# **BACKGROUND INFORMATION**

1. Program of study name: Francis Tuttle Pre-Nursing
2. Point of Contact  
    Name: Amy Warner

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Instructors: Amy Warner

Amber Pagel

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1. Applicant’s School/College: Francis Tuttle Technology Center
2. State: Oklahoma
3. Type of institution (click the box to check)

X Area technical center

☐ Career academy

☐ Comprehensive high school

☐ Community college

☐ Technical college

Other (please specify)

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1. Career Cluster in which your program of study should be considered (Follow this link for a further explanation of each Career Cluster [careertech.org/career-clusters](http://careertech.org/career-clusters)) **(Select only ONE):**

☐ Agriculture, Food & Natural Resources Career Cluster

☐ Architecture & Construction Career Cluster

☐ Arts, A/V Technology & Communications Career Cluster

☐ Business Management & Administration Career Cluster

☐ Education & Training Career Cluster

☐ Finance Career Cluster

☐ Government & Public Administration Career Cluster

X Health Sciences Career Cluster

☐ Hospitality & Tourism Career Cluster

☐ Human Services Career Cluster

☐ Information Technology Career Cluster

☐ Law, Public Safety, Corrections & Security Career Cluster

☐ Manufacturing Career Cluster

☐ Marketing Career Cluster

☐ Science, Technology, Engineering & Mathematics Career Cluster

☐ Transportation, Distribution & Logistics Career Cluster

1. In three sentences or less, describe your program of study, including the secondary and postsecondary components and how long the program of study has been in place.

The Pre-Nursing program has evolved significantly from its inception in 1983. Name changes, course offerings and recruitment efforts have all made forward progress for reaching junior and senior level secondary students interested in pursuing various health occupations. We prepare our students for success in college and the work place by allowing them opportunities to obtain skills certifications, clinical experiences, rigorous science courses, college and career readiness preparation and various exceptional experiences through guest speakers, tours, research opportunities, and a variety of innovative techniques and practices.

1. Please check the geographical and demographic setting for your program of study and describe the geographic and economic conditions of the region served by the school.

☐ Urban

X Suburban

☐ Rural

☐ Other   
  
Our district is diverse in every sense of the word. We range from the very well off to the very poor. We include all races and religions. The majority of our students enjoy metropolitan city life, while a smaller number of students are in remote rural communities with just a few hundred people comprising their towns. These varying backgrounds and economic conditions all contribute to the culture felt at Francis Tuttle. When you are a part of the district, especially in the Pre-Nursing program, you are family. All students have the same goals and dreams. They all work hard to achieve those goals. They need one another to be their best, just as our instructors need one another to be their best and deliver the best possible experience to the students.

1. Please describe how your program of study was developed and how it ensures learners are academically and technically prepared for both postsecondary education and careers. Please also address the following:
   1. How were employers involved in the development and continue to be involved in the maintenance of your program of study?
   2. How does this program of study meet the economic needs of your community?
   3. How does this program prepare learners for postsecondary education? (if applicable)
   4. How were both secondary and postsecondary educators involved in the development and/or maintenance of the program of study? (500 word limit)

The Pre-Nursing program began 33 years ago and was originally known as Health Occupations. It began as a one instructor program offering applied skills and basic anatomy courses, reaching approximately 20 students. Over the years, this program grew to reach more students and began to offer certification pathways for Certified Nurse Aide and eventually Advanced Unlicensed Assistant. At this point, it was renamed Advanced Health Sciences. Even with progress, the instructors and administrators felt there had to be a way to better reach student needs and to address industry concerns. This is when the vision of the Pre-Nursing program in its current state became a reality. Previously, the first year of the program was academic and lacked skills training. The second year was the opposite. But leadership was not content to stay with the format simply because that was the way it had always been done. So we began to rebrand the program, starting with the name, Pre-Nursing. We began Pre-Nursing Extravaganzas in hopes of reaching students genuinely interested in health.

