

Program Review Report Associate Degree Nursing Program

Program Overview:

The primary purpose of the Associate Degree Nursing Program is to educate nurses for entry-level nursing positions to meet the needs of the local community for registered nurses. The program is approved by the Board of Registered Nursing and the Accreditation Commission for Education in Nursing (ACEN).

Summary and interpretation of the data for Enrollment, Achievement, and Staffing as related to the Associate Degree Nursing (ADN) program.

Enrollment Data:

Students must apply for admission into the Associate Degree Nursing (ADN) program. Applications have been accepted annually, but a return to biannual admissions is being made starting in spring 2016. There are approximately 250 applications received during each application cycle. We currently admit 40 students each semester, but are planning to return to 60 admissions each semester as able. Challenges to meeting this goal include inadequate clinical site placements and low number of full-time faculty.

Unduplicated enrollment increased from 305 in 2013-14 to 376 in 2014-15. Nursing program enrollment remained stable during this time, though enrollment in ADN courses supporting the program did increase.

Selection criteria to the ADN program are based on both life science and overall grade point average (GPA). All students must meet a minimum life science and overall GPA of 2.5. Students are ranked based on their life science GPA. Fifty percent of the students selected come from the group with a GPA of 3.5 to 4.0, 25% come from the 3.0-3.5 group, and the final 25% come from the 2.5-3.0 group. This tiered approach allows students an opportunity to be selected even if their GPA is lower. Once the students are provisionally selected they are required to pass the Test of Essential Academic Skills (TEAS) exam with a score of 62.0 or higher as set by the California Community College Chancellor's Office (CCCCO). A remediation plan is offered if students do not meet this criterion. A passing grade on the second attempt qualifies them for entry into the program.

The program continues to enroll fewer male students than female, though the number of male students has increased in recent years. In 2014-15, 21% of our students were male. The ethnicity of students in the nursing program reflect trends in the local community, though the number of

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African American students continue to be underrepresented as compared with the local community. Though the percentage of African American students in all ADN courses is 6%, the percentage in the core ADN program courses has consistently been less than 1%. The faculty of the nursing program are considering methods of reaching out to this demographic group.

Achievement Data:

The Associate Degree Nursing program has excellent course success and retention rates as measured by the college. During the 2014-2015 academic year, ADN courses had a 98% success rate and a 93% retention rate. This success can be attributed to the competitive application process, the high value students place on completing the program, and the effect of cohort support over the two years of the program.

While success is very high for each nursing course, the attrition rate for each admitted cohort is cause for concern. However despite students leaving the program, many return to complete the program after their expected date of graduation. The following table illustrates the effect of students leaving the program.

Attrition Rates for the ADN Program (excludes LVN-RN)

	Starting Cohort	Students leaving program before completion	Students remaining at expected date of graduation	Students re-entering and completing within 3 years
Class of Spring 2015	41	14	27	5
Class of Fall 14	40	13	27	5
Class of Spring 14	39	15	24	6
Class of Fall 13	40	14	26	5

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NCLEX-RN Pass Rate

Another metric used by the nursing program to determine program achievement is the NCLEX-RN pass rate. The table below represents the pass rate for graduates who have taken the NCLEX-RN within six months of graduation. These pass rates far exceed the minimal standard of 75% as set by the California State Board of Registered Nursing (BRN).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
NCLEX-RN Pass Rate	92.91%	96.49%	91.67%	92.31%	90.36%

Employment opportunities for graduates of our nursing program have changed in the past several years related to large hospitals no longer hiring ADN graduates without a BSN degree. Graduates report being hired in sub-acute and extended care facilities and other non-acute care settings. Recently there have been anecdotal reports of students having an easier time finding employment.

Yearly collaboration with the advisory committee members is an important component of maintaining a relevant and high quality nursing program curriculum. The most recent changes that have originated from advisory feedback was to strengthen the Joint Commission’s National Patient Safety Goals in all of our courses and to add information on Hospital Consumer Assessment of Healthcare Providers and Systems (HCAHPS). HCAHPS is a survey instrument for measuring patients’ perceptions of their hospital experience. Both of these recommendations have been included in the appropriate courses.

