Nursing Program Assessment Plan
Academic Year: 2009-2010
Compiled/Submitted by J. Libner, Chairperson

Mission: The mission of the Nursing Department is to actively respond to the nursing needs of a diverse community by supporting career mobility and multiple levels of entry into nursing practice. Through the development of a partnership between faculty and students; the department utilizes a variety of strategies designed to empower graduates to be lifelong learners, who will demonstrate the knowledge, skills and core values of the nursing profession as they collaborate with other members of the health care team.

Goal:

The Triton College Nursing Program will serve the community by providing access to an accredited program that uses multiple resources to foster academic success, as well as to promote continued personal and professional growth.

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| The program will serve the community by providing access to an accredited nursing program which grants eligibility to apply for practical nurse and registered nurse licensure. | Enrollment  
Fall '08 – 63 students admitted  
Spring '09 – 54 students admitted  
Summer '09 LPN Transition – 11 plus 3 for re-admission – all qualified applicants were admitted  
As of 8/09, there remain 33 qualified in-district students for whom there are not enough seats. This is an increase from 9 qualified candidates not seated '08 – '09.  
Chairperson and/or Dean involved in initiatives to enhance service of program to district.  
- Standardized Clinical Contracts – Metropolitan Chicago Healthcare Council Initiative. Goal is for standardized contract to be used to facilitate clinical placement of students by colleges and agencies all adopting standard form.  
- Healthstream – Funding requested by Triton to implement this online module approach to meeting orientation learning needs required of the affiliating agencies. | Planned Enrollment  
Fall '09 – 63 students to be admitted  
Spring '09 – 54 students to be admitted  
Summer '10 LPN Transition – Encouraging enrollment of LPNs to reach class size of 16-18 minimum  
- Dean continuing to promote use by Triton.  
- Funding allocated. Anticipated adoption for spring ’10. Faculty to
- Shared Clinical Faculty – J. Libner is working with Oakton, Harper, and Morton in developing a shared approach to meeting the adjunct faculty needs of all programs. Group is a Task Force of the North/Northwest Suburban Council.

- Chairperson worked with Student Services to provide accurate information for online application to nursing program.

| The program facilitates and promotes the success of admitted students through exploration and utilization of multiple resources to promote program completion. | 2/09 Nursing Program was awarded grant for $30,750, one of three Program Improvement Grants provided by the IBHE – 3/09-5/10. NUR 115/NUR 125 Initiative Goal: improved retention in 1st semester nursing courses - NUR 115 & NUR 125 Activities/Outcomes summarized below by B. Zak/M. Bielski: NUR 115 Initiative Goals: • Develop and Implement an orientation – support program for students and families • Begin socialization of students into student nurse role, the Class of 2011. | designate assigned modules and courses for which they will be required. • Triton, Oakton, Harper, CLC (nsg and grants depts.) will explore forming a consortium to develop grant proposals for funding projects of benefit to all 4 programs. Mtg scheduled 8/25/09. • CLC, Triton, Oakton, Harper, McHenry to explore CLC hosting a Faculty Academy during ’09-’10 academic year. • Other: Chairperson will revise Information Session materials into PowerPoint presentation and revise materials distributed at Sessions. • Continue Program Improvement Grant activities for two cohort groups, those admitted in fall ’09 and those admitted for spring ’10. • Student and family nursing orientation sessions at start of semester |
**Actions:**
- Since N 115 was in its final week and N 125 scheduled to begin the following week the family/student orientation program was not initiated and a general orientation program for all students entering into N 125 was completed.
- N 125 Orientation introduced students to challenges of N 125, study requirements and available support systems available.
- Orientation introduced F-T N 125 faculty, math tutoring and counseling services, general expectations for theory, clinical and the Health Resource Lab. Syllabi and textbooks were explained and course management system (Blackboard) was presented.

