Nursing Program Assessment
Report for ’09-’10
Plan for ’10 – ’11
Compiled/Submitted by J. Libner, Chairperson
June 2010

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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<td>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.</td>
<td>Enrollment Fall ’09 – 63 students admitted Spring ’10 – 54 students admitted Summer ’10 LPN Transition – 11 students plus 2 re-admission students</td>
<td>Scheduled enrollment Fall ’10 – 63 students Spring ’11 – 54 students Summer ’11 – will accept all qualified applicants.</td>
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<td>Initiatives to enhance service of nursing program to community:</td>
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<td>• Standardized Clinical Contracts - Metropolitan Chicago Healthcare Council (MCHC) Initiative. Goal is for “standardized contract” to be used to facilitate process of arranging clinical sites for learning experiences.</td>
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<td>• Dean continuing to explore acceptance and use by Triton.</td>
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<td>• iCRSP – MCHC is coordinating the implementation of an online clinical scheduling system for colleges to schedule clinical rotations with participating health care agencies. Triton finalized the contract to participate in this endeavor.</td>
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<td>• Triton to use iCRSP with affiliating agencies that require clinical unit requests to be submitted using this process.</td>
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<td>• Healthstream purchased. One-hour webinar overview conducted for full-time faculty 5/13/10 to gain understanding of system.</td>
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<td>• Healthstream to be implemented for nursing students in fall ’10.</td>
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J.
• Triton, Oakton, Harper, CLC Grant Consortium met 8/25/09 to explore opportunities for sharing resources for submitting proposals for various grant funding opportunities.

• CLC, Triton, Oakton, Harper, McHenry collaborated with Metropolitan Chicago Healthcare Council to provide a Clinical Faculty Academy 1/7 – 1/8/10 at CLC. M. Bielski gave presentation “Student Learning in the Clinical Setting.” J. Libner gave presentation “Dealing with Difficult Students in the Clinical Setting” and served on a panel addressing “Multiple Roles – From Staff to Teacher.” As a result of the collaborating programs providing the speakers free of charge, adjunct faculty from those programs were able to attend at a reduced rate. Four Triton adjunct instructors attended.

• Triton held its first Nursing Program reunion in February. It was well attended. The event was a college-wide endeavor including food prepared and served by Hospitality Industry Administration faculty and students. The Health, Sport & Exercise Science dept provided

• Libner and A. Satala to participate in online training in summer ’10. NUR 130 faculty to select modules to be completed prior to clinical experiences.

• Triton nsg dept is open to further exploration and participation in proposed joint efforts. While no formal project was created to develop a shared approach to meeting adjunct faculty needs of all programs in ’09-’10, colleagues in neighboring colleges will continue to be an essential resource for hiring faculty.

• Clinical Faculty Academy scheduled for 1/5-1/6/11 at Harper College. J. Libner to be among presenters. Other faculty to be invited to participate. Adjuncts will be encouraged to attend.

• Triton has scheduled an Alumni Reception on 9/30 for Triton ADN grads who completed the Benedictine BSN
The program facilitates and promotes the success of admitted students through exploration and utilization of multiple resources to promote program completion.

The AD Nursing Program was awarded a grant for $30,000 in January 2009, 1 of 3 program improvement grants provided by the IBHE. The grant period was from Feb 2009 through June 2010. Focus of the grant was to address attrition in 1st semester nursing courses. Grant activities for students during enrollment in NUR 125 focused on three areas:

- professionalism and socialization into the student role through orientation sessions held for students and family members, reflective journals, and informal student mentor study groups.
- self-assessment through completion of an on-line learning preference survey, development of time management plan and participation in test reviews and
- academic success through participation in weekly support sessions (NUR 125 Initiative) for students who were identified as at-risk during enrollment in NUR 115 and 125. NUR 125 Initiative sessions were conducted by faculty facilitators B. Zak and M. Bielski in sp 09, fall 09 and sp 10. 71 out of 170 first semester students were invited to join based on admission status as a CNA who proficiency tested out of NUR 115, earning a C grade in NUR 115, re-adm status to NUR 125 or earning an unsatisfactory grade on the first NUR 125 unit exam. Topics addressed in the Initiative weekly sessions included note-taking strategies, test-taking, preparing for exams, practicing test questions, reviewing selected course content and analyzing test performance. Faculty contracted with Elsevier to develop an exam based on the learning objectives of NUR 125 and gave the exam after the course final as an evaluation tool for all students enrolled in NUR 125.

