LOS ANGELES COUNTY COLLEGE OF NURSING AND ALLIED HEALTH

ANNUAL PROGRAM EVALUATION REPORT

ACADEMIC YEAR: 2015-2016

REPORTING COMMITTEE: School of Nursing

PART I: EVALUATION OF ANNUAL GOALS AND COLLEGE ASSIGNMENTS AS APPLICABLE

Evaluation of annual goals from the preceding academic year

1. Maintain all course thresholds above 3.5

	FALL 2015		**SPRING 2016**	
SEM I	N111= 4.29 N113= 4.12	N112= 4.38 N113L= 4.63	N111= 4.34 N113= 4.21	N112= 4.26 N113L=4.67
SEM II	N121= 4.0 N123= 4.1 N124= 4.22	N122= 4.24 N123L= 4.75 N124L= 4.66	N121= 4.02 N123= 4.22 N124= 4.2	N122= 4.27 N123L= 4.53 N124L= 4.53
SEM III	N231= 4.1 N233= 4.07	N232=4.05 N233L= 4.4	N231= 4.4 N233=4.51	N232= 4.15 N233L=4.45
SEM IV	N242= 3.87 N243L= 4.40	N243= 4.04	N242= 3.77 N243L= 4.41	N243= 4.23

Goal Met: Overall course ratings were above threshold for Semesters 1, 2, 3, and 4.

- All courses were above established threshold.

2. Implement all recommendations from the Program Review Workshop

   a. Simulation Lab Preparation During Intersession
   - During the summer and winter intersession the 4th semester faculty used this time to prepare for their MOCK Code Simulation held the 4th week of the semester.

   b. Case Review Series
   - Faculty members in Semester II, III, and IV developed new case scenarios to enhance student learning. These case scenarios are offer/assigned to students in the corresponding semesters and not placed on a calendar is which students from other semester can attend. The new case studies include GI, Hematology, Diabetes, COPD, Sepsis, and Endocrine.

   c. Clinical Enrichment
   - Third semester students are encouraged to participate in a 4-day student clinical enrich experience designed to assist students in critical thinking and clinical reasoning.
   - The 4th semester conducted a 5-day remediation for students that include those that were unsuccessful in their clinical course, returnees that have been out of the clinical

setting longer than six months, and those who were administratively withdrawn from a medical-surgical or clinical course
- For the AY students utilized the Skills Lab for a total of 1,309 times to increase /improve their ability to refine clinical skills that would improve patient safety and outcomes.

  d. Refresher Course Anatomy and Physiology
  - The Library has Anatomy and Physiology (A&P) Modules available with pre- and post-tests for students to checkout and review. If students are interested, or faculty identify that a student would benefit with review of A&P, the student can be referred/self-refer to ERC to check out the module for review.

  e. Student Success Workshops
  - Stress management: Study and Test Taking Strategies and Stress Management were offered to incoming students, but not as a workshop.
  - Nutrition: Not done.

3. Increase simulation activities by all semesters in the Simulation Lab with debriefing

   Semester I
   - One simulation per clinical group on one clinical day. Each clinical group is divided into 2 smaller groups (2 sessions) for enhanced active participation. Simulation time schedule: 45 minutes, includes simulation orientation, preconference, 1-hour simulation activity, and 1-hour debriefing.

   Semester II
   - Two scenarios Diabetic Ketoacidosis and Perforated Diverticulitis GI are presented each semester. Session 1 scenario is different from session 2 scenario. Each simulation is 3.5 hours with 1-hour of debriefing.

   Semester III
   - There are two high fidelity simulation activities per semester. There was use of a live simulation utilizing standardized patient volunteers for psych mental-health evaluation. Each student is presented with a live patient in a simulated psychological state. The student's assessment interaction is evaluated by an instructor.

   Semester IV
   - A one 8-hour MOCK CODE simulation is comprised of a 2-hour pre-briefing that includes viewing a "Code Blue" video, basic EKG interpretation, introduction to code equipment with hands on experience, and nurses' code responsibilities. Students are divided into groups and perform in a videotaped Mock Code. There is a 30-minute debriefing in which students are able to view and discuss their performance and receive feedback from the group and instructor. There is a 1-hour debriefing at the end of the day.
   - The clinical course conducts a 2-hour simulation lab that consist leadership-management concepts and principles in the area of resume, professionalism, and job interviews.