First year offerings are now Anatomy and Physiology and Medical Terminology which count as dual credit in the post-secondary Practical Nursing program, Health Core I, College and Career Readiness I, and Certified Nurse Aide. This allows 1st year students to receive both skills and academic credit. In the 2nd year, students study Health Core II, College and Career Readiness II, Microbiology, and Advanced Unlicensed Assistant. This allows students in both years to also receive a science credit at their home high schools and elective credit for their additional courses. Before undergoing this major change, administrators and instructors met regularly to properly assess the vision and if it met the needs of students. We then brought the idea to our advisory council. Once again, we were pleased to discover that this would meet industry needs, and better serve industry partners by allowing Nurse Aide certified students to enter the work force earlier, allowing them to fill vacancies and serve for longer periods of time before moving on to the next pursuit of their education.

The Pre-Nursing program has seen great strides forward due to this transition with four instructors and a capacity of 120. Students are actively involved in the work place for extensive amounts of time which allows them preference points in the post-secondary Practical Nursing program. They now receive dual credit for Anatomy and Physiology and Medical Terminology in the Practical Nursing program. In order for these credits to be given the courses had to be cross-walked with the Practical Nursing courses. We introduced Microbiology, which had to be approved from each sending high school to ensure that science credit would be given. This increased science credits offered from 1 to 2, which increased student applications. Students now experience skills and academics on a daily basis. This has sparked their enthusiasm and drive to do well. Attendance and retention are no longer concerns. Students are excited to come to class each day and their positive energy is contagious!

# **LEARNER POPULATION & DATA**

1. Please describe your program of study’s demographic and outcome data for the most recent academic year(s). It is our strong preference to have data from both secondary and postsecondary levels. If this is not available, please provide an explanation as to why the data from the other learner level is not available. Applications that do not include data to support positive impact on learner achievement will not be eligible for consideration. (100 word limit)  
     
   Data shows that our program consists of a diverse group of students. We are making great strides to include non-traditional students. Pre-Nursing students for decades, have had a very low number of male participants in the program. The 2016/2017 school year was the highest to date with 16% males in the program. Secondary program data was easily attainable, while post-secondary data and campus wide data proved more difficult to obtain. This is due the fact that our program keeps data for its students and maintains those records personally. Wider data ranges are kept at administrative levels.

**NOTE**: Please specify if and when you are using a percentage with a different denominator (e.g., seniors) than the one listed.

**When completing the data section, please only use percentages and include data that is from your program of study. Additionally, only include data where learners are eligible to participate (e.g., only seniors in high school will be eligible for the section asking for percent of seniors who graduated high school, so only seniors should be included in that data; if your work-based learning only occurs within a specific grade level, only include them in your data for that category.)**

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| SCHOOL YEAR | 2015-16 | 2016-17 | 2017-18 |
| **SECONDARY-LEVEL DATA** | | | |
| **What is the total number of learners served by your school/institution?** | 2433 | 2490 | 2448 |
| What is the total number of minority learners served by your school/institution? | 1045 | 1042 | 1038 |
| What is the total number of low-income learners served by your school/institution? | 427 | 431 | 446 |
| What is the total number of learners with disabilities served by your school/institution? | 321 | 328 | 323 |
| What is the total number of English language learners served by your school/institution? | 165 | 169 | 166 |
| **What is the total number of learners served by your program of study?** |  |  |  |
| % male learners in program of study | 3.1 % | 16% | 7.9 % |
| % female learners in program of study | 96.9 % | 84% | 92.1 % |
| % minority learners program of study | 33.8 % | 47.7 % | 40.4 % |
| % low-income learners program of study |  | 27.9 %% |  |
| % learners with disabilities program of study | 12.3 % | 10.8 % | 7.9 % |
| % English language learners program of study | 7.7 % | 6.2 % | 3.4 % |
| Other relevant *demographic* data from your **program of study** |  |  |  |
| % of learners in program of study who earned postsecondary credit (dual enrollment, AP, etc.) | 0% | 0% | 66.5 % |
| % of learners in program of study who earned an industry-recognized credential | 100 % | 100 % | 100 % |
| % of learners in program of study who participated in work-based learning | 100 % | 100 % | 100 % |
| % of seniors in program of study who graduated high school (who were eligible/seniors) | 100 % | 100 % | 100 % |
| % of graduates in program of study who enrolled in postsecondary education (who were eligible/seniors) | Information not available | 94.7% | 82.81 % |
| % of graduates in program of study who entered the workplace and/or military (who were eligible/seniors) | Information not available | 0 % | 12.5% |
| **POSTSECONDARY-LEVEL DATA** | | | |
| **What is the total number of learners served by your school/institution?** | Information not available | 33,182 |  |
| What is the total number of minority learners served by your school/institution? |  | 9,125 |  |
| What is the total number of low-income learners served by your school/institution? |  | 9,258 |  |
| What is the total number of learners with disabilities served by your school/institution? |  |  |  |
| What is the total number of English language learners served by your school/institution? |  |  |  |
| **Total number of learners served by your program of study** | n/a | n/a | n/a |
| % male learners in program of study | % | % | % |
| % female learners in program of study | % | % | % |
| % minority learners in program of study | % | % | % |
| % low-income learners in program of study | % | % | % |
| % learners with disabilities in program of study | % | % | % |
| % English language learners in program of study | % | % | % |
| **Other relevant *demographic* data from your program of study** | n/a | n/a | n/a |
| % of learners in program of study who completed postsecondary/earned a degree or certificate (who were eligible) | % | % | % |
| % of learners in program of study who earned an industry-recognized credential (who were eligible) | % | % | % |
| % of graduates in program of study who entered the workplace and/or military (who were eligible) | % | % | % |
| % of graduates in program of study who transitioned to further postsecondary education (who were eligible) |  |  |  |

