

# Fayetteville Technical Community College

## Detailed Assessment Report 2014-2015 Associate Degree Nursing *As of: 2/01/2016 02:34 PM EST*

### Mission / Purpose

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The purpose of the Associate Degree Nursing Program is to prepare graduates to care for and manage groups of clients with common and complex health problems with predictable outcomes in a structured setting. The graduate is prepared to function under the direction and guidance of an experienced registered nurse (RN). The graduate is able to delegate to licensed practical nurses (LPN) and unlicensed assistive personnel (UAP) in the provision of nursing care. In addition, the graduate is prepared to assume ethical-legal responsibilities to practice according to ANA standards and under the guidelines of the North Carolina Nursing Practice Act. The graduate is prepared to take and successfully pass the NCLEX-RN examination for licensure as a registered nurse (RN).

### Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Reporting Findings, and Action Plans

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#### SLO 1: Safe Practitioner

Upon completion of the program, graduates of the Associate Degree Nursing Program will successfully pass the National Council Licensure Exam for RNs (NCLEX-RN) on the first attempt.

#### Relevant Associations:

##### Standard Associations

###### *National League of Nursing*

- 4.1 The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning and program outcomes.
- 4.5 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of student learning and program outcomes.
- 6.5.1 The licensure exam pass rates will be at or above the national mean.

##### General Education/Core Curriculum Associations

- 2 Use critical thinking to analyze problems and make logical decisions.

##### Institutional Goals Associations

- 1 Respond to student and community needs through measurable goals.
- 3 Ensure fiscal responsibility, accountability and financial stability.
- 4 Focus on workforce preparedness to support economic development.

##### Strategic Objectives Associations

###### FTCC

- 10 Improve assessment plans with documented evidence of outcomes.
- 61 Continue enhancements to support services and academic programs to meet the changing needs of the military and veteran students.

#### Related Measures

##### M 1: Safe Practitioner

What: ADN graduates will take the National Council Licensure Examination for Registered Nursing (NCLEX-RN) that tests higher-ordered thinking skills through the use of analysis and application questions.

Why: Students enrolled in the nursing program must demonstrate minimal competency for safe and effective care in theory, skills, and clinical application. Upon completion of the program, a graduate is eligible to take the NCLEX-RN exam for state licensure. The licensure exam tests candidates on eight diverse content categories.

How: The North Carolina Board of Nursing calculates and publishes quarterly pass rates for nursing schools.

Who: Department Chairperson of the Associate Degree Nursing Program will report the results from the Board of Nursing.

When: During the 2014-15 assessment cycle.

Source of Evidence: Certification or licensure exam, national or state

##### Connected Documents

[2013 NCLEX RN Detailed Test Plan](#)  
[3-year-rn-pass-rate-2012-2014](#)

##### Target:

The nursing program shall maintain a three year average at or above 95 percent of the national pass rate for licensure level pass rate on first writing of the licensure examination for calendar years ending December 31.

##### Reporting Finding (2014-2015) - Target: Not Met

For 2014, the FTCC Associate Degree Nursing Program had a first time test taker pass rate of 74% for the National Council Licensure Exam- RN (NCLEX-RN). As a result, the program's three year average was less than 95 percent of the national pass rate for licensure level pass rate on first writing for this past year and the target was not met for this cycle. An action plan was developed by the ADN Director in accordance with the NC Board of Nursing (see in supporting documentation).

## Connected Documents

[NCLEX results 2014](#)  
[PassingRates\\_ADN](#)

### **Reporting Finding (2013-2014) - Target: Partially Met**

The NCLEX pass rate for the 2013 cohort was 77%. The 90% pass rate was not achieved. Target not met. The program has developed a Quality Improvement Plan to assist with the evaluation of the NCLEX scores. It is of note that 2013 NCSBON introduced a new test plan and the national NCLEX pass rate was 82%.