Alumni surveys are conducted for each class of students nine months after graduation. The survey results for the last few years are included below.

	Spring 13 Class	Fall 13 Class	Spring 14 Class
Survey Response received	17	21	15
% working as a RN	73%	62%	88%

To assist students in continuing their education we have collaborated with CSU Long Beach, CSU Dominguez, and CSU Los Angeles to provide a seamless transition. We refer to these collaborations as “BSN-Tracks”.

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Though we have relatively high rates of student success, we continue to work to meet the needs of all students admitted to the program. The following activities have been in place and are being developed to improve our rates of student success.

- **NCLEX style assessment and remediation products**
ATI CARP package was purchased for students for several years. The faculty have elected to not purchase this product for students and instead are utilizing grant support to explore other products for assessment and remediation purposes.
- **Student Support**
Nursing faculty continually assess for opportunities to meet the needs of students. With grant support, we have been able to offer the following: Pre-semester seminars (Code Green), individual course seminars, and individual student tutoring by faculty (case management).
- **Learning Centers**
 - **Nursing and Allied Health Skills Lab**
The health care programs have a dedicated skills laboratory for the teaching, practicing, and testing of skills taught in the nursing courses. Part-time faculty and one full-time faculty are assigned to the center to assist students in developing their skills. The skills lab is partially supported by grant funds.
 - **Nursing and Allied Health Learning Center**
It is recognized that involvement in Student Life is a strong component of student success. The Learning Center supports students by giving them an area to collaborate, share, and congregate in Nursing Student Association meetings and in their many study groups. The center also serves as a resource center for students before and after class. The technology available to students in the Learning Center include computer access for course specific requirements, proctored testing, audio/visual learning modules, access to nursing references and archives, and required hospital specific self-learning modules.
 - **Simulation Hospital**
The use of simulation is an important trend in nursing education. Simulation reinforces application of theoretical knowledge in a realistic, safe, and dynamic learning environment. The use of simulation has contributed to improved student confidence and teamwork and has offered opportunities for self-reflection. As the program is challenged to accommodate

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the needs of our students for clinical sites, simulation offers an opportunity to satisfy clinical hours. The California Board of Registered Nurses permits utilization of simulation for 25% of the total clinical course hours. Simulation Hospital environment and equipment is provided by various grants. Funding to support the Simulation Coordinator position began with grant funds but has now been institutionalized as a classified position.

Staffing:

The nursing program has been challenged by inadequate numbers of full-time faculty for a number of years. Retirements and resignations have not been replaced in sufficient numbers due to the lag time in obtaining faculty members. The student numbers have remained stable at 40 nursing students per nursing course since spring 2012. The numbers of students accepted into the nursing program was decreased from 60 to 40 in the spring of 2012 in order to improve the full-time faculty/student ratio.

2013-2014			2014-2015		
Full-time	Part-time	Students	Full-time	Part-time	Students
10	8	176	10	8	176

According to the college data the full-time FTE stood at ten and part-time FTE was eight for the year 2013-2014. The ADN nursing program lost a LVN faculty who returned to teach in the LVN program at the end of spring 2014. Although full-time faculty numbers dropped by one, the ADN program hired one full-time faculty to start fall 2014. At the beginning of spring 2015 we lost one full-time faculty member due to a resignation midway through the year which dropped the full-time faculty numbers to nine for the spring 2015. At the end of spring 2015 the Program Director/Department Head resigned and a full-time faculty member took a leave of absence. This potentially would have dropped the full-time faculty numbers but the department was allocated two new faculty members to begin in the fall 2015. Keeping adequate numbers of full-time faculty and training new faculty members has been a challenge to the ADN department.