Limited English Proficiency was the dominating factor with the conclusion that the LEP students required additional time to do the same things as non-LEP students. Eastern European students had a lot of difficulty, more so than Spanish-speaking students.

Program Improvement Grant activities continued for two cohort groups, those admitted in fall ’09 and those admitted for spring ’10.

| Information to promote healthy living. | The AD Nursing Program was awarded a grant for $30,000 in January 2009, 1 of 3 program improvement grants provided by the IBHE. The grant period was from Feb 2009 through June 2010. Focus of the grant was to address attrition in 1st semester nursing courses. Grant activities for students during enrollment in NUR 125 focused on three areas: professionalism and socialization into the student role through orientation sessions held for students and family members, reflective journals, and informal student mentor study groups. self-assessment through completion of an on-line learning preference survey, development of time management plan and participation in test reviews and academic success through participation in weekly support sessions (NUR 125 Initiative) for students who were identified as at-risk during enrollment in NUR 115 and 125. NUR 125 Initiative sessions were conducted by faculty facilitators B. Zak and M. Bielski in sp 09, fall 09 and sp 10. 71 out of 170 first semester students were invited to join based on admission status as a CNA who proficiency tested out of NUR 115, earning a C grade in NUR 115, re-adm status to NUR 125 or earning an unsatisfactory grade on the first NUR 125 unit exam. Topics addressed in the Initiative weekly sessions included note-taking strategies, test-taking, preparing for exams, practicing test questions, reviewing selected course content and analyzing test performance. Faculty contracted with Elsevier to develop an exam based on the learning objectives of NUR 125 and gave the exam after the course final as an evaluation tool for all students enrolled in NUR 125. Limited English Proficiency was the dominating factor with the conclusion that the LEP students required additional time to do the same things as non-LEP students. Eastern European students had a lot of difficulty, more so than Spanish-speaking students. Program Improvement Grant activities continued for two cohort groups, those admitted in fall ’09 and those admitted for spring ’10. | Grant funding was completed in June. Selected endeavors will continue. |

- Other: Chairperson revised PowerPoint Information Session presentation and materials distributed at Sessions.
Activities included:
- Student and family nursing orientation sessions conducted at start of semester
- Weekly faculty facilitated sessions conducted for students who were identified as high-risk
- 2nd, 3rd, 4th semester students mentored 1st semester students and were coordinated by counselor T. Wright-Goehmann.
- A customized publisher’s exam was developed for 1st semester students and administered in fall ’09 and spring ’10
- Selected software and simulation equipment were purchased for the HRC.

Recommendations from the faculty facilitators at conclusion of the grant included:
- Support for curriculum revision of NUR 130/135 that immerses students into nursing content from the start of first semester. Prior first semester courses were NUR 115 (5-week certified nursing assistant level skills course) and NUR 125.
- Continue course orientation sessions for students entering first clinical course. Include families if possible.
- Enhance content during the first few weeks of the program that address study, note-taking and test taking skills. Evaluate and revise content of NUR 105 (Intro to Nursing Academics).
- Introduce students to computerized test questions and test taking beginning in first semester. Develop a process for students to track their knowledge and academic success at the end of each semester to allow for early remediation leading to NCLEX success.
- Continue early identification of at-risk students. Provide sufficient tutoring services to assist students.
- Continue emphasis on multiple strategies to enhance critical thinking including discussions, case studies and concept mapping.
- Develop clinical simulations in HRC to strengthen critical thinking,

- New first semester courses of NUR 130/135 will be implemented in fall ’10.
- NUR 105 to be revised in summer ’10.
- Faculty to explore use of Elsevier online practice testing package for student use beginning in first semester courses.
- Tutoring services to continue in HRC (G309)
- Faculty to plan adoption of Elsevier online case studies beginning in first semester courses.
- Sub-committee of HRC committee to form and
nursing judgment and communication skills in a safe environment.