**Evaluation:**
- Most students felt this general orientation was helpful but more time was needed for questions, discussions and clarification
- Session served as a general orientation to the course and did not assist in initiating socialization or support

**Analysis:**
- Development of a support system and orientation to the program needs to be initiated in N 115 when the stress of N 125 has not yet begun.
- Orientation to N 125 is needed to decrease the stress of anticipation of the course and allow students to feel more prepared before the first week of class.
- Scheduling the Orientation – Family Open House during N 115 should be beneficial

**NUR 125 Initiative**

**Goals:**
- Professionalism and socialization into the student role
- Self – assessment
- Academic success

**Professionalism**

**Actions:**
- Develop a faculty facilitated peer study/support group
- First group of students eligible to participate in cohort included
  - 3 students had N115 final grade of 77.5 – 80%
- Weekly faculty facilitated sessions for identified high-risk students
- Mentoring by 2nd, 3rd, 4th semester students coordinated by counselor T. Wright-Goehmann and former grad L. Maddox.
- Development of customized publisher’s exam to evaluate learning
- Procurement of selected tutorial based software and equipment to enhance learning

Follow up on recommendations from ’08-’09 experiences.
2 students readmitted to N 125
1 CNA who proficiency tested out of 115
15 students received a grade of “D” after the first exam in N 125

- Students met for 75 min/wk for 6 wks
- Students worked in partnership on assigned tasks to build peer relationships and confidence in learning
- Students independently formed outside study groups
- Encouraged students to become active learners in the classroom and during test taking

**Evaluation:**
- Attendance: 2 students withdrew from the program
- Remaining: 19 students
  - 58% of students attended 4 or more sessions and 16% attended at least 3 sessions

All students thought sessions helped them to connect with their peers and the nursing program. All students thought sessions assisted them in feeling more positive about becoming a nurse.

**Self-assessment**

**Actions:**
- Utilization of weekly reflection questions focused on student study practices and expectations. Wkly reflective questions addressed attainment of study goals.
- Post-theory test review to identify content areas that needed remediation utilizing “Test Performance Analysis” grid

**Evaluation:**
- All students felt strategies helped them set learning goals and think about their responsibility in test taking and learning. N 125 theory faculty stated students were more active participants in class, asked questions and asked for question clarification during testing.

**Academic Success**

**Actions:**
- Enhance Skills for Classroom Learning
  - Reviewed use of syllabus to identify key course objectives and
readings especially for testing
  o Student initiated study groups were formed by the end of the year
  o Review of key concepts for select Unit objectives and concepts
  o Student initiated question and answer sessions on weekly theory content

- Enhance test taking skills
  o Introduced test taking skills and strategies
  o The Race Model
  o Strategies for studying for a unit and final exam
  o Weekly sample test questions based on content completed in class
  o Review of unit exam utilizing “Test Performance Analysis” grid
  o Informal discussions with theory instructors to determine areas of concern to be included in weekly sessions and identification of student challenges and successes

**Evaluation:**
- 85% (16 students) of the remaining 19 students passed N 125 with a grade of C or better
- 19% (3 students) earned a grade of B
- 81% (13 students) earned a grade of C
- In the final evaluation, the majority of students identified the inclusion of test taking strategies, study strategies, and practice questions as useful

**NUR 125 Initiative Recommendations**
- Majority of students in the initiative were LEP students, both eastern European and Hispanic
  This contributed to the difficulty in test taking and communication with faculty and peers.
  This needs to be addressed in the fall sessions with role playing, communication and language worksheets. Assess the availability of language training on campus.
- Increase professional development and self-efficacy. Increased use of
reflective writing will help students understand their role in these processes.

- Begin with reviewing time management study skills and note taking from the N 105 course. Students did not seem to apply these skills. Follow up with test taking strategies
- Assign time to review questions from theory, lab and clinical
- Decrease time used for test taking skills and begin to look at clinical components of the program, nursing process and development of the NCP. We may need to have additional sessions for test taking, if this persists as the major concern of students, since test scores determine their grade.
- Initiate out of cohort session learning modules – computer testing, student mentors
- Cohort must begin week 1 of N 125 sessions
- Since > 80% of students receiving a grade C in N 115 failed Exam 1 in N 125 these students should be included in the N 115 Cohort
- The goals of the Initiative are very extensive and may be difficult to achieve in 10 weekly sessions – need to brainstorm about prioritizing and achieving them.

**IBHE Nurse Fellowship Award – S. Hughes**

S. Hughes, full-time ADN faculty member was nominated by J. Libner for the Illinois Board of Higher Education Nurse Fellowship Award. Sandra was one of 15 recipients to receive the $10,000 award. Some funds were used towards purchase of materials to promote NCLEX success by Triton students and for several professional development activities she selected and attended. S. Hughes provided test-taking workshops for students in each of the semesters of the nursing program during the spring semester and for summer ’09 LPN Transition students.