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The full-time faculty to student ratio are inadequate in some courses. Having only one full-time faculty member teaching a course whereby two are needed has put a lot of strain on the faculty member teaching alone. The faculty member has had to teach all the content as well as manage the laboratory course with a part-time faculty member. For instance mental health (ADN 21B) has had only one full-time faculty member for the last several years. A part-time instructor has been needed to adequately run the laboratory course. In fall 2015 the second rotation of Women's Health and Pediatric courses have also succumbed to having one full-time instructor despite hiring two new faculty members.

The part-time faculty included in the table are staff that are available in the core nursing program courses. Part-time faculty in the skills laboratory are not included as they are shared by the LVN nursing program.

Front office support has two full-time clerical staff that provide support to the nursing program as well as other allied health programs.

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Instructional Program SLOs and Assessment Plan

Program Mission: To provide a high quality nursing education to qualified and diverse students for the development of entry-level nurses who are prepared to meet the evolving healthcare needs of the community. The faculty strive to create a student-centered environment of collaboration, lifelong learning, and mentorship to promote academic excellence and compassionate nursing care.

Intended Outcome	Assessment Task	Criteria /Expected Level of Achievement	Results of Assessment	Actions Taken
<p>Program Learning Outcome #1</p> <p>The student nurse manages all aspects of the nursing role to achieve positive patient outcomes.</p>	<p>What: Preceptor questionnaire regarding student learning outcome.</p> <p>How: Preceptors are asked to rate their agreement with the statement “The student nurse was able to manage all aspects of the nursing role to achieve positive patient outcomes” on a 4 point Likert scale.</p> <p>Who: Instructors assigned to teach 22BL and preceptors assigned to students during this assessment cycle.</p> <p>When: The Data collection cycle begins Fall 2014 and ends Fall 2015. Analysis and actions to occur in Spring 2016.</p>	<p>Expected Achievement: Likert Scale result for question > 3.5</p> <p>Students Included: All enrolled students in 22BL</p>	<p>Results:</p> <p>Spring 2015: 3.8, LOA met</p> <p>Fall 2014: 3.8 Spring 2014: 3.8</p> <p>Key Findings: Preceptors strongly agree that students manage all aspects of the nursing role.</p> <p>Conclusions:</p>	<p>Fall 2013 Action: Assessment task revised to better reflect the SLO</p> <p>Re-evaluation Date: Spring 2016</p>

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	Where: NA			
<p>Program Learning Outcome #2</p> <p>Synthesize the theories and principles that encompass the nursing process and pathological conditions.</p>	<p>What: Web-based ATI-RN Comprehensive Predictor Examination.</p> <p>How: All students enrolled in 22B each semester will take this assessment approximately two weeks prior to the final examination.</p> <p>Who: The instructor of record for ADN 22B will proctor the examination and the 22B faculty team will analyze the test results received from ATI.</p> <p>When: The Data collection cycle begins Fall 2014 and ends Fall 2015. Analysis and actions to occur in Spring 2016.</p> <p>Where: NA</p>	<p>Expected Achievement: 90% of the students will achieve a 90% or higher probability of passing the NCLEX-RN</p> <p>Students Included: All enrolled students in 22B at the time of this examination.</p>	<p>Results:</p> <p>Spring 2015: Percentage of students with $\geq 80\%$ probability of passing NCLEX: 58%: LOA not met</p> <p>Fall 2014: 60% Spring 2014: 61% Fall 2013: 68% Spring 2013: 64% Fall 2012: 61% Spring 2012: 31% Fall 2011: 55% Spring 2011: 37% Fall 2010: 77%</p>	<p>Action:</p> <p>Although this LOA has not been successfully met, our program NCLEX-RN pass rate remains above 90%. The faculty speculate that students do not take the ATI test seriously. We are considering assigning course points to results of the ATI comprehensive predictor test.</p> <p>Re-evaluation Date: Spring 2016</p>

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Program Learning Outcomes (PLOs)

The entire nursing program culminates with the course ADN22B/BL, Advanced Nursing Role Transition. It is in this course that we collect the program SLO data. As listed in the above table successful achievement of the first program SLO “The student nurse manages all aspects of the nursing role to achieve positive patient outcomes” has been attained since spring 2014, when this program SLO was first developed. In ADN22B/BL the students are mentored by hospital nursing preceptors. These preceptors are asked to rate their agreement with the statement “The student nurse was able to manage all aspects of the nursing role to achieve positive patient outcomes” on a 4 point Likert scale.