1. Provide links to the source of the above data. If the links are not publicly accessible, please explain the source of the data. If you are missing any data, please explain why and how you measure success.

Direct contact with the health science director was the first step to obtaining district information. I was then redirected to two prominent individuals. Most of this information was obtained through the campus Administrative Assistant to the Superintendent. Low income rates were confirmed by the Chief Financial Officer for the district, but could only be confirmed for the 2016 school year. Program statistics were obtained by accessing personal documentation and team records for student rosters. Post-secondary information was not provided, as our program only serves secondary students.

1. How does your school or institution ensure equitable access for learners with diverse backgrounds? (150 word limit)

We ensure equitable experiences to all learners by upholding the core values of the organization. These core values are fundamental shared beliefs of the organization. They are the guiding principles that dictate the behaviors and actions of all. They are evidence that value action is understood, easy to remember, and specific and understandable to all audiences. These values guide our decisions and actions. It is through these behaviors that we achieve our vision and mission. (STARR)

**Service**  
*"We care about our customers and take pride in our community through acts of service."*

**Trust**  
*"We value honesty and integrity, keep our commitments, and pledge to do the right thing."*

**Aspiration**  
*"We seek excellence through visionary thinking, embracing change and taking risks."*

**Responsibility**  
*"We are accountable in the way we respond to each other, our community and our environment."*

**Respect**   
*"We regard every individual as a person of worth, dignity and value."*

1. How do you ensure learner success, especially of those who from diverse backgrounds? Please provide examples of what supports you offer learners. (150 word limit)  
     
    We strive to provide an equal opportunity environment where everyone has the opportunity to succeed. Many of our textbooks have the capability to be converted to many languages to be easily understood non-native speakers. All instructors are available for tutoring and additional instruction when needed. Students also have the ability to access our department’s Education Enhancement Center for individualized tutoring.

Students are taught from the beginning of the program, and reminded throughout, that people are to be treated as people, regardless of background, race, religion, or action. They will all have patients in their care who are from backgrounds that differ from their own. Each of these patients are to be treated in the same manner that they would treat their own family members. Students are assigned to research medical practices in other parts of the world, and understand that certain religions have medical restrictions which must be respected.

1. Is your program of study associated with a Career Technical Student Organization (CTSO)? If so, which one(s) and in what way(s)? (Check the [approved list](http://www.ctsos.org/ctsos/) of CTSOs) (50 word limit)

Our program is involved with HOSA Future Health Professionals with 100% participation. All students are active members and participate at the state level in competition. Many qualify for International competition. In 2018, fifteen students advanced. We also have a State HOSA officer serving from our program.