**Outcome:** Summary provided by S. Hughes

Five items were surveyed using a Likert scale to measure the increase in understanding post presentation. The measurement was scaled on a four-point scale from “to a great extent” through “not at all.” The % of students in each semester who noted “to a great extent” for each item were as follows:

- S. Hughes will recommend and arrange for appropriate integration of purchased materials into the curriculum to promote student success on comprehensive exit test and NCLEX.

Without ongoing test-taking workshops, test-taking strategies textbook is now required in NUR 105. Faculty to make concerted effort to include test-taking
| Item #1 | “I understand the NCLEX test plan.” 94.4% - 1st semester, 94.5% - 2nd, 100% 3rd, 86.5% - 4th. |
| Item #2 | “I understand the relationship between Blooms taxonomy and test questions.” 88.8% - 1st semester, 83.6% - 2nd, 81.8% - 3rd, 82.7% - 4th. |
| Item #3 | “I can identify at least 3 test taking strategies for answering test questions.” 100% - 1st semester, 100% - 2nd, 100% - 3rd, 89.6% - 4th. |
| Item #4 | “I understand the elements of test questions.” 88.8% - 1st semester, 94.5% - 2nd, 81.8% - 3rd, 89.6% - 4th. |
| Item #5 | “I can identify key words in test questions.” 100% - 1st semester, 100% - 2nd, 100% - 3rd, 93% - 4th. |

Student perceptions provided the nursing faculty with data related to the lack of test taking strategy knowledge.

**Triton Research and Development Grant – Concept Mapping – M. Bielski/ S. Hughes**

M. Bielski and S. Hughes were awarded a Triton Grant to explore and promote the use of concept mapping in NUR courses and across campus. Both presented a one-hour workshop on concept mapping at the Illinois Organization of Associate Degree Nursing Peer Networking Conference in October ‘08. They also presented for nursing faculty on 2/25, for nursing students on 4/22, and as a workshop for Triton’s Professional Development Center on 3/11.

Outcomes: Faculty preferred to adopt their own personal template for concept mapping based on the level of student being taught and the purpose/learning environment. Of the nursing faculty who attended the workshop only one used mapping as a learning tool. Three students attended the presentation. Students agreed the tool can be useful in various learning environments. No single template was adopted by the dept.

**Development of NUR course shells**

The Blackboard Nursing Forum continues to serve all faculty and students with departmental communication. Chairperson adds resources of benefit to students. A dept goal has been for every course to have its own BB

Faculty currently using concept mapping will continue to promote use by other faculty through:

- Posting student examples in faculty resource room
- Sharing nursing articles that promote its use
- Serving as resource to other faculty

Faculty to create Blackboard course shells for remaining courses. Instructors continue to support each other and use strategies in courses and to send students with testing difficulties to nursing counselor.
The program supports continued personal and professional growth of its nursing students through encouraging participation in continuing education offerings and acquisition of advanced degrees. Information was supplied at Information Sessions regarding progression from Triton’s AD program to BSN completion. Links to all Illinois BSN completion programs were maintained in Blackboard Nursing Student Forum. Relationship with Benedictine University BSN completion program maintained by notifying students of Orientation Sessions and providing information. Representative from Benedictine BSN program sits on Triton Nursing Advisory Committee and J. Libner serves on Benedictine Advisory Committee. Accommodations were made for recruiter from Olivet-Nazarene to meet 4th semester nursing students.

**Goal:** Program graduates will develop the necessary knowledge and skills to competently practice as a professional nurse in a variety of roles.

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<td>Program graduates will have acquired the necessary knowledge and skills to incorporate the nursing process with the individual as co-participant, to prevent or adapt to health problems across the life span while observing legal and ethical standards of the profession.</td>
<td>LPN summer transition course was increased from 3 credits to 5 credits. Weekly clinical component added totaling 7 clinical days. Concepts of pharmacology and obstetrical nursing were enhanced. Revised transition program conducted for the first time in summer ’09. The Elsevier LPN Comprehensive exam was first administered to the LPN transition students in summer ’08 and again in summer ’09 to determine if performance correlated with success in the transition course. In summer ’09, of the 11 students who passed the transition course (NUR 180), 4 passed the exam and 7 failed the exam. Of the 4 who failed the transition course, all had failed the exam. In summer ’09, of 9 students who passed the transition course (NUR 185), 5 passed the exam and 4 failed it. Of the 5 student who failed the course, 1 had passed the exam and 4 had failed it. Guidance in using the online remediation materials was provided following the exam in summer ’09.</td>
<td>Curriculum activities scheduled for ’09-’10: Follow up with performance of LPNs in 3rd and 4th semester of program to determine if Elsevier LPN Comprehensive exam should be used in the future. Take proposal to Curriculum Committee to: Incorporate content of NUR 115 (2 credits) with NUR 125 (7 credits) to create 2</td>
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Pre-requisite courses for NUR 285 were changed to NUR 155 and NUR 156 (2nd semester courses) from completion of 3rd semester courses. This allows students to complete NUR 285 during enrollment in either 3rd or 4th semester. All 26 students who completed 3rd semester in spring '09 enrolled in NUR 285 in summer '09 to avoid taking course during 4th semester in fall. Nearly all students entering 3rd semester in fall '09 are enrolled in NUR 285 for fall '09.

