change the item's status in BCL to ANNEX. A box next to the Assistant Librarian's desk is labeled for Annex items. Place the item in the box until it can be relocated to the Annex (Basement or Storage Area).
- Prepare for Discard
  - o The Assistant Librarian will remove the item record (or bibliographic record as appropriate) from LIBROS.
  - o The Assistant Librarian will remove the UNM-Taos tracing from OCLC bibliographic record
  - o An assigned staff member will remove the item from any Bibliographic Lists it might be on which are located on the Library Staff computer under Bibliographic Lists.
  - o An assigned staff member will change the item's status in BCL to "DISCARD".
    - ▪ Open up BCL just as you would for entering an item. Use "CRTL F" to locate the item by its item number.
    - ▪ Verify that it is the correct item.
    - ▪ In the STATUS box on the right hand side, type in DISCARD
    - ▪ Change the DATE to the current date
    - ▪ Close BCL
  - o At this point, any staff member can finish the Discard Process located in the Weeding Checklist:

Weeding Checklist	**(B) Psychology:**
Condition:	**X = 10: Y = 5**
( ) Misleading = misleading and/or factually inaccurate	Except Biography History of Psychology Psychological Theory
( ) Ugly = ugly, worn & beyond mending or binding	**(GV)Physical Education:** **X = 10: Y = 5**
( ) Superseded = superseded by a newer edition, better book on the subject, is a **duplicate** copy	**(Q)Science:** **X = 10: Y = 5** Except History of Science Botany Biology Human Anatomy
( ) Trivial = trivial; Questionable merit, old	

( ) Irrelevant = irrelevant to the needs & interests of UNM-Taos

( ) Elsewhere = material may be obtained elsewhere through ILL or TPL

( ) Incomplete Set/ Series: Missing
    Vol(s).: _____

# of Title in LIBROS: _____
Copyright Date: _____
Copy Number: _____
Catalog Date: _____
# of Checkouts: _____
At Taos PL :   **( )** Yes   **( )** No
At Zimmerman: **( )** Yes   **( )** No
Books In Print: **( )** Still in print
              ( ) Out of print
# of Copies in WorldCat:: _____
□ Return to Collection
□ Mend & Return to Collection
□ Order Replacement, Missing
    Volume/Series
□ Place in Annex
  □ Change status in BCL to ANNEX
□ Prepare for Discard
  □ Removed from LIBROS
  □ Removed from OCLC
 □ Remove from Biblio. Lists
 □ Change BCL status to Discard
□ Mark out Barcode & UNMStamps/
    prepare for book sale

Physiology

(Q) Health:
X = 5: Y = 5
   Includes Medicine
   Nutrition
   Drugs

(R) Medicine:
X = 5, Y = 5
   Public Health
   Nutrition
   Pharmacology
   Nursing

(T) Technology:
X= 5: Y = 4
   And Applied Sciences

(Z) Library Science:
X = 10: Y = 5
   Except for Theory & History

Atlases:
X = 10: Y = 1

Computer Science/Software:
X = 5: Y = 4
   Except UNIX, Cobol. Fortran
   Located in various areas

Occupational Guides, Resume Guides, etc:
X = 5; Y = 4
   Located in various areas

Study Prep Guides:
X = 5 : Y = 1

Books we NEVER Weed:
Regional Materials, Faculty Authors,
Classics in each field, Core Materials
in Disciplines, Primary Sources,
Work deemed to be of historical value

Guidelines for Nursing Books

1. Nursing books, usually no older than 5 years, are shelved with the general circulating collection or within the Reference collection according to the Library of Congress classification system.

2. Books on the history of medicine and nursing may be found in the vicinity of other nursing books to be used when researching the history and development of the nursing profession.

3. Nursing faculty may place library or personal copies of nursing books "on Reserve". These items are available at the Circulation Desk. Usually the faculty place restrictions on circulation of these items, for instance: library use only, overnight, 3 days, 1 week, etc.

4. All nursing books are selected for the library collection by the library staff in collaboration with the nursing faculty. The library staff orders these materials and processes them as they are received.

5. Any items that are currently not held in the library collection but are needed by nursing students or faculty may be obtained at no cost through interlibrary loan from another institution.

6. The nursing collection is weeded annually by the library staff in collaboration with the nursing faculty to remove items more than five years old. Some materials may be retained and reshelved following consultation with and approval by the Nursing Program Director (example: newer edition or similar material cannot be located; topics may not be time-sensitive, e.g., communication skills). Items removed during weeding are disposed of according to library policy and procedures.

7. Supplementing the nursing book collection are videos and DVDs related to health and medicine which are located in the Audiovisual section of the library and are accessible by title or keyword in the online catalog. The AV collection is subject to the same weeding policies as the print collection.

8. Nursing and health-related journals, both print and electronic, are also part of the collection. The current year plus one year of the print journals are circulating and able to be checked out, older editions are bound for research purposes.

Various online databases provide 24/7 access to indexed journals such as but not limited to: CINAHL Plus, PsycArticles, Health Reference Center, and Nursing and Allied Health Collection.