4. Evaluate the use of simulation as a student success workshop activity

- The Student Success Workshop Committee continued to offer several workshops to supplement the curriculum and assist students in successfully meeting learning outcomes. Anonymous surveys were given just following each workshop. The following workshops were offered: One-minute Simulation, and Joint Commission Simulation: Inspector in the House (cancelled due to just one student signing up). All feedback received via Class Climate surveys far exceeded a threshold of 3.5.

5. Continue with action plans to improve student tutoring and decrease attrition rates by improving patient experiences in the clinical areas.
   - Tutoring hours are available and posted for each semester. Students are able to attend schedule tutoring sessions and are encouraged to contact the lecturer or instructor as needed.
   - Students in the Semester III and IV are placed on a 'Plan for Success", if the first exam score is below 70%. Student are then counseled and mandated to attend tutoring sessions to assist them.
   - The 3rd semester offer students a four day clinical "Clinical Enhancement"' in which students could practice skills and clinical reasoning.
   - To assist returning and poor performing students in the correlation of didactic and clinical, the 4th semester faculty mandates a two-part remediation plan. Students are required to complete 12- hours in the skills lab and provide direct client care for 5 days. The remediation plan is implemented during the summer and winter intersessions.

Implementation of recommendation to and from Committees/other Programs including status (when applicable):

Curriculum Committee
- **Quality and Safety Education for Nurses (QSEN)**
  o This project continued throughout the year regarding incorporating the QSEN core competencies in Student Learning Outcomes, course objectives and into the Clinical Evaluation Performance. P. Major, member of the QSEN AdHoc committee presented QSEN topics which included history of QSEN, goals, identification of six competencies and steps of integration to faculty during Faculty Development. The committee decided to start with creating a template for a skill that incorporates QSEN language. In order to accomplish this, the semester coordinators were requested to designate a representative to help design this template. There was much discussion regarding how to incorporate QSEN into the syllabus in the Fall Semester 2016. The proposed suggestions were as follows:

    ▪ Include definitions of QSEN in the Student Handbook and in the syllabus Semester One & Two to include master table grid of skill competencies for their respective clinical courses and Competence Rubrics will include coding of QSEN criteria.

  - Tammy Vant Hul, PhD, RN, ACNP, CNE from Riverside City College was invited as a guest speaker to speak on how QSEN is incorporated in the curriculum. She was able to give the faculty some direction in the incorporation of QSEN language into course syllabus and clinical evaluation tool.

- ▪ Semester 3 & 4 will utilize discussion template and incorporate QSEN language in syllabus.
- The committee recommended that Semester II faculty consider rearranging the schedule of multiple exams in different weeks. The faculty shortened the courses. Pharmacology course in 7 weeks followed by Professional Role course in 7 weeks. Both courses end before the semester is completed. The Medical-Surgical course is 2-hours per week over 18 weeks. The Maternal-Child course is 3-hours a week over 12 weeks. This intervention helped spread out the workload for the students and prevented three finals from occurring in the last week.

Report on functions (to be completed by programs only as applicable):

- Maintained a relationship with the administrative structure of the College by participating in governance meetings and discussing school accomplishments and program needs.
- Maintained formal and informal communication between local, state, regional agencies and cooperating institutions and their representatives. Maintained a partnership with California State University ADN to BSN Collaboration for community college students enrolled in the Los Angeles County program.
- Promote an effected decision-making process with regards to planning, implementing, and evaluating educational policies by allowing for expression and exchange of opinions and information by faculty at all Faculty Organization meetings and maintaining an open door policy.

**PART II: STUDENT PERFORMANCE EVALUATION**

Student related problems as applicable (include # of students):

Discuss any issues relating to Complaints, Petitions, Grievances, Withdrawals, Dismissals, Failures, and any others as applicable.

There were a total of 9 petitions for the AY: 2015-2016.