A survey of BSN programs was conducted by counselor T. Wright-Goehmann showing the majority of local BSN programs would accept EDU 206 to meet their lifespan requirement. Nursing Program requirement of PSY 228 (Adulthood and Aging) was replaced with EDU 206 (Human Growth and Development Across the Lifespan). Program applicants who already completed PSY 228 prior to the catalog change will be approved to use PSY 228 to meet the program requirement.

Faculty evaluated the effectiveness of NUR 115 and NUR 125 in relation to current preparation of admitted students and workforce expectations. Determined NUR 115 is no longer viable in serving its original intended purpose of granting credit for prior learning to students certified as nursing assistants prior to enrolling in the nursing program.

Outcomes for CNAs enrolled in the Triton Nursing Program have been less than optimal.

- CNAs (whether they enrolled in NUR 115 or proficiency tested out of NUR 115) have been less successful at completing 125, 145, 146, 155 and 156 than their non-CNA counterparts
- CNAs (whether they enrolled in NUR 115 or proficiently tested out of NUR 115) have been less successful at completing the Triton Nursing Program than their non-CNA counterparts
- 100% of the 23 CNAs who completed the NUR 115 proficiency test and entered NUR 125 from fall '04 through fall '07 earned no higher than a C grade in NUR 125. 21.4% of those 23 CNAs then failed NUR 145 and 46.7% of the 23 CNAs failed NUR 146.
- Students who enter the program and are already CNAs are increasingly choosing to enroll in NUR 115 because previous CNAs courses, each 7.5 weeks in length.

Courses will be NUR 130 Promoting Adaptation I (4 credits) and NUR 135 Promoting Adaptation II (5 credits).

Ongoing discussion and resolution of OB and peds content: Currently 2 experiences are provided for each area in the curriculum resulting in 3 week rotations for each area in both the 1st and 2nd years of the program. Looking at revising 2nd semester to 7 ½ weeks of med-surg and 7 ½ weeks of OB/peds. Would allow PN exit students to meet OB/peds learning outcomes without repeating rotations in 2nd year of the program. Time now devoted to NUR 245 in 2nd year could be revised to increase management experience and advanced med-surg experience. Decreased emphasis on OB and peds aligns with national curriculum trends and NCLEX testing.
| have encouraged them to do so.  
- Spring 2009, 17 CNAs entered the program, only 3 chose to proficiency test out of NUR 115, only 1 passed the proficiency testing  
- Fall 2009, 15 CNAs entered the program, 4 chose to proficiency test out of NUR 115, none passed  
Advisory Committee approved revision of NUR 115 and NUR 125 at 7/09 mtg  
HRC Committee of S. Hughes, D. Kaiser, A. Satala, M. Warren, B. Zak reviewed list of skills in curriculum. Areas of duplication were identified. Skills were appropriately reassigned to specific courses to promote reinforcement/enhancement and avoid duplication.  
**Faculty participation in professional development to promote continued offering of current and relevant curriculum:**  
Full-time faculty attended workshop provided by Triton Continuing Education 5/1/09. Conclusions reached were reduction of time spent in OB/peds, offering OB/peds as one rotation in the curriculum rather than twice, and increasing focus in chronic diseases. Individual faculty attended programs specific to their interests and teaching responsibilities. Learning opportunities offered at every faculty meeting including presentation of dissertation findings by E. Charneia, “Nursing Students’ Perceptions of Role Modeling as it Relates to Learning in the Clinical Environment;” sharing of relevant nursing journal articles; and sharing current topics in education and nursing as BSN in Ten, iCRSP Clinical Rotation Scheduling Program of Illinois, and Clusters. Faculty reviewed and revised program goals and outcomes, and mapped outcomes to nursing courses.  
Promote continuing education of faculty related to maintaining relevant/current curriculum.  
Program graduates will have acquired the necessary knowledge and skills to collaborate with health team members and  
Clinical Learning Experiences -  
Summary by Clinical Education Coordinator Joy Fritz:  
New clinical sites are Central DuPage Hospital, MacNeal Hospital, Manor Care-Westmont, and Vitas Hospice. Enhanced use of West Suburban Medical Center, British Home and
integrate ongoing research and information technology to support clinical decision making.

