The Connecticut Community College Nursing Program (CT-CCNP)

Collaboration, Innovation, and Shared Governance: A System-Wide Approach to Associate Degree Nursing Education

http://www.ct.edu/academics/nursing
A presentation prepared for the 2016 CSCU Faculty Advisory Committee Conference
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presented by:
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Session Objectives

By the end of the session participants will be able to:

1. Discuss the infrastructure of the Connecticut Community College Nursing Program
2. Relate the benefits of collaboration among faculty and program leadership
3. Discuss how the centralized selective admissions process minimizes duplication of effort
4. Conclude how the mission of the CT Community Colleges is addressed through the candidate selection process
5. Describe the benefits to students such as streamlined pathways for educational advancement and transferability between colleges
Infrastructure of the CT-CCNP:

Est. in 2008 following a 3 year planning period

• The Program is offered at 6 CCs:
  • Capital, Gateway, Naugatuck Valley, Northwestern, Norwalk & Three Rivers prepare an average of 45% of CT’s RN workforce (63% of CT Associate Degree Nurses)

• Originated through grassroots efforts

• Guided by 7 strategic goals

• A Common Curriculum facilitated through the CC common course numbering system across 12 colleges

• A centralized approach to Nursing Admissions
Infrastructure of the CT-CCNP

CT-CCNP Bylaws committee structure aligns the 6 programs within the 12 college system

- Nursing Directors Council: Program Administrative Body
- Nursing Admissions Committee: College Admissions Directors plan, implement & evaluate approach to centralized admissions
- Program Committee: Faculty led Committee primarily oversees planning, implementation & evaluation of the Curriculum
- Articulation Advisory Committee
- Ad-Hoc Committees
Infrastructure of the CT-CCNP

2 Centralized Leadership positions oversee shared governance & centralized planning and activities

- Global Perspective, acknowledge individuality and commonality of colleges and communities
- Facilitators, balance necessary commonality and need for uniqueness

Examples of Leadership Activities:
- Conception of Student Outcomes Database ➔ Data driven decision making
- Coordination of Centralized Admissions & Program Standards & Practices
- Coordination & Oversight of Curriculum planning, implementation and evaluation with faculty
- Lead mandatory state DPH program approval process; support individual program accreditation
- Lead, plan & implement educational advancement pathways for graduates
Benefits of Collaboration: Programmatic

- **Among Faculty:**
  - Regular curriculum committee meetings, sharing practices and establishing standards
  - Acknowledges academic freedom and individual teaching styles
  - Minimizes duplication of efforts, maximizes partnership
  - Special Projects/Task Forces

- **Among Leadership**
  - Common Standards & Practices: Admissions, Student “policies”
  - Balances Consistency with need for Individualization at college/community level

- **Among Stakeholders**
  - Clinical Learning Sites, Workforce and academic partners
  - Professional Organizations
Benefits of Collaboration: Admissions

Six Colleges = One Way & Six Ways

- ONE procedure for each process
  - Ensures a fair and equitable process
- Offers perspective on developing policy
  - College mission and student population
- College autonomy within the established policies and practices
  - Allows for colleges to keep their unique approaches without duplication of efforts
Benefits of Collaboration: System/BOR

Access to Resources:

- Office of the Provost
- Office of Research & System Effectiveness
- Banner Student Team
- Banner Programming Staff
- Communications: Marketing, Branding, Website

- Office of Workforce Development, Strategic Partnerships and Sponsored Programs
- Blackboard
- Financial Aid
- Legal Counsel
- Finance & Contracting
- Human Resources
Centralized Admissions: Minimizes/Eliminates Duplication

• **Centralized communication**
  • Colleges can focus on other recruits
  • Letters, email, brochures, web presence

• **One online application**
  • Eliminate cross-competition of applicants
  • Facilitates accurate assessment of demand for programs, no duplication of applicants
  • Technical aspects of process
Centralized Admissions: Minimizes/Eliminates Duplication

- **Student contact**
  - Info sessions conducted on site at colleges by respective college personnel
  - Open houses, orientation, and other recruitment events staffed by Nursing Admissions Specialist at non-nursing Community Colleges and outside events

- **Admissions cycle timeline outlined for all personnel & stakeholders in the process**
  - Established monthly meetings
  - Annual review of cycle aimed at quality improvement
Connecticut Community College Mission & Candidate Selection

Nursing is one of the MOST selective admission majors at both the associate’s degree and baccalaureate degree levels. CT-CCNP process ENSURES a minimum standard for the major while providing access to the community the college serves.

• Annual application process
• Full transparency regarding selection procedures
• 75% are selected based on their overall “rank” (a calculation of academics and test score)
• 25% are selected randomly from the remaining eligible applicant pool (meet the minimum standards for admission)
• Remaining eligible applicants placed on a ranked waitlist
Centralized Database: Outcomes Assessment

• **Student Outcomes data collection begins with Admissions Application**
  - Data is collected centrally through Banner & Outside data sources
  - Data integrity individual college analysis, comparison and aggregate
  - Continuous Enhancements to data collection

• **Regular Reports to colleges**
  - Annual DPH reports, accreditation, student reports on standardized assessments, NCLEX-RN first time pass

• **Need-based specialized reports to stakeholders**
  - Success rates based upon particular attributes
CT-CCNP Additional Benefits to Students

Current emphasis on baccalaureate prepared registered nurses (RNs) does NOT preclude associate degree entry level

- Statewide and national goal for 80% BSN by 2020
- Legislative mandates for non-duplicative advancement for all nurses since 1992
- Planning for advancement emphasized by all CT-CCNP leadership and faculty
- Negotiate the best deal for graduates to enhance educational advancement opportunities
- Streamlined Educational Pathways: RN to BSN and higher (Masters/APRN)
- Marketing of agreements to students and graduates
  - Articulation Fairs with Partner Colleges
  - Unofficial transcript review by Nursing Admissions Specialist for all CT-CCNP students to assist in RN-BSN/MSN best match in educational advancement options
CT-CCNP Additional Benefits to Students

Educational Advancement for CT’s Licensed Practical Nurses (LPNs) LPN to RN

• Acknowledges prior learning and experience
• Streamlined pathways and options at each CT-CCNP college
• LPNs advance place into the third (of 4) semesters, eliminating one year of study following a “bridge” course at Charter Oak (COSC)
• MOU with CT Technical High School Programs result of collaborative curricular planning enhances opportunities for public graduates
• Individualized attention, meets unique needs of this population
• LPNs benefit from RN to BSN/MSN pathways as CT-CCNP graduates
What the future holds for the CT-CCNP

- Continue to ensuring quality healthcare for the citizens of CT
- Continue to provide diversity of the Nursing Workforce, a primary goal of the profession
- Continue to provide access for CT’s citizens to an affordable, quality education that allows entry into the sought after nursing profession
- An innovative curriculum transformation supported by the CT Health and Life Sciences Career Initiative and the Robert Wood Johnson funded CT Nursing Collaborative Action Coalition currently in progress
- Enhancement of Articulation Pathways in place since 2009

Thank you for attending!

??QUESTIONS??

For further information please contact us at the BOR!
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