The 2014 cohort achieved the 90% national benchmark as a group on all proctored Kaplan exam except for the Pediatric which was 89.7% of the 90% benchmark and Pharmacology/Parenteral which was at 88%. See Kaplan document for 2014 cohort performance on Kaplan Integrated Testing.

All student who processed in the curriculum achieved satisfactory clinical performance.

## Connected Documents

[2014 Performance Report-Licensure Rates](#)  
[ATI and Kaplan Integrated Test Scores](#)  
[End of Course Testing, Program Retention and Clinical Performance](#)  
[Kaplan Integrated Testing Scores 2014 Cohort](#)  
[Program End of Course Testing Chart](#)  
[Quality Improvement Plan](#)

### **Reporting Finding (2012-2013) - Target: Partially Met**

The Graduates of the Class of 2012 had an NCLEX pass rate of 86%. The data for the graduating class of 2013 is not available and will be reported during the 2013-2014 assessment cycle. The program did not achieve the 90% or greater assessment target. Program implemented a new curriculum and this may have contributed to the 86%. The program is still within the 95% of the national average of 85% for 2012.

100% of the graduating students completed the skills check off with a satisfactory.

58 of graduating students successfully completed a 240 focused clinical rotation (preceptorship) with a satisfactory during the final semester of the program.

### **Reporting Finding (2011-2012) - Target: Partially Met**

The NCLEX pass rate for the class graduating May 2011 was 95%. The NCLEX pass rate will always be reported for the previous year cohort. Results for students graduating 2012 will not be available until Dec-Jan 2013. The students achievement of 77% on the end of course exam does not prove to be a reliable assessment of the students success in the nursing program. See table in document repository related to student achievement of 77 on the end of course exam and the number passing the course. There is not a direct correlation of this data. The end of course grade is inclusive of more than the final exam grade.

It is noted that there were no clinical failures in the nursing program. All students who progressed were satisfactory in clinical performance.

The program implemented the use of the Kaplan Integrated Testing program the 2011-2012 academic year. The student cohort graduating 2012 continued to use the ATI testing product. See the table in document repository related to the ATI and Kaplan groups scores for the program compared with the national mean scores. It is noted that in some instances the program was at or slightly below the national means or slightly above the national means. One area of weakness identified for the program is the Pharmacology area. It is also noted that the concept based curriculum used by the program does not always follow the exact sequence as the standardize exam which may account for some variations in the scores.

\*Kaplan does not report an Individual Mean for Program

## Connected Documents

[ATI and Kaplan Integrated Test Scores](#)  
[Program End of Course Testing Chart](#)

### **Reporting Finding (2010-2011) - Target: Partially Met**

**1. The pass rate for the Associate Degree Nursing students will not be available until Dec. 2011.**

**2. The student enrolled in the Associate Degree Nursing Program take proctored ATI exams throughout the nursing programs. The results of the exams include:**

a. Nur 111- Introduction to Health Concepts, students take the RN Fundamental Proctored Exam. The adjusted group score was 71.9% which represents a score of level 2. 28.1% of the students did not achieve the level 2 on first testing. The students are allowed to take the exam a second time to achieve level 2.

b. Nur 114 - Student take RN Mental Health Proctored Exam. The adjusted group score was 65.9% which represented a level 2. 34% of the students did not achieve level 2 on the mental health exam. The students are allowed to retest to achieve the level 2.

c. Nur 130 - RN Maternal Newborn Proctored Exam. The adjusted group score was 72.4% which represented level 2. 27.6% of the students did not achieve level 2. Students are allowed to retest to achieve the level 2.

d. Nur 210 RN Medical Surgical Proctored Exam. The adjusted group score of 64.7% represented level 2. 35.3% of the student did not achieve level 2. Student are allowed to retest to achieve level 2.

e. Nur 220- RN Comprehensive Predictor Exam. The adjusted group score was 69.8%. The individual national mean for this exam is 68.7% for all nursing programs. Therefore the students achieved above the national means for success on the NCLEX. This score represent a 89-90% probability of passing the NCLEX.

f. After each proctored exam areas of content weakness are identified and adjustments are made in the curriculum.

