

Fall 2012 Program Review - Annual Update by Section

As of: 5/14/2013 04:41 PM EST

Discipline/Program/Area Name

Nursing Science (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Health Sciences Division (PR)]

Nursing Science

Academic Year

Nursing Science (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Health Sciences Division (PR)]

2012-2013

Name of person leading this review.

Nursing Science (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Health Sciences Division (PR)]

Elizabeth Sundberg

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Nursing Science (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Health Sciences Division (PR)]

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Please review the five year headcount and FTES enrollment data provided on [Program Review website](#).
Comment on trends and how they affect your program.

Nursing Science (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Health Sciences Division (PR)]

Annual headcount for 2007-8 was 401 FTES 628 PT/FT Faculty Ratio 0.58 (F) 0.38 (S)

Annual headcount for 2008-9 was 376 FTES 361 PT/FT Faculty Ratio 0.44 (F) 0.38 (S)

Annual headcount for 2009-10 was 357 FTES 351 PT/FT Faculty Ratio 0.53 (F) 0.46 (S)

Annual headcount for 2010-11 was 363 FTES 325 PT/FT Faculty Ratio 0.72 (F) 0.77 (S)

Annual headcount for 2011-12 was 305 FTES 271 PT/FT Faculty Ratio 0.54 (F) 0.51 (S)

The Associate Degree Nursing program only offers a traditional program.

The annual headcount and FTES have decreased since 2007. The PT/FT faculty ratio is the same now as 2007

because faculty members that retired were not replaced. The recent budget reductions have resulted in a continuous decrease in the number of students and FTES since 2007. We realize that the budget remains indefinite. The faculty members hope for maintenance of current levels of enrollment.

Using the student achievement data provided on the [Program Review website](#), please comment on any similarities or differences in success, retention, and persistence between race, gender, and location/method of delivery groups. Please comment on all three (success, persistence, and retention). Identify which trends and achievement gaps will be addressed in the current academic year.

Nursing Science (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Health Sciences Division (PR)]

Student success and retention by ethnicity, gender and race has generally been around 90% or higher for all groups. There is no significant difference. Term to term persistence has ranged from 68-79% since 2007.

Degree's awarded are 144 (2007), 125 (2008), 137 (2009), 141 (2010), and 107 (2011). The majority of all nursing graduates receive their Associate in Science.

The NCLEX pass rate from 7/31/12 is 90.38%. Consistently the NCLEX pass rate for Antelope Valley College is well above the national average and above our goal.

All classes are traditional and located on the Lancaster campus.

Analyze changes in student achievement and achievement gaps over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in improvements in student achievement.

Nursing Science (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Health Sciences Division (PR)]

The trend of students passing the final semester of the ADN program has not improved in the past year. The VN students are coming in at risk because they are being admitted without acute care medical-surgical nursing experience. 30 VN students were admitted to NS 200 intersession 2011 and 15 graduated in fall 2011. The attrition for that class was 50%. The overall attrition for the ADN program is 33%.

VN students entering NS 200 intersession 2013 will have a 5:1 student to instructor ratio. This ratio will continue into the third semester and will allow the student more acute care clinical opportunities.

Skills lab hours are offered for learning and remediation. Simulation is integrated and correlated with course content being presented to the students at the time of simulation. Care plan and math remediation classes are offered prior to the start of each semester.

A student success advisor is available for exam review, test taking skills, graduation preparation, stress reduction and life challenges.

Kaplan was adopted and includes integrated testing with online remediation, case studies and NCLEX exam review.

Text books were bundled with PrepU, an online learning resource that corresponds with the textbook.

40% of new nursing graduates in California will be unable to find employment. We are looking at ways to assist our students in finding jobs. One idea is to provide an interactive session designed for nursing students on competing in today's job market. Topics that need to be included are writing a resume, preparing for a job interview, job interview techniques, and building behavioral interviewing skills.

We moved into the Health and Sciences building that provides increased space and potential technology. In this building we still have our ongoing expenses including laundry, sharps disposal, and medical supplies. These lab supplies are necessary so students can practice in a safe environment and ultimately be successful.

Provide examples from your program where assessment findings of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operational Outcomes (OOs) were discussed and used to make budget decisions in the past year. This should include brief descriptions of assessment findings, when the discussions occurred, who participated, and what, if any, budget items/resources resulted.

Nursing Science (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Health Sciences Division (PR)]

The SLOs for each nursing science course were reviewed or revised in August of 2011. The PLOs for the program were updated Spring of 2011 and approved by the SLO committee.

Student learning outcomes and program learning outcomes were assessed for all current Nursing Science (NS) courses during the past year. The results were analyzed and reported at the end of the spring 2012 semester with action plans formulated. Discussions regarding SLOs and PLOs occurred during division meetings (April 9, 2012), Curriculum meetings, Faculty meetings, Associate Degree Nursing Program Planning and Evaluation meetings (April 30, 2012 and

October 31, 2011) and Welcome Back Day (August 17, 2012). All ADN faculty members attend the Division, Faculty, Curriculum and Program Evaluation meetings. Faculty members discussed if the SLOs are measuring what they wanted them to be measuring. It was noted in the discussions that although the SLOs and PLOs are being met at the predetermined level, there continues to be high attrition in the nursing science courses.