1. Describe how career guidance/advisement is integrated into your program of study to support learners’ completion of the program of study and entry into additional education/training and/or a successful career. Describe how you recruit students into CTE programs. Where applicable, describe the tools (individual career and academic plans, career exploration websites, etc.) that are provided to learners and how they are used. (200 word limit)

Before students enter our program, they are well acquainted with instructors, administration, and guidance specialists. This begins a relationship between students and staff that encourages open communication and trust. In the first days of class, we coordinate a retreat for students with their Health guidance counselor. Throughout the year, many opportunities are given for students to plan their future and make attainable short and long term goals. It is through these experiences that can personalize learning and opportunities for student success in the program. Instructors meet with students individually to discuss and implement their goals. We implement presentations from outside organizations on subjects like suicide prevention, stress management, financial aid assistance, etc.

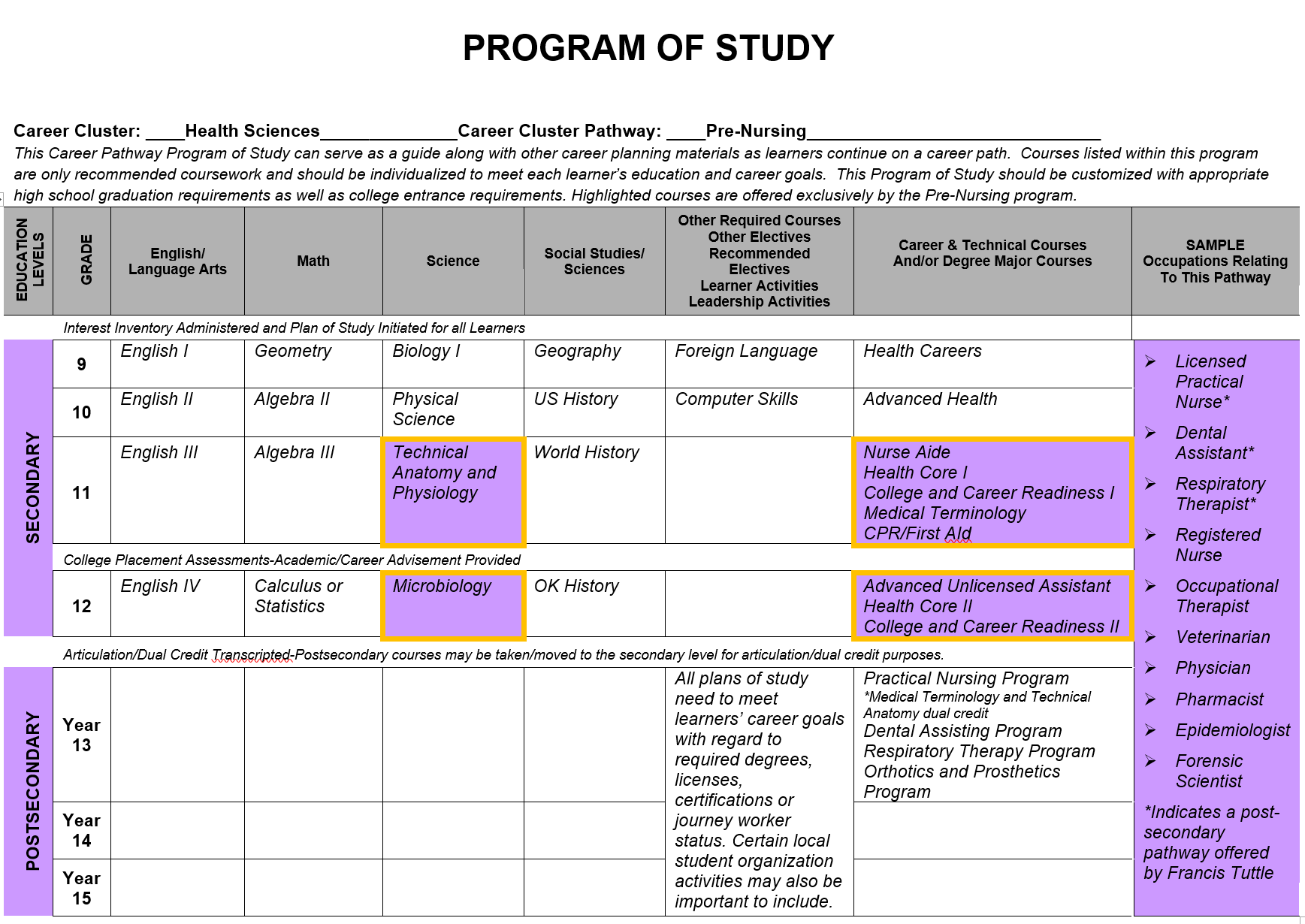
Pre-Nursing has revolutionized student recruitment at Francis Tuttle. The Pre-Nursing Extravaganza provides potential students an interactive experience rather than a traditional shadow day. It also introduced post-secondary options which allows each student to begin to create a vision for their future. This model was so successful that it was implemented campus-wide. It is providing right-fit students for each program, thus creating thriving learning environments for students.