**3. Achieve 77 or greater on all end of course exams**

a. Nur 111 had 99 students enrolled; of that number 20 withdrew before the 90%; 7 did not achieve the 77% on all end of course exams. Seven percent of the 79 student did not progress.

b. Nur 112 had 41 student enrolled the first eight weeks; 3 students withdrew before the 90% date; one of the 38 students did not achieve 77% on all end of course exams. 2.6% of the the class did not progress. Nursing 112 had 40 students enrolled the second eight weeks; 2 students withdrew before the 90% date; of the 38 students three did not achieve the 77% on the end of course exams; 7.8% of the students did not

progress in Nur 112.

c. Nur 114 had 40 students enrolled the first eight weeks: 100% of the students achieved 77% on all end of course exams. Nur 114 had 39 students enrolled the second eight week and 100% of students enrolled achieved 77% on the end of course exams.

d. Nur 210 had 95 student enrolled; three student withdrew before the 90% date; of the 92 students 12 did not achieve the 77% on end of course exams; 13% of the students did not progress.

e. Nur 220 had 84 students enrolled in the course; 1 student withdrew before the 90% date; 5 students did not achieve the 77% on end of course exams; 6 percent of the students did not achieve the 77% on end of course exams.

**4. Achieve Satisfactory clinical performance during clinical rotations:**

a. One student out of 99 students failed to achieve satisfactory clinical performance in Nur 111.

b. One student out of 39 students failed to achieve satisfactory clinical performance in Nur 112 and chose to withdraw from the course before receiving an "F" in clinical.

c. All students enrolled in Nur 114 and Nur 210 and 220 achieved satisfactory clinical performance during clinical rotations.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Progress ongoing**

*Established in Cycle:* 2009-2010

Exam results are not available at this time, will continue to monitor as results are reported.

**NCLEX Pass Rate**

*Established in Cycle:* 2013-2014

Program will continue to monitor NCLEX pass rate to ensure compliance with pass rate of 90% or higher. Quality improvement plan ...

**Safe Practitioner**

*Established in Cycle:* 2014-2015

The NCLEX pass rates for FTCC have traditionally been average or above average according to state standards. It appears that the...

**SLO 2: Dosage Calculation**

The student will demonstrate quantitative competency through dosage calculation exams each semester.

**Relevant Associations:**

**Standard Associations**

**National League of Nursing**

4.1 The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning and program outcomes.

**General Education/Core Curriculum Associations**

4 Demonstrate quantitative competencies.

**Institutional Goals Associations**

- 1 Respond to student and community needs through measurable goals.
- 3 Ensure fiscal responsibility, accountability and financial stability.
- 4 Focus on workforce preparedness to support economic development.

**Strategic Objectives Associations**

**FTCC**

10 Improve assessment plans with documented evidence of outcomes.

61 Continue enhancements to support services and academic programs to meet the changing needs of the military and veteran students.

**Related Measures**

**M 2: Dosage Calculation**

What: Students will complete a dosage calculations exam related to medication dosage and administration each semester.

Why: Graduates of this program will be able to accurately calculate and administer medications as a registered nurse and remain in the nursing program. If students cannot pass the dosage calculation exam, then the student could be dismissed from the program.

How: Students will complete a dosage calculation exam each semester; the student will have two attempts to pass.

When: During the 2014-15 assessment cycle.

Who: Associate Degree Nursing Department Chairperson.

Source of Evidence: Standardized test of subject matter knowledge

**Connected Document**

[ADN Dosage Calculation Policy-2014](#)

**Target:**

All students will earn a 90% on all dosage calculation exams in order to remain in the Associate Degree Program.

**Reporting Finding (2014-2015) - Target: Not Met**

New students that entered the Associate Degree Nursing program took NUR 111 in the fall semester of 2014. During this semester, 72 students (sections -0001 and -0002) took the dosage calculations

test. Students are allowed two attempts to score a grade of 90 on the dosage calculations test. One student from section -0001 and one student from -0002 scored below the required 90% on the test and was therefore dropped from the course.