Program outcome assessment activities include analyzing results of a validated exit exam given to students at the end of the Associate Degree Nursing (ADN) program. Results of the exam correlate with student performance in the courses and provide predictor and indicator information about potential for success on the national licensure exam. Results from student evaluation of the program using the tool SurveyMonkey also provide program outcome assessment data along with results of the final summative clinical evaluation. Changes in the curriculum are made based on analysis of those findings.

As a result of our SLO and PLO discussion VN students entering NS 200 intersession 2013 will have a 5:1 student to instructor ratio. This ratio will continue into the third semester and will allow the student more acute care clinical opportunities. This is funded by a nursing grant.

Skills lab hours are offered for learning and remediation. Simulation is integrated and correlated with course content being presented to the students at the time of simulation. Care plan and math remediation classes are offered prior to the start of each semester.

A student success advisor is available for exam review, test taking skills, graduation preparation, stress reduction and life challenges.

Kaplan was adopted and includes integrated testing with online remediation, case studies and NCLEX exam review.

Text books were bundled with PrepU, an online learning resource that corresponds with the textbook.

We moved into the new HS building. This move required that we purchase additional televisions and DVD's for students to watch the required audiovisuals for the nursing classes.

Analyze changes in SLO, PLO and/or OO assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in the improvement of SLO, PLO and/or OO findings this past year.

Nursing Science (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Health Sciences Division (PR)]

Although data indicates SLOs and PLOs are being met at the targeted level, faculty is aware that students continue to struggle in the nursing science courses. Attrition is high in the fundamental and medical surgical courses. Students verbally comment that they have difficulty with dosage calculations and test taking skills and that the workshops on dosage calculation, math remediation, and test taking skills are beneficial. Data from course evaluations indicate that simulation and clinical practice is one of the greatest strengths of the program. According to data from NS 241 course evaluations 96% of students report using the skills lab, 97% of students report using simulation lab, and 60% to 70% students report using nursing computer lab. Data from the other nursing science courses reflect similar findings. Skills lab attendance also verifies high student usage.

We moved into the Health and Sciences building that provided increased space and potential technology.

We received a nursing success grant.

We received Carl Perkins funding to purchase Noelle, SimJunior and low tech simulators. We plan to request funds for additional items needed to complete our simulation rooms in the new HS building.

We are hoping to have a graduate nursing student offer supplemental instruction.

At this time we cannot identify any specific resource that has increased SLOs because we have implemented multiple ones at the same time.

Review the program goals and objectives related to improving outcome results and/or student achievement identified in the most recent comprehensive self study and subsequent annual update(s). List program goals and objectives for this academic year, adding new ones if needed.

Nursing Science (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Health Sciences Division (PR)]

Goal #1 To Maintain BRN accreditation

Objective: To comply with all requirements set forth in the California Nurse Practice Act.

Goal #2: To enhance integration of simulation into the curriculum.

Objectives: To include all faculty members in the integration and implementation of simulation into courses. This includes attending conferences on the use of simulation in the classroom, debriefing techniques and training on the use of the simulators. A simulation coordinator will assist faculty in developing appropriate simulation scenarios for courses and manage and coordinate the implementation of simulation into courses.

Goal #3: Increase student success in the program and on the National Council Licensure Examination (NCLEX)

Objectives: Each semester faculty need to review course and program attrition rates. Mandatory TEAS testing must occur. Faculty need to identify students who are struggling in classes and make early referrals to campus resource centers or to the Student Success Advisor. Skills lab hours are offered for remediation. Test questions are designed to follow the NCLEX Test Plan with a higher percentage of the questions being written for application and analysis.

Goal #4: To continue to fund the current open skills lab hours, student success advisor, and simulation coordinator.

Objectives: Fund a full time faculty member with 40% assigned time to the skills lab. Continue to fund a student success advisor. Establish permanent funding for a full-time simulation coordinator.

Goal #5: To increase technology in the classroom, develop online classes and have student access to computers.

Objectives: To increase use of technology in the classroom. To have ITS provide more resources for computer technological support. Have computers available in the skills lab for student testing. For all faculty members and students to be competent in medical electronic documentation and medication administration. The faculty will develop on-line learning classes.

Goal #6: To assess SLOs and PLOs each semester.

Objectives: To review, discuss, and analyze SLO and PLO assessment data each semester. To revise SLOs and assessment methods as needed. To develop action plans that includes the budget needs of the program.

Goal # 7: To replace full-time faculty.

Objective: To hire a full-time faculty member to the position vacated by retirement.

Goal #8: To revise the curriculum based on contemporary health care and to include more acute medical-surgical nursing in each semester.

Objective: To complete the revision by fall 2013.

Goal #9: Increased release time for administrative duties.

Objective: To increase the release time to 30 LHE/year that was mandated by the BRN in 2008.

List significant new and continuing resource needs in rank order of importance. Identify the document (e.g. Educational Master Plan, action plan, state mandate, accreditation mandate) and/or data which corroborate each need.

Nursing Science (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Health Sciences Division (PR)]

The skills lab/simulation instructor and a part time student success advisor were previously funded by grants. This needs to be funded by the District. The skills lab/simulation instructor was mandated by the Board of Registered Nursing in 2008 and is required in this program. The use of simulation as a methodology for patient care instruction requires two instructors to be present in the simulation lab simultaneously, one of whom is expert in simulation instruction. The Student Success Advisor has helped many students who may have otherwise not completed the program.

The rank order is:

1. Skills lab instructor
2. Simulation Instructor
3. Success Advisor
4. Technology support
5. Release time for administrative duties
6. Financial support for Kaplan and PrepU