2015-2016	Semester I	Semester II	Semester III	Semester IV	N125
Petition	4	3	1	1	0
Preliminary hearing	0	1	0	0	0
Grievance	0	0	0	0	0
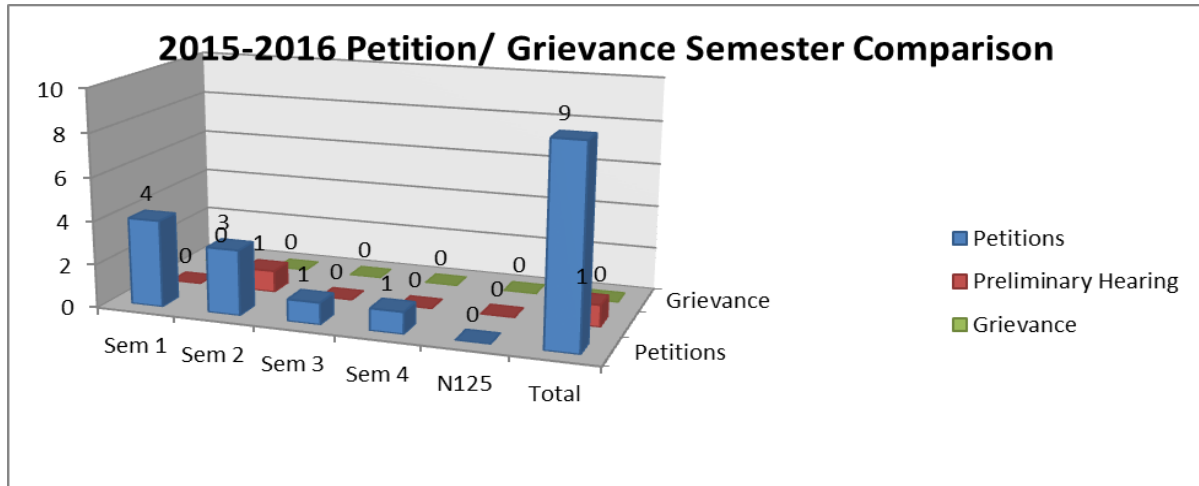
Students have the right to due process in cases where disputes arise that are not able to be resolved informally. In such cases, the student may opt to file a formal petition. In the calendar year 2015-2016 all petitions were resolved informally with zero petitions moving to grievance.

Student issues related to admissions, promotions and graduation. See chart below.

Overall Course Attrition Rate	Fall 2015	Spring 2016
Semester 1	21.7%	26.4%
Semester 2	22%	11%
Semester 3	14.81%	13.79%
Semester 4	9.31%	9.18%
Semester 1: Increase in attrition by 4.7% Semester 2: Decline in attrition by 11% Semester 3: Decline in attrition by 1.02% Semester 4: Decline in attrition by 0.13%		

Attrition has improved for all semesters with the exception of semester one. There is a higher student attrition rate in the first semesters as expected when compared to the others. The semesters have done a great job guiding the students.

Faculty/staff intervention to improve student learning:

All semester intervened to improve student success

- Each instructor has posted office hours to accommodate students with concerns such as: academic assistance, test review, counseling, referrals, and student remediation. Many instructors provide students with their personal cell phone number as well as email for use in case a student may need to reach an instructor during nonscheduled office hours.

- Faculty provided remedial instruction to students identified as "at-risk" due to circumstances such as: previous course failure, previous withdrawal due to below average academic

performance, and missing periods of course work/clinical amounting to a semester or greater of amount of time. The remediation included clinical exposure on the ward providing total patient care, practice of skills in the skills lab, as well as practice with the simulation manikin. The remediation/readmission also included individual student assessments by faculty regarding possible social or personal factors that may impede a student's success in the nursing program. Semesters 3 and 4 provide a mandatory remediation/readmission plan for students who are returning to their perspective semesters after being out of school for a semester or greater. The remediation/readmission plan is implemented in order to help refresh the student's skills and to assist the student in regaining/building their confidence in the clinical setting. Results of students' evaluation of the remediation/readmission plan were positive and students voiced gratitude for the opportunity to have been able to participate in the remediation/readmission.

- Each semester provides tutoring sessions to assist students with comprehension and questions about lecture material. Faculty is also available to students via email to clarify and answer questions about lecture content. Instructors are also available during posted office hours or a student may make an appointment for a specific time. Semester coordinators are available to students who may be unable to find a resolution to a problem with individual instructors. The Dean of Student Services and the Dean of the School of Nursing are also available by appointment to assist students with a variety of services including special needs requests, mental health counseling, and other referrals based on an individual basis.