Ninety seven percent (97%) of the students enrolled in NUR 111 passed the dosage calculations test.

#### **Connected Documents**

[Dosage Calc 2014](#)  
[Dosage Calc Grades 2014 2](#)

#### **Reporting Finding (2013-2014) - Target: Met**

During the 2013-2014 assessment cycle 3 students withdrew from the program related to dosage calculation failure. This represented .09% of students enrolled in the program. Two student from NUR 111 and one student from NUR 223.

#### **Connected Document**

[Dosage Calculation Success Rate 2013-2014](#)

#### **Reporting Finding (2012-2013) - Target: Met**

During the assessment cycle there were 3 students who withdrew from the program related to dosage calculation failure. Two students from NUR 111 and one student from NUR 213. This represents less than 1% of the students who took a dosage calculation exam. The assessment target was met, however the program strives to achieve 100% for all students taking the dosage calculation exam.

#### **Reporting Finding (2011-2012) - Target: Met**

During this assessment cycle there was one dosage calculation failure in the program. This student was in NUR 111 Introduction to Health Care Concepts. This represented a dramatic improvement in the dosage calculation success rate for the Associate Degree Nursing Program. This represented less than 1% for the class. We attribute this improvement to our dosage calculation policies and procedures and the remediation sessions being held prior to the first testing and the emphasis by all the faculty on the students success.

#### **Reporting Finding (2010-2011) - Target: Partially Met**

1. Nur 111 had 9 students withdraw from the program because of dosage calculation failures. This represented 9% of the class or a 91% success rate. The other Nursing course did not have any withdrawals due to dosage calculation failures. This represented a significant improvement in the dosage calculation success rate from previous years. This is due in part to implementation of new dosage calculation policies and procedures started the 2010 school year.

#### **Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

#### **Dosage Calculation**

*Established in Cycle:* 2014-2015

Currently, the faculty do not teach dosage calculations to incoming nursing students. Student are given a math remediation pac...

### **SLO 3: Computer Literacy**

The student will use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

#### **Relevant Associations:**

##### **Standard Associations**

##### **National League of Nursing**

4.6 The curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research, and best practice standards while allowing for innovation, flexibility, and technological advances.

4.8.1 Student clinical experiences reflect current best practices and nationally established patient health and safety goals.

##### **General Education/Core Curriculum Associations**

5 Demonstrate computer literacy.

##### **Institutional Goals Associations**

1 Respond to student and community needs through measurable goals.

3 Ensure fiscal responsibility, accountability and financial stability.

4 Focus on workforce preparedness to support economic development.

##### **Strategic Objectives Associations**

##### **FTCC**

10 Improve assessment plans with documented evidence of outcomes.

61 Continue enhancements to support services and academic programs to meet the changing needs of the military and veteran students.

#### **Related Measures**

##### **M 3: Computer Literacy**

What: Students will successfully complete a computer training class at the clinical facility before they are allowed to participate in computer documentation of patient records.

Why: Students must be able to accurately document patient care, medication administration, and nursing interventions on each patient's electronic medical record. If the student does not successfully complete the computer training, then the student will not be able to perform their clinicals at the facility, which could lead to dismissal from the program.

How: Students must attend and successfully complete mandatory computer training class at the clinical facility each year before the first clinical day. Students are also evaluated on the use of technology during each clinical experience.

When: During the 2014-15 assessment cycle.

Who: The assigned clinical faculty member.

Source of Evidence: Performance (recital, exhibit, science project)

#### Connected Documents

[CFV Instructor Checklist for Orientation](#)

[CFV RN-LPN Student and Instructor Computer Training Requirements](#)

#### Target:

All second-year Associate Degree Nursing students will attend and successfully complete computer training at the clinical facility every year prior to the first clinical experience.