In addition, the second program SLO “Synthesize the theories and principles that encompass the nursing process and pathological conditions” is evaluated by a web-based ATI-RN Comprehensive Predictor Examination that is given at the end of the nursing program. The web-based examination is a predictor for the NCLEX-RN exam and has been a mainstay in the nursing program to evaluate students’ readiness to sit for the NCLEX-RN exam. The ATI-RN Comprehensive Predictor Examination aligns with the NCLEX-RN blueprint and provides both percentage-correct and probability-of-pass scores. The level of achievement for this program SLO has not been met for many years as the LOA has been far below the 90% expected. Although this LOA has not been successfully met, our program NCLEX-RN pass rate remains above 90%. The faculty speculate that students do not take the ATI test seriously. We have not yet found a substitute for the ATI Comprehensive Predictor as a program Student Learning Outcome assessment.

The following changes to the program as a result of the data analysis: To emphasize the importance of the ATI exam as a valuable predictor of student success on the NCLEX-RN the nursing program curriculum committee is considering assigning course points to the results of the proctored ATI comprehensive predictor test. This would give an incentive to students to do their best on the ATI exam. Lastly the nursing program has endorsed and most recently utilized grant funds to pay for an NCLEX-RN prep course that students take after graduation.

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Student Learning Outcomes (SLOs)

Course level SLOs were developed for each course by each teaching team. There are SLOs for the lecture course and separate ones for the laboratory/clinical course. Each of these SLOs originate from the programs core concepts: a) Professional Role, b) Communication, c) Critical thinking, d) Teaching and Learning, e) Collaborative Management of Care, f) Orem's Self-Care theory as it relates to nursing process and lastly g) Safety.

Lecture SLOs

Lecture SLO data are derived from specific SLO test questions and are assessed on the final exam of each course. This data is collected at least twice per calendar year. There are three courses ADN35A, ADN35B and ADN21B that are assessed four times each calendar year due to the courses being held twice per semester. With each round of data collected each course is assessed for course effectiveness and for whether or not the core concepts of the program are met. According to the most recent SLO data results, the nursing program has achieved the student learning outcomes in the lecture courses. If any deficits are noted course learning objectives and/or teaching methods are reviewed for changes.

Laboratory/Clinical SLOs

The Lab/Clinical SLO data is collected by using a clinical evaluation tool to capture this data at the end of the lab/clinical course. Student Learning Outcomes are matched to clinical evaluation criteria. Success on these criteria are tabulated for a random sampling of students from each clinical group. Results for the past three-years data indicate that students did not meet the level of achievement for:

12AL - Fall 13 and F14 Nursing process; F14 Critical Thinking; F13 Medication administration

12BL - F13 and S14 Communication; S13 Collaborative management of care

35AL - S14 Role of the nurse

21BL - S14 Communication

45AL - F13 Nursing process

22BL - S14 Communication and Critical thinking

The teaching team reviews the need for changes to the lab/clinical course based on the SLOs and recommends necessary changes to the curriculum committee. Students benefit from changes made to the curriculum as a result of SLO assessment.

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Projects and Strategies for the years 2012 to 2014

Based on the data gathered from Enrollment, Achievement, HR data, program/course SLOs and relevant internal or external data collected the department and program projects and strategies were as follows for the past three years:

Student Success is the main priority of the ADN program. Although NCLEX-RN pass rates and individual course retention is satisfactory, program attrition rates are higher than desired. The projects and strategies below are a compilation of the nursing department's efforts at improving student success.