1. Which technical, academic and/or employability standards does your program of study incorporate at the secondary and/or postsecondary level and how? (Please list the standards you use and be specific regarding how your program uses industry, national, state and/or locally-developed standards) (250 word limit)

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| **Standard Types** | **Please list the standards your program of study uses and how it uses them below:** |
| Academic Standards | Oklahoma Academic State Standards for Science for Anatomy and Physiology as well as Microbiology. Oklahoma Academic Standards for Health are used throughout program curriculum. |
| Career Cluster or Technical Standards | Oklahoma Career Tech provides standards for state approved programs. |
| Employability Standards | Oklahoma Career Tech provides standards for state approved programs. |
| Other | National Consortium for Health Science Education provides standards for Health Core curriculum. |

Our program uses a compilation of standards to best suite student needs. This includes Oklahoma Department of Education released standards for public education. This are used in science course offerings so that students may receive credit at their home high schools. Oklahoma Career Tech has created Common Career Technical Core Standards, which must be adhered to for program accreditation. These are focused in program cluster areas as well and include standard employability parameters. While instructors create curriculum based around the standards of these entities, they also glean knowledge and guidance from the National Consortium for Health Science Education, a national partnership of individuals and organizations with a vested interest in health science education. Additionally, leadership of the Pre-Nursing program recognizes that many of our students will move forward to a post-secondary Practical Nursing program. To best prepare our students for this transition, the skills based curriculum is mindful of diagnostic and therapeutic services standards. Finalized curriculum is a cross-walk of all sets of standards and, we feel, best serves our student population.

# **SEQUENCE OF COURSES & CREDIT TRANSFER**

1. Please fill out the chart below, and describe your program of study’s course sequence by grade level, including the relevant or required academic and technical courses, as well as other required activities.  
   **Make sure to highlight the course sequence that bridges secondary and postsecondary education.** Explain how your program of study ensures learners gain the broader Career Cluster-level knowledge/skills and, over time, gain the more specific occupation-level knowledge/skills as they progress through the program of study. You can also include graphics or [plans of study](https://cte.careertech.org/sites/default/files/PlanPathways-CareerCluster-AG-AgribusinessSystem.pdf) of the course sequence in lieu of filling out the chart below.

The Pre-Nursing program of study begins at a fundamental level, allowing an introduction to over 100 health careers. While students receive knowledge of career pathway opportunities, they are also experiencing academically and clinically, healthcare with instruction and skills preparation for Nurse Aide. Students gain knowledge of 350 medical terms and abbreviations which will be of value to any health career they choose to pursue. They learn about keeping medical records, HIPAA regulations, medical law and ethics, medical math, and other fundamental concepts of health careers. Guest speakers are brought in to bring perspective from differing careers. Post-secondary instructors and program leaders are invited to speak to our students about post-secondary options. Once a relationship is established between the post-secondary program and Pre-Nursing students, those students are paired to work with the corresponding program in the Pre-Nursing Extravaganzas to better understand program requirements and to build working professional relationships for future contacts. Students are taken on various college visits with tours of a variety of majors including, but not limited to, nursing, physical therapy, occupational therapy, allied health and forensic science. Over the course of the program, rigor and relevance increases and students expand upon the concepts introduced. For example, students take the knowledge of cellular components and enzymatic properties from Technical Anatomy and Physiology and use that knowledge for advanced principles in Microbiology. This is also evidenced in students advancing from basic care skills in their Nurse Aide certification course to invasive skills for acute care in the Advance Unlicensed Assistant course. Their clinical experience begins at the nursing home level and escalate to trauma wards in the hospital. Each course builds based on the previous, just as the program can be built upon in post-secondary offerings.