Program graduates will have acquired the necessary knowledge and skills to function as caring providers and managers of care, utilizing teaching and communication principles and critical thinking to provide therapeutic nursing interventions based on skilled nursing assessment and evidence-based practice.

Hartgrove Hospital.
Awaiting contract approval – Norwegian Hospital, LaGrange Community Hospital and Hinsdale Hospitals

Concerns/challenges: Locating agencies on specific days & times for specific areas as peds, Level 3 OB, Transitional Units; “competition” with other programs placing Triton on a waiting list; changes in agency census and in types of services offered; loss of Shriners Hospital as a clinical site; challenges to contract approval; and parking accommodations.

Improvements:
- Preparation of schedules for 1 academic year;
- affiliation with new agencies;
- students/instructors learning new computer technology;
- agency assistance provided to Triton’s clinical education coordinator; and
- administrators speaking to student groups on the first day of rotations

Background Checks/Drug Screening – An increasing number of agencies are requiring both background checks and drug screening of students. Nursing program developed process for all students to have background checks completed prior to first clinical. Challenges exist for drug screening – cost and location.

Evaluate sites for drug screening for students to meet agency requirements. Develop and implement process for all students to meet drug screening requirement in advance of clinical placement.

Goal: Program graduates will be prepared to meet licensure standards, obtain employment in the nursing profession and value the quality of the Triton Nursing Program.

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<td>Program graduates will be eligible for the NCLEX appropriate to program level, with a pass rate equal to or above the standards established by the Illinois Department of Financial and Professional Regulation.</td>
<td>The first time NCLEX pass rate for Triton graduates who sat for the PN-NCLEX was 100% in 2008. The RN-NCLEX pass rate was 92%. Of the 5 who did not pass on the first attempt, two took the exam a second time and passed.</td>
<td>Review the academic performance of those 5 grads who were unsuccessful on the first NCLEX attempt for potential predictors of NCLEX performance.</td>
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<td>A minimum of 80% of program graduates seeking employment will find employment following successful completion of eligible NCLEX.</td>
<td>Unable to determine precise post graduation employment rate. Anecdotal information reveals increase in length of time post graduation for grads to obtain RN staff positions, decline in number of available entry-level RN positions in the community and sudden lack of recruitment luncheons held by health care facilities for 4th semester students.</td>
<td>Work with Triton research office to set up method for graduate follow-up.</td>
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| Program graduates at each level of preparation will express satisfaction with the program. | Program evaluation distributed to students 1 week prior to A.S.S. degree graduation:  
- 100% of grads strongly agree or somewhat agree that they have met 7 of 10 exit competencies,  
- 12% somewhat disagree that they have met the competency of “utilize information technology in caring for a group of individuals.”  
- 6% somewhat disagree that they “collaborate and coordinate with the health care team in planning and providing care for groups of individuals.  
- 3% somewhat disagree that they “coordinate, direct and provide care to a group of individuals integrating advanced management skills and understand of the health care environment.”  
- Students completed an open ended eval statements regarding activities and experiences during the program that “were most helpful” and those that “were least helpful.” Students are also asked to provide advice to incoming students which is compiled and shared at the following New Student Orientation. | Review/revise current program evaluation form for A.A.S degree grads. Develop and distribute eval tool for students completing Practical Nursing Certificate (after completion of NUR 190). Long-term: Process needs to be established and tools refined to assess nursing student perceptions of support services per accreditation requirements. Services include Library, ETRC, Counseling, Health Services, Health Resource Center, Academic Success Center, Admissions and Financial Aid. Chairperson to explore tools used at College level for possible duplication at dept level and Blackboard Nursing Forum as mode for compiling assessment data. |