1. Spring 2012: The nursing department incurred a major curriculum change. ADN22A/AL (Adult Critical Care and Pediatrics) were taught as one course. Through course student surveys, attrition rates, and recommendations from both the BRN and NLNAC there was an overwhelming consensus that indicated a change was needed to improve student learning. Thus, the development of six new courses: ADN35A, ADN35AL (Women's Health), ADN35B, ADN35BL (Pediatric Nursing) and ADN45A, ADN45AL (Advanced Medical-Surgical Nursing) were implemented into the curriculum. Currently pediatrics and women's health are taught during the third semester and advanced med-surgical/telemetry and intensive care are taught during the first half of the fourth semester. The new courses assure comprehensive learning for students.
2. Spring 2013: A reduction in the number of applicants being admitted to the program occurred in spring 2013. Class size was reduced from 60 students each semester to 40 students each semester. Class size was reduced for several reasons: a) lack of qualified faculty, b) lack of clinical placement space, c) downturn in the economy resulting in ADN graduates not finding immediate employment as registered nurses in the local area, and d) lack of physical space due to remodeling of the nursing building which required a move to swing space.
3. Fall 2013: The enhancement of National Patient Safety Goals and Joint Commission Standards to course content was accomplished in the fall of 2013 as a result of feedback from community partners at the Nursing and Allied Health Advisory Committee meeting in spring of 2013.
4. Fall 2013: Faculty voted to change the nursing grade scale to a scale which aligns with the college grade scale. This change was made based on feedback from students and recognition that students typically suffered a drop in GPA during their time with the

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nursing program potentially impacting future success including entrance into BSN programs. A survey was made of surrounding community college nursing programs and the following change to the grading criteria was made. Students with an overall score of less than 75% earn a D or F for the course and required to exit the nursing program. Students are permitted one reentry into the program. Surveyed associate degree nursing programs all held 75% or higher as criteria for continuation in their nursing programs.

Grade	Previous Scale	Revised Scale
A	92-100	90-100
B	83-90	80-89
C	75-82	75-80
D	67-74	67-74

5. SLOs: Student Learning Outcomes for each course were updated in fall of 2013 to align with core concepts. An SLO progression chart was also developed to insure progression throughout the program and alignment with program Student Learning Outcomes.
6. 2012-2014 Grants:
 - a. Assessment and Remediation Grant - ADN students received grant funding to provide each student with ATI's comprehensive assessment and remediation package (CARP) to support their learning. Students were given textbooks, access to online ATI support and testing, and the ability to build a comprehensive review online based on their test results throughout the program. Faculty integrated ATI into each course and awarded extra credit points based on students' performance and remediation with assigned ATI modules/testing. A decision was made to no longer offer extra credit points for ATI module and testing completion due to concerns about grade inflation. The faculty of the nursing program are considering dedicating course points to successful completion of assignments. Several products are being reviewed to find remediation products that address the goal of improving student success.
 - b. Song Brown Grants – assists the nursing program by providing grant money to fund pre-semester courses (Code Green), case management work, tutoring, TEAS testing, and student support. Two weeks before the start of each semester, faculty members teach various one to two hour Code Green seminars to assist students in

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difficult content areas, orient students to course expectations, and enhance the development of student communities