#### Reporting Finding (2014-2015) - Target: Met

Thirty-four second year ADN students successfully completed MAK/Valley Link Computer Training at Cape Fear Valley Health Systems on August 27, 2014, as part of the orientation process to the clinical facility. Each year, students are required by the facility to complete an online, abbreviated hospital orientation, corporate compliance training, and a seated computer training before they are given access to the hospital computer system. This training is completed in the fall semester of the second year of the ADN program.

#### Connected Document

[MA/VL Training Roster](#)

#### Reporting Finding (2013-2014) - Target: Met

The program continues to offer one simulation experience in each nursing course through-out the program. The Simulation Committee has refined the process to align more closely with the curriculum. The plan is to offer low fidelity simulation when the students enter the program and progressively work them up to high fidelity simulation. Faculty have also incorporated Simulated Learning System into the curriculum as well as electronic documentation (EMR) in the laboratory experience.

#### Connected Document

[Simulation Integration](#)

#### Reporting Finding (2012-2013) - Target: Met

The program continues to offer one simulation experience in each nursing course through-out the program. The Simulation Committee has refined the process to align more closely with the curriculum. The plan is to offer low fidelity simulation when the students enter the program and progressively work them up to high fidelity simulation. The faculty and students see this as a very valuable learning experience. See the revised simulation plan.

#### Connected Document

[Simulation - Curriculum Outline](#)

#### Reporting Finding (2011-2012) - Target: Met

The Associate Degree Nursing Unit appointed a Simulation Integration Committee to help plan for simulation throughout the nursing curriculum. It was determined that simulation was being done but there was no formal curriculum implementation plan. The committee recommended and the faculty accepted a plan for simulation integration throughout the curriculum moving from simple low fidelity simulation to more complex high fidelity simulation. One of nursing faculty had an opportunity to participate through grant funding the development and the implementation of training in simulation use and debriefing techniques. Professional development sessions were held for all faculty. See the detailed simulation plan located in the documents repository.

#### Reporting Finding (2010-2011) - Target: Met

Nur 111 Introduction to Health Concepts implemented the use of simulation into the clinical experience for all student doing physical assessment and an introduction to simulation.  
Nur 112 Health Illness Concepts continued the use of simulation as a clinical experience for all students with an Asthma scenario which was one of the major concepts in the course under Oxygenation.  
Nur 114 Holistic Health Concepts again used a simulation clinical experience on the client with Angina.  
Nur 220 used simulation in a coding experience (emergency nursing) with all students in the class.  
Nur 210 individual clinical instructors used various simulation scenarios including Congestive Heart Failure, Myocardial Infraction as a clinical experience for one clinical day.  
Nur 130 used simulation as a clinical day experience with scenario of Postpartum Hemorrhage and RSV.  
Will continue to implement simulation into the curriculum as a clinical experience.

#### SLO 4: Communication and Cultural Awareness

The student will be able to effectively communicate with individuals, support personnel and members of the interdisciplinary healthcare team regardless of beliefs, values, and perceptions.

#### Relevant Associations:

##### Standard Associations

##### *National League of Nursing*

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

4.8.1 Student clinical experiences reflect current best practices and nationally established patient health and safety goals.

##### General Education/Core Curriculum Associations

- 1 Communicate effectively using the conventions of American Standard English in professional and academic environments.
- 3 Demonstrate socialization skills that support cultural awareness and a global perspective.

##### Institutional Goals Associations

- 1 Respond to student and community needs through measurable goals.
- 2 Establish a culture of quality customer service.
- 3 Ensure fiscal responsibility, accountability and financial stability.
- 4 Focus on workforce preparedness to support economic development.

##### Strategic Objectives Associations

## FTCC

10 Improve assessment plans with documented evidence of outcomes.

61 Continue enhancements to support services and academic programs to meet the changing needs of the military and veteran students.

### Related Measures

#### **M 4: Communication and Cultural Awareness**

What: Associate Degree Nursing students will communicate effectively with the instructor, patients, family members, peers, and the staff assigned to the clinical unit.

Why: Students must be able to communicate effectively with the patient, their family, and all members of the healthcare team while respecting beliefs, values, and perceptions.