- Explore resources for development of program similar to 125 Initiative sessions for 2nd semester students who are challenged by the 12 credit hours of nursing including pharmacology.
- Continue discussion with College support services for Limited English Proficiency students to coordinate student success strategies.
- Encourage Future Nurses Association to expand activities beyond current focus of pinning ceremony to mentoring and professionalism activities for 1st year students.

The complete description of grant activities and evaluation is available in the College Grants Office and in the Nursing Chairperson Office.

S. Hughes provided several test-taking workshops upon student request. Workshops were designed specific to the semester in which they were enrolled in the program. This was a follow-up to activities of the IBHE Nurse Fellowship Award received in spring ‘09.

All NUR courses except for NUR 225 and NUR 245 had Blackboard course shells in place for both semesters to provide for communication and web-enhancement.

Implementation and documentation of overall nursing program assessment has been ongoing for many years. Nsg instructors directed efforts towards exploring individual course assessment activities. D. Domin, Curriculum/Instructional Designer, attended the May nsg dept mtg to provide guidance on course assessment.

The program supports continued personal and professional growth of its

- Information was provided at Information Sessions regarding progression from Triton’s AD program to BSN completion
- Links to all IL BSN completion programs were maintained in

provide guidance for formalized implementation of simulation throughout all nursing courses.

- FNA sponsor T. Wright will continue to work on expanding activities of FNA.
- Individual faculty may provide additional test-taking workshops as desired. Grant funding is not available for this endeavor.
- NUR 225 and 245 faculty to consider development of course shell
- Full-time instructors are to conduct and document assessment activities for every course. Timeline to be established at Sept dept mtg.
nursing students through encouraging participation in continuing education offerings and acquisition of advanced degrees.

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| 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. | Curriculum activities completed in ’09-’10:  
- Elsevier LPN Comprehensive exam used for the 3rd year for incoming summer ’10 LPNs under provisions of the IBHE Program Improvement Grant. The exam allowed for the admitted LPNs to diagnose areas of academic weakness and provided online remediation follow-up. Of the 5 students who achieved the minimum satisfactory score, 4 completed the course. Of the 6 who did not achieve the minimum satisfactory score, 5 completed the course.  
- Curriculum Committee/Senate/ICCB approved curriculum revisions: Content of NUR 115 (2 credits) and NUR 125 (7 credits) incorporated to create 2 courses, each 7.5 weeks in length. Courses will be NUR 130 Promoting Adaptation I (4 credits) and NUR 135 Promoting Adaptation II | • Continued use of LPN Comprehensive Assessment exam is anticipated for future. Correlation to success in the summer transition course (NUR 185) and to program completion to be determined in deciding future use. (Current sample size is 16 students in ’08, 14 students in ’09, and 11 students in ’10) |

Goal: Program graduates will develop the necessary knowledge and skills to competently practice as a professional nurse in a variety of roles.
(5 credits).
Continued education of faculty related to maintaining relevant/current curriculum included:
- Medical Surgical Nursing Update 1/18, M. Bielski, B. Zak
- Teaching IOM in Nursing Education 2/5/10, S. Carlson, S. Hughes, J. Libner, B. Zak
- NLNAC Self-Study Forum 3/25 – 3/26, J. Libner
- CNE preparation workshop 4/23, B. Julion
- Conference for Clinical Excellence 4/5-4/9, M. Enich
- Annual Obstetric Nursing Conference 4/28-5/1, E. Charneia

Program graduates will have acquired the necessary knowledge and skills to collaborate with health team members 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

Clinical Learning Experiences-
Summary by clinical Education Coordinator Joy Fritz
New clinical sites that were approached and visited: Norwegian Hospital and Renaissance Hospice
New contracts approved: Norwegian Hospital, Renaissance Hospice, Loretto Hospital
Agencies with whom contract exits but did not approve clinical placements: Shriners, LaGrange Memorial, and Hinsdale Hospitals.