7. Fall 2013: A Simulator Coordinator position was institutionalized (district funds). Having a full-time simulation coordinator enabled integration of simulations in each course of the nursing program. Simulation assists the faculty to incorporate an innovative teaching strategy to emphasize application of knowledge.
8. Spring 2014: The ADN Mission Statement was evaluated and a need to update the mission statement was recognized. The change in the mission statement was performed to assure alignment with the philosophy and actions of the nursing program faculty and to provide a guide for future improvements.
9. Spring 2014: The quiz review policy was revised to allow for all students to review each quiz in all-class, regardless of grade received. The previous policy allowed for only students who received a 78% or less to review their quiz. Faculty continue to hold one-on-one quiz reviews with students who are at risk for failing the nursing courses.
10. Spring 2014: The Simulation Hospital is home to four high-fidelity human patient simulators. Integration of simulation into the curriculum of the program involved faculty education and a change in culture regarding the benefits of simulation. Simulation has now been integrated into the curriculum and is incorporated into each lab course.
11. Spring 2014: One full-time, tenure track faculty position was approved by the college Hiring Priorities Committee resulting in the employment of two faculty in fall 2015. The addition of the new faculty members gave the program much needed personnel resources allowing for improvement in student support and program functioning.
12. Summer 2013: ADN200, Skills Refresher, began as a reconfigured course in summer 2013 to support students in need of remediation. At risk students are referred to the course by faculty members and encouraged to enroll to strengthen areas of weakness. The course focuses on strengthening critical thinking skills and uses simulation to enhance clinical reasoning.
13. Fall 2014: The medication administration (math) tests went through a revision after consultation from the math department. If this test is not passed with a 93% or higher score on a second attempt, the student is exited from the nursing program. The revisions to the tests and changes to how medication administration calculation is taught have resulted in a decreased failure rate for students in each course of the nursing program.
14. Fall 2014: To better establish standardized grading and delineate expectations for students, rubrics were developed for written assignments (nursing care plans, case

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studies, and research critique). All courses are using rubrics for the grading of written assignments.

15. Expansion of Collaborative Agreements: In addition to the current collaborative agreements, the Program Director/Department Head is actively meeting with local colleges and universities to expand options for our ADN students to continue their education in nursing. Currently collaborative agreements are in place with three local California State Universities: Los Angeles, Long Beach, and Fullerton.

Future Plans for Student Success

- The Associate Degree of Nursing (ADN) Program goal for student success is to work at decreasing the attrition rate to less than 25% for the nursing program as expected by the BRN. The Department had integrated ATI CARP (Comprehensive Assessment and Remediation Plan) to identify areas of weakness in student learning and implement a remediation plan for success. The faculty evaluated the ATI CARP package but was not able to identify any change in the attrition or NCLEX pass rates. In the future plans the faculty decided to not purchase this product and instead utilize grant support to explore other products for assessment and remediation. This change will begin in the spring 2016 with the purchase of vSim which is an online environment that allows students to interact with virtual patients. The vSim has the potential to develop clinical reasoning skills, competence and confidence in nursing students through simulating real nursing scenarios.
- The ADN Program is considering using a multi-criteria admission process. This would allow the nursing department to admit students based on ranked scores according to a combination of their academic and personal achievements. This could decrease attrition rates as admitted student learners could be more prepared and ready for the demanding nursing curriculum.
- Another ADN Program strategy is to replace faculty vacancies due to retirement and or resignations. Our goal is to resume an enrollment of 60 students each semester as soon as possible.
- Another strategy is to support the work of the Nursing Student Association (NSA). NSA is a valuable resource for current and hopeful nursing students allows students to network with other nursing students throughout the state and the country and is a local chapter of the California Student Nurse Association. NSA also provides both scholarships and hardship financial aid to students affiliated with the association. The local chapter of NSA provides assistance to incoming students by awarding new uniforms (cost of approximately \$300) to students in need of financial assistance.

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College Wide

The Associate Degree Nursing program supports the goals of the college by providing students with the opportunity to succeed in their goal of achieving licensure and employment as registered nurses. The success of our students is our primary focus and we continually work to self-evaluate and improve to meet the needs of students coming into our program. Our program and course student learning outcomes focus on knowledge and skills as well as competence in the ability to plan and evaluate the outcomes of care delivered in the nursing role of primary patient care.

The goals of the nursing program also align with college values and goals related to equity and fiscal responsibility. The nursing program serves a diverse group of students and prepares them to serve patients from a wide range of socioeconomic and cultural backgrounds. The faculty of the nursing program are fiscally responsible and carefully evaluate resource utilization in order to best support students.

The program is supported by the community of Long Beach by way of the respect our graduates receive as nurses in our local hospitals and health care settings and as a pathway to viable employment in support of the economic health of the community. The Associate Degree Nursing program has responded to changes in the health care system by developing partnerships with local California State Universities assuring our continued role in the education of nurses for years to come.