1. How do you ensure that CTE instruction and coursework is integrated with core academics? Please provide one, specific example.

In addition to integrating reading, literature, and math in many of our courses, we have specifically aligned our science offerings with our sending school standards as well as the post-secondary program courses that our students may advance to upon completion of our program. The introduction of microbiology allows our students to have a science elective option that differs from their home high schools, while maintaining state science standards and introducing concepts of medicine and infectious disease to the students.

1. List the opportunities for learners to earn articulate and/or transcript dual enrollment credit across K-12 and postsecondary, such as AP/IB, dual and concurrent enrollment, capstone experiences and/or transcripted credit articulation agreements. (250 word limit)

The students in the Pre-Nursing program have a common pursuit- to enter a health career. For many this begins as a Certified Nurse Aide, but continues on to advanced level certifications and degrees. While some will continue in the role as a CNA, most will use the patient care experience they receive to advance their careers. This is proved valuable entry to nursing school, medical school, PA school, etc.

Students in our program also have a direct bridge to the Practical Nursing post-secondary program at Francis Tuttle. This program, which trains in Licensed Practical Nursing, recognizes the Pre-Nursing students and gives credit for their Anatomy and Physiology course and Medical Terminology course taken as high school students. This is only available to students in the Pre-Nursing program on our campus. Preference points for entry are also given to students with their CNA certification and 6 months of patient care which our students have obtained upon applying. The post-secondary Practical Nursing program also works alongside our Pre-Nursing program for student recruitment. The post-secondary instructors have an opportunity to see their future applicants, our students.

1. Please provide information on **at least three partnerships** with *education institutions and groups* your program of study has, and describe how these partnerships have been built, maintained and sustained over time. Use this space to specifically address the secondary and postsecondary partners that contribute to and maintain this program of study.

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| **Education Partnership Name** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
| Oklahoma HOSA Future Health Professionals | HOSA empowers future health professionals to become leaders in the global health community through education, collaboration and experience. They provide our students with education and experiences which broaden their knowledge of health occupations and public health across the nation. | Pre-Nursing students have been affiliated members with HOSA for 20+ years. This began as an opportunity for students to compete, and evolved into a true partnership with students, instructors and administrators embracing the wealth of knowledge that HOSA provides and giving back to Oklahoma HOSA with service, support, and encouragement. |
| OU Health Sciences Center | Pre-Nursing has partnered with staff from the OU Health Science center to educate our students on opportunities available to them in further educational pursuits. | This partnership developed when the grandson of a Board member entered our program 15 years ago. This board member has been a consistent active member of the Pre-Nursing Advisory Council and is one of our biggest supporters. |
| Oklahoma Blood Institute | OBI partners with Pre-Nursing to provide three campus-wide blood drives per year on our campus in the health science center. These drives are 100% promoted and facilitated by Pre-Nursing students and OBI staff. | For 20+ years we have collaborated to provide successful drives. In the past 2 years, our numbers have grown significantly and the students are making all the difference. They are excited to serve and their enthusiasm is contagious. |

# **ALIGNMENT WITH INDUSTRY AND BUSINESS NEEDS**

1. Describe how your program of study is aligned with the needs of the workforce and industry in your community. Make sure to include information on how the program of study helps meet workforce demand identified by business and industry. What labor market data does your program of study use to align to workforce needs? (250 word limit)

Our program works with the Department of Health as well as the Oklahoma Board of Nursing to ensure that skills are being taught at appropriate standards. We have instructors on executive councils for both organizations as well as the Oklahoma Health Careers Education Teachers Association (OHCETA) Executive Council.

Our greatest data measure is provided by our Advisory Council which is comprised in industry leaders in our community. These active and experienced industry professionals keep our program updated on the needs of their facilities. This includes job opportunities as well as soft skills necessary and preferred for their organizations. Our curriculum is adjusted based on the current needs of those in the industry. Our program adapts each year to meet the needs of our industry partners based on their input and feedback. Our current industry certification offering are for Certified Nurse Aide and Advanced Unlicensed Assistant. We have chosen these offerings based on their need in our state and community. Certified Nurse Aides are in demand nationwide, while Advanced Unlicensed Assistants are only recognized in Oklahoma. This gives our students diverse experience in both simple complex skills that will benefit them if they choose to pursue advanced degrees or certifications as they are requirements for admission for many post-secondary programs.