How: Associate Degree Nursing students will be evaluated weekly during clinicals on verbal and written communication skills with the instructor, patients, family members, peers, and the staff assigned to the clinical unit using an evaluation sheet. By the end of the semester, the student must achieve a grade of "satisfactory" with these objectives.

When: During the 2014-15 assessment cycle.

Who: The assigned clinical instructor will assess the performance of each student.

Source of Evidence: Field work, internship, or teaching evaluation

#### **Connected Document**

[NUR 111 Weekly Clinical Evaluation](#)

#### **Target:**

All Associate Degree Nursing students will achieve a grade of "Satisfactory" on the evaluation tool for clinical objectives related to communication and diversity.

#### **Reporting Finding (2014-2015) - Target: Met**

Seventy-two students began in the fall 2014 semester of NUR 111. Due to various reasons, 11 of the 72 students dropped from the class before the 90% point. Of the 61 remaining students in NUR 111, all students were successful in the clinical portion of the class and earned an "S" (or satisfactory performance) on the communication and diversity portion of the evaluation tool.

#### **Connected Documents**

[Clinical Grades NUR 111 0002](#)

[Clinical Grades NUR 111-0001](#)

#### **Reporting Finding (2013-2014) - Target: Met**

100% of the student who progressed in the program were "Satisfactory" with the clinical objective of "communicates effectively with individuals, significant support (person), members of interdisciplinary health care team, and instructors" by the end of the clinical rotation. This was evidenced by Satisfactory on the clinical evaluation. Students are evaluated weekly on their communication skills with the patients and family members that are assigned to their care. They also must communicate with the hospital personnel and their clinical faculty weekly.

#### **Reporting Finding (2012-2013) - Target: Met**

100% of the student who progressed in the program were "Satisfactory" with the clinical objective of "communicates effectively with individuals, significant support (person), members of interdisciplinary health care team, and instructors" by the end of the clinical rotation. This was evidenced by Satisfactory on the clinical evaluation. Students are evaluated weekly on their communication skills with the patients and family members that are assigned to their care. They also must communicate with the hospital personnel and their clinical faculty weekly.

### Details of Action Plans for This Cycle (by Established cycle, then alpha)

#### **Dosage Calculation Remediation Plan**

Students who were unsuccessfully on the Dosage Calculation exam were tutored by the faculty and given practice exams prior to taking the second exam. It is noted that students entering the program are lacking in basic math skills. Greater emphasis is being placed on math skill during the information sessions and during the orientation sessions to the program. This year all prospective candidates were given a math exam at the information session. In addition, more information and a study packet will be given to all entering students during the orientation session. Students will continue to have one on one tutoring from faculty and group sessions will also be held. Dosage calculation session will be incorporated into the first year syllabus.

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** Tutoring and information packets focus on chapters in Dosage Calculation Textbook.

**Projected Completion Date:** 08/2010

**Responsible Person/Group:** ADN Full Faculty

**Additional Resources:** none

**Budget Amount Requested:** \$0.00 (no request)

#### **Progress ongoing**

Exam results are not available at this time, will continue to monitor as results are reported.

The NCLEX Exam results for the 2013 cohort was 77%. The program continues to maintain a 3 year average of 86% which is within the 95% of National average required by the accrediting agencies of NCBON and ACEN. This continues to be an ongoing area of concern and the program has developed a Quality Improvement Plan developed Fall 2013.

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** Review of Program, see QIP

**Projected Completion Date:** 12/2014

**Responsible Person/Group:** Nursing Faculty and Department Chair

**Additional Resources:** Funding for training which has been granted and expansion position which at the time of this report has not been filled.

#### **Progress ongoing**

Exam results are not available at this time, will continue to monitor as results are reported.

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Safe Practitioner | **Outcome/Objective:** Safe Practitioner

#### **Implementation of Kaplan Testing**

Starting with the class of 2013 entering the fall of 2011 the program will start using a new Integrated Testing Program for NCLEX RN Review. This program is more affordable for the students and provide the same services of remediation for the students and immediate feedback.