Challenges for the next year:
- Competition for clinical learning sites is escalating due to agency preference for BSN programs and the # of new and expanding nursing programs in the Chicago area
- Elmhurst Hospital to move to new location, resulting in fewer rotations for 1 semester during the move
- Acquiring clinical sites for Level 3 OB rotations
- Acquiring clinical sites for additional pediatric rotations
- Several hospitals are now restricting the number of students to 4 at a time on a unit. This is not academically nor financially feasible. (Gottlieb OB, CDH med-surg)

International Nursing Association for Clinical simulation and Learning Conference 6/16-6/19, M. Bielski, S. Hughes
Faculty sharing of professional development activity highlights to be shared at dept meetings – will be included on N drive mts summary reports.

Continue evaluation of sites currently used for clinical experiences.
Explore all options for adding additional sites.
skilled nursing assessment and evidence-based practice.

- Technology – More hospitals are moving with paperless systems: LUMC, CDH, Elmhurst, CMH, Loretto, Res. This limits student experiences if not allowed to computer chart. If allowed access to computer, these agencies require substantial amount of orientation time to systems.
- Services/Ownerships/Census: Many changes due to financial status in healthcare. Vanguard now owns MacNeal, Weiss, WestSub and WLK.
- Psyc census is increasing. Med surg, peds, OB census decreasing. With decreases, units close further decreasing potential clinical learning sites.
- Orientation: More hospitals are requiring lengthy orientation for instructors and students due to Standards of Care and Technology. These include CMH, CDH, LUMC, Loretto, Hartgrove, Elmhurst.

Improvements:
- Dept schedules with revised format are more organized and user friendly for faculty and students.
- Additional agencies result in potential increase of rotation sites although increased competition exists with other programs seeking sites.
- Increased knowledge of computers/technology.
- Increased # of students visiting Vitas Hospice.
- 100% of this year’s graduating class completed the Community Service project by the end of April.

Process was developed and implemented for all students to meet new requirements for alcohol testing and drug screening by clinical agencies in advance of clinical placement. Process was developed and implemented for all students to meet new agency requirements for H1N1 flu shots. In October, dept was given notice of immediate requirement for immunizations. Students shared knowledge of available sites and cost on the Blackboard Nursing Student Forum.

Process will be followed for students to receive notification of alcohol testing, drug screening and flu shot requirements. Documentation of students having met these requirements to be adopted by College Health Services.
**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>2009 PN NCLEX Results: 15 candidates 93% pass rate. (One tester was a 1984 Triton grad) State pass rate – 91%, National pass rate – 86%</td>
<td>• Dept continues to review the academic performance of grads who were unsuccessful on the first NCLEX attempt for potential predictors of NCLEX performance.</td>
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<td>2009 RN NCLEX Results: 51 candidates 96% pass rate. (State pass rate - 91%, National pass rate - 88%)</td>
<td>• A structured plan for computer-based practice testing by 4th semester students has been developed by S. Hughes and will be refined for use in fall ’10. Goal is to have increase % of students complete the comprehensive exit exam on the first attempt.</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>Anecdotal information continues to reveal • increased length of time post graduation for grads to obtain RN staff positions • jobs acquired in areas that are not of high preference • preference of agencies to hire BSN over AD grads • total disappearance of recruitment luncheons held by health care facilities for 4th semester students</td>
<td>• Collaborate with Research dept to identify realistic process for nursing graduate follow-up.</td>
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<td>Program graduates at each level of preparation will express satisfaction with the program.</td>
<td>Students complete course evaluation forms at the end of every course. Faculty review and implement changes as appropriate.</td>
<td>• Refinement of evaluation tools is a priority for the upcoming year.</td>
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