1. Are ALL learners in the program of study required to participate in a work-based learning opportunity? Please describe the work-based learning opportunities available to learners who participate in this program of study. (250 word limit)

All learners in the program are required to have certifications in CPR/First Aid and Certified Nurse Aide within the first year. The students will become CPR and First Aid certified within the first two weeks of class. Throughout their first year, they will complete curriculum, training, and clinical experience for a state recognized qualification to test for Certified Nurse Aide. At the conclusion of the spring semester, we provide their certification test to them at no cost to the student. For many years we have had a 100% pass rate for secondary students at this level in both the written and skills test which qualifies them to be state registered Nurse Aides. As they are training for Nurse Aide certification, they are also undergoing courses in College and Career Readiness, Medical Terminology, and Health Core Concepts. These courses prepare them with soft skills and base knowledge to be able to keep a job once they receive one based on their skill set.

In the second year of the program, the students train for Advanced Unlicensed Assistant certification. They must have achieved a Nurse Aide certification in the first year to be eligible to advance to this level. The second year of the program requires 240 seat hours of training in classroom lecture, skills training, and clinical experience for advanced skills in an acute care facility. They receive clinical experience, practicing invasive skills in a variety of hospital departments including emergency rooms, cardiac units, dialysis units, pediatric floors, and many more.

1. Please list the industry-recognized credentials/certifications/licenses offered/required. If your program of study does not include industry-based credentials/certifications, please explain why. (200 word limit)

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| --- | --- |
| **Offered** | **Required** |
| Certified Nurse Aide | Yes |
| Advanced Unlicensed Assistant | No |
| CPR/First Aid | Yes |

1. Please provide information **at least three** *business, industry and/or labor* partnerships your program of study has, and describe how these partnerships have been built, maintained and sustained over time.

|  |  |  |
| --- | --- | --- |
| **Business/Industry Name** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
| Epworth Villa | They provide clinical opportunities for our students to practice their skills and meet requirements to test for the Certified Nurse Aide certification. They also provide guidance on the Pre-Nursing Advisory Council as board members. | This partnership has been active for 8 years and has been an influential part of our students instruction. Instructors in the program sought out this opportunity and made connections with appropriate contacts to begin the partnership. |
| Baptist Village Retirement Communities | They provide clinical opportunities for our students to practice their skills and meet requirements to test for the Certified Nurse Aide certification. They also provide guidance on the Pre-Nursing Advisory Council as board members. | This partnership has been active for 6 years. Instructors in the program sought out this opportunity and made connections to invite the Director of Nursing to attend our Advisory Council meeting. From there, a partnership began between the two organizations. |
| Concordia | They provide clinical opportunities for our students to practice their skills and meet requirements to test for the Certified Nurse Aide certification. | This partnership has been active for 6 years. Instructors in the program sought out this opportunity and made connections to invite the Director of Nursing to attend our Advisory Council meeting. From there, a partnership began between the two organizations. |
| Integris Baptist Hospital- Oklahoma City and Edmond campuses | They provide clinical opportunities for our students to practice their skills and meet requirements to test for the Advanced Unlicensed Assistant certification. | This partnership has been active for 10 years. Instructors in the program sought out this opportunity and made connections with appropriate contacts to begin the partnership. |
| OU Hospital- Children’s Hospital and Edmond campuses | They provide clinical opportunities for our students to practice their skills and meet requirements to test for the Advanced Unlicensed Assistant certification. They also provide facility tours of protected areas of the hospital to further enhance the student’s knowledge of sterile technique. | This partnership has been active for 3 years and has proven incredibly valuable to student success. Instructors in the program sought out this opportunity and made connections with appropriate contacts to begin the partnership. |

1. Please feel free to use the space below to share any other information or evidence of success of your program of study and the learners who participate. (Optional)