**Established in Cycle:** 2010-2011

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** Fall 2011 with first year class.

**Responsible Person/Group:** A.D.N. Faculty/ Carolyn Stovall, Department Chair

**Additional Resources:** None

**Budget Amount Requested:** \$0.00 (no request)

#### **Use of ATI Testing**

Continue to utilize ATI Proctored and practice exams throughout the curriculum. Analyze exam results to drive student remediation and identify areas of weakness in curriculum instruction.

**Established in Cycle:** 2010-2011

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** Continue with current testing schedule giving greater attention to analysis of results of individual exam.

**Responsible Person/Group:** Associate Degree Faculty.

**Additional Resources:** None

**Budget Amount Requested:** \$0.00 (no request)

#### **Kaplan Test Score Tracking**

Will continue to track the student Kaplan Test Scores for the program for the 2013 cohort. There has been discussion by the faculty of including the Integrated Testing score as a portion of the student final course grade. Decision will be made on this in the fall.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** Low

**Implementation Description:** Discussion of including the Kaplan testing as a portion of the student final course grade.

**Projected Completion Date:** 12/2012

**Responsible Person/Group:** Associate Degree Nursing Faculty

**Additional Resources:** None

#### **Testing/ Remediation**

The program implemented a new curriculum with the 2010 cohort. This may have contributed to the 86% pass rate. The team faculty have evaluated the curriculum to ensure that all elements of the curriculum are implemented and that no areas has been left out. This resulted in a shifting of content and a re- evaluation of the actual content taught. The faculty also adopted new textbooks after an evaluation of the textbooks used indicated many errors in content. We have also adopted new testing procedures and review of exams. The program moved from ATI integrated testing services to Kaplan integrated testing services fall 2011. The program has mapped out a test plan for student testing to ensure major content areas are tested. In the past the review sessions have been held after the students graduate from the program. Beginning the spring of 2014 the review sessions will be held during the final weeks of class and students will sign success contracts with the faculty to ensure their readiness to take the NCLEX. They will have to meet certain benchmarks to be signed off to take the NCLEX.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** NCLEX test Plan

**Projected Completion Date:** 05/2014

**Responsible Person/Group:** Carolyn Stovall and 2nd Year Nursing Faculty

**Additional Resources:** None

#### **NCLEX Pass Rate**

Program will continue to monitor NCLEX pass rate to ensure compliance with pass rate of 90% or higher. Quality improvement plan implemented fall 2013.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Safe Practitioner | **Outcome/Objective:** Safe Practitioner

**Implementation Description:** Quality Improvement Plan implemented in Fall 2013.

**Projected Completion Date:** 12/2014

**Responsible Person/Group:** Department Chair and Program Faculty

### **Dosage Calculation**

Currently, the faculty do not teach dosage calculations to incoming nursing students. Student are given a math remediation packet in the summer prior to admission of the ADN program to review previous math skills. Students are then expected to read and complete assignments of dosage calculations chapters over the first 6-8 weeks of the fall semester. Faculty grade and give feedback to students within the first few weeks and are available for remediation. Students are expected to seek help from faculty and/or the student learning center.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Dosage Calculation | **Outcome/Objective:** Dosage Calculation

**Implementation Description:** This fall, faculty plan to build in more time during and after classes for students to seek assistance from the faculty for remediation. The plan is for the students to seek help during an open lab session to get more one-on-one time. If we are still unable to meet our target for the upcoming year, we will design more in-depth sessions to assist students to meet the learning objective.

**Projected Completion Date:** 06/2016

**Responsible Person/Group:** Department Chairperson-Nursing and Nursing Faculty

### **Safe Practitioner**

The NCLEX pass rates for FTCC have traditionally been average or above average according to state standards. It appears that the decline in the first time test takers score appeared in 2013 and 2014. After the generic program began the new ADN CIP curriculum in 2010, the decision to re-start the transition or Advanced Placement (AP) LPN to RN program as a separate cohort came in 2012. The first graduating class of this cohort was in spring 2013. The NCLEX scores for the AP graduates were 50% for first time test takers, compared to the generic students' score of 84% for first time test takers. In 2014, the AP students scored a 58% while the generic graduates were again at 84%. Considering the scores for the AP program for the past two years, FTCC administration has made the decision to suspend the program. Revisions to the curriculum and admission criteria will take place and the Board will be notified of a decision to revive the program in the future.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Safe Practitioner | **Outcome/Objective:** Safe Practitioner

**Implementation Description:** Planned changes or revisions: •Suspend Advanced Placement Program to re-evaluate curriculum and admission criteria May 2015 •Meet with the Kaplan Education Consultant to explore options for remediation of upcoming graduating cohorts January and February 2015 •Multi-layered, intensive NCLEX Remediation for the Class of 2015 (NUR 213 and NUR 223) March, April & May 2015 •Professional Development for faculty with Nursing Education Consultant, Dr. Linda Caputi October and December 2014, January

**Responsible Person/Group:** Nursing Department Chairperson

**Connected Document**

[Action Plan for Low Pass Rate](#)

## **Analysis Questions and Analysis Answers**

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### **What were the strengths of your assessment process?**

This process has allowed me to do an in-depth analysis of various factors that affect student learning and success in the Associate Degree Program. It forces me to dive into the data and I then have the ability to see both positive and negative aspects of the ADN program. I discovered that the faculty is doing a better job at introducing the topic of dosage calculations to the students this year, as evidenced by the increased number of students that met benchmark on the assessment. It has also been helpful to see where the problems lie with NCLEX-RN failures and then make program decisions regarding the need for revisions.

As a new director coming in the middle of a cycle, I was given the latitude to revise the measures this year. Most all of the measures had been ongoing for many years and needed to be tweaked and updated. The measures now can be easily assessed and will give the faculty and I pertinent information to increase student success.

### **What were the weaknesses of your assessment process?**

I do not believe that the assessment process itself has weaknesses; however, I was able to identify weaknesses in the program. Documentation of clinical experiences, associated orientation and requirements were difficult to find in our paperwork. Nursing teaches "if it is not documented, it is not done". Although the necessary documentation was found, it was buried deep within the recesses of an excessive amount of paperwork. We will now plan to revise and streamline clinical paperwork to make it more efficient for all involved.

**Connected Document**

[Quality Improvement Plan](#)

### **What was learned as a result of your assessment process?**

As stated in the previous answers, this process has allowed me to find several flaws in paperwork and processes within the program. It is my intention to revise evaluation forms for the program, the student handbook for the program and continue to search for ways to make students successful on the dosage calculations exam without multiple attempts.

### **How will what was learned impact the direction and emphasis of your academic or support unit?**



Faculty in this program have been working in silos. Each faculty member is part of a team for a specific course, but there is no communication among the courses. I spent an inordinate amount of time tracking down information that all faculty members should be aware of, but it seemed no one knew where I could find the it. As a new director, this process has validated what I suspected about the faculty of the program. There needs to be a better system for communication and a strong effort made to decrease the individual course "silos" and turn them into one team: a body of cohesive members that is working toward a common goal of success for students.

## Annual Report Section Responses

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### **Program Review (Academic Units)**

Attached is the most recent Academic Program Review for Associate Degree Nursing.

#### **Connected Document**

[Academic Program Review](#)

### **Advisory Comm. Minutes (Academic Units)**

All academic programs have associated Advisory Committees that provide community input on program direction and outcomes.

#### **Connected Documents**

[Advisor Fall 2014](#)

[Advisory Newsletter Spring - Nursing 2015](#)

### **End Of Year Reports (VPs, AVPs, Deans)**

End of Year Report (2014-15) and Strategic Plan (2015-2020)

#### **Connected Documents**

[End of Year Report 2014\\_15](#)

[Strategic Plan 2015-2020](#)