We seek to give our students frequent opportunities to connect the real world with their classroom learning. While in the classroom students are engaged in activities that are concentrated on their connection to health sciences and the career paths that students have chosen. This includes personalized research into college degrees, tuition rates, budgeting, and certification pathways. Throughout the course of the year, post-secondary program directors and instructors are welcomed into the Concepts of Pre-Nursing classrooms to discuss their pathways and how students can obtain their goals through these programs. Microbiology students are taught this complex science with direct correlation to medicine and research. They do hands-on laboratory investigations and are encouraged to propose their own tests using experimental design. They use case studies to learn concepts that incorporate real patient experiences and the science that was used to solve these medical dilemmas. It is our philosophy that students will thrive when they are personally invested in their learning opportunities. When students see relevance in their learning, they thirst after it. Our greatest achievements come each day when students’ eyes light up in anticipation of what they will learn next.

Our team has always felt it crucial to create exceptional experiences for students. It is our goal to use new ideas to add value to our classrooms, programs, and campus. Upon noticing that the opportunities offered to potential future members in the program varied vastly, we petitioned to change the way that we reached out to potential students. Previously, one group of students may get to view and participate in a classroom skills lab or experiment, while another simply got to watch students testing because all we offered to prospective students were shadowing opportunities. This observation led to discussions with administration and our campus career development team to propose a full day, filled with activities and true representations of our program to be offered to all of our sending schools at one time. The vision was to be a motivational showcase for all potential students where each one left our campus truly knowing about the entire program and its expectations before making their decision to join us in the following year. This came to be known as the “Pre-Nursing Extravaganza”! In the first year, this recruitment event proved to be beneficial for reaching students whose passion was for healthcare. It also proved to be a lot of hard work! Our first Extravaganza reached 80 students and included 10 different rotating stations, each with hands-on activities for them to participate in such as CPR/First Aid, Suture Removal, a mock HOSA Bowl with buzzers, etc. These are led by current Pre-Nursing students and facilitated by instructors. The Pre-Nursing Extravaganza is now in its 4th year and has grown to 3 experiences per year, reaching over 150 students. It now incorporates Post-Secondary health programs such as Respiratory Care, Practical Nursing, and Dental Assisting to show students a direct pathway to options once they have completed the Pre-Nursing program. Additionally, due to the success seen in the Pre-Nursing Extravaganzas, beginning last year our entire district has implemented this event in all programs. It is now held on all 3 campuses and reaches hundreds of high school students interested in Career and Technology Education programs. This recruitment effort has provided us the opportunity to reach students genuinely interested in health careers. Because of this, our classroom dynamic has changed drastically. We have found a way to get “right fit” students in to our program and our retention rates from year to year have improved significantly. In the 2017-2018 school year the only reason for attrition was graduation from high school. Every student who did not graduate as a senior remained in the program for the following year. The students are engaged, active, and ready to learn each day when they arrive. They are excited to be actively involved in health care as secondary students and make us proud on a daily basis. This enthusiasm and hard work has culminated into their 100% pass rate on the state certification tests for Nurse Aide.

1. If applicable, please provide more detail on any partnerships your program of study has that have not been mentioned already. This includes community groups, non-profits, volunteer organizations, etc. Describe how these partnerships have been built, maintained and sustained over time. (Optional)

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| **Additional Partnerships** | **What role does this partner have in directly supporting your program of study?** | **How many years has this partnership been active, and how was this partnership developed?** |
| Museum of Osteology | They offer our students training in Forensic Pathology and our students help to promote the cause of conservation. | We have partnered with the museum for 7 years. |
| Medical Reserve Corp | The local MRC works with our students for HOSA competitions for community awareness and public health safety. | This newly established partnership is in its second year and the students are benefitting greatly for the contributions provided by the MRC. |
| Feed the Children | This organization offers community service hours to our students each year. This allows them the personal benefit of serving, the opportunity to give to their local community, and also qualifies for hours toward their HOSA goals for the student organization. | This partnership has been strong for 6 years, with student service at least twice per year with the program and opening doors for students to volunteer on their own following their program experience. |
| HeartLine OK | The provide suicide prevention outreach and education. | This partnership is in its first year. Seeing a need in Oklahoma’s youth, instructors partnered with the health guidance counselor and assistant instructional director to educate students and provide students with access to suicide prevention education and resources. |