- At the beginning of each semester, Student Success Workshops are offered to all students on a sign-up basis. The purpose of the Student Workshops is to promote student success in the nursing program and in turn decrease attrition rates. The minimum required attendance for each workshop is ten students with a maximum of 65 students. Those workshops high in demand may be offered again at a later date to accommodate students who were unable to attend due to high class attendance.

- Collaboration between semester instructors and skills lab coordinator is ongoing for student remediation to assist the students to be successful in the program. Semester 2 collaborates with the skills lab coordinator to put together clinical scenarios for the Simulation Clinical Experience (SCE). The students found this as a positive learning experience as indicated by the SCE survey.

PART III: PROGRAM PERFORMANCE EVALUATION

Problems experienced/changes relating to courses/service /structure/process (e.g. with content, scheduling, location, staffing, materials, class cancellations, policy changes, etc.):

Need for Technology
- Shadow Health DCE a web based assignments were implemented for the first time in fall 2015. For fall 2015 and spring 2016 the student comments were both positive and negative. Some of the positive comments included: reinforcement of learning physical assessment, cardiovascular and respiratory concept labs. Negative comments included: time-consuming, unrealistic, limited vocabulary, requires syntax to get responses, frustrating, and complex navigation. These comments were presented and addressed in the faculty workshop. There

were two recommendations to improve the student's experience with this assignment. These recommendations included provision of clearer information and expectations on the DCE assignments during course orientation and modification of the list assignments.

- Numerous students identified that classrooms are not conducive to learning. Comments were focused at the cold temperature and the foul odor in some of the rooms. The Assistant Nursing Director, Education, who is in charge of College Operations, was notified and steps were taken to contact facility management to correct complaints of environmental.

SON Program Evaluation Survey Results: Classes of 2015-II and 2016-I

Effectiveness of curriculum/services rendered*:*

	2015-II	2016-I
Demonstrates awareness and respect to diverse values and beliefs	4.56	4.51
Formulates patient care decisions using critical thinking skills based upon pattern recognition with innovative, appropriate responses for effective planning, delivery, and evaluation of care	4.67	4.72
Applies the nursing process for patients with simple to complex health problems to achieve optimal wellness in health care settings	4.76	4.75
Collaborates with individuals, families, groups, community, colleagues and members of other health care disciplines to achieve cost effective and quality outcomes	4.77	4.82
Demonstrates accountability as a member of a discipline for practicing nursing within legal, ethical, and professional standards as a contributing member of society	4.76	4.80
Utilizes patient education as a primary, secondary, and/or tertiary activity to promote self-managed health care	4.65	4.77
Communicates effectively and appropriately when interacting with individuals, families, groups and communities in the practice of nursing	4.66	4.74

- Overall, the seven program objectives and all items pertaining to theory and clinical teachings were above the 3.5 threshold.
- This data can be used to attest the effectiveness of the School of Nursing curriculum in producing a graduate prepared to practice in the community.
- Surveys scored high above threshold across the program objectives. The Financial Aid Staff were well appreciated.
- Overall student feedback was enthusiastic and favorable regarding their clinical experiences as providing diverse clinical cases with great direction from instructors throughout the curriculum.
- Based on the program survey data the faculty believes that the curriculum met the School of Nursing and the College's mission and the needs of the community we serve

- The student pass rate and student survey comments, course content was appropriate and met student learning outcomes. Concerns and issues regarding areas for improvement have been provided to administration via discussion and the SLO reports.

Class 2015-II NCLEX Pass Rate
- At the time of this report the first time NCLEX pass rate is 42/43 at 97.7 %. Two students show no record of taking boards.

Class 2016-I NCLEX Pass Rate
- The NCLEX first time pass rate is 42/42 or 100 %. At this time of the report two students have no record of taking the NCLEX for the class of 2016-I.

Policies & Protocols: All total approved policies for the academic year were reviewed and revised.

All faculty are members of standing committees that reviewed policies and procedures for the college. Policies were updated (per every three years requirement), and this period all committees had three to five policies to review, revise, and update for the school. Once revised, the policy was discussed in the Faculty Organization meeting, approved, and forwarded to the Planning Committee for approval.

PART IV: PROGRAM STATUS AND RECOMMENDATION

Accomplishments of the Program:
- Decrease in student attrition rates in semesters 2, 3, & 4
- Maintained NCLEX pass rate which is above the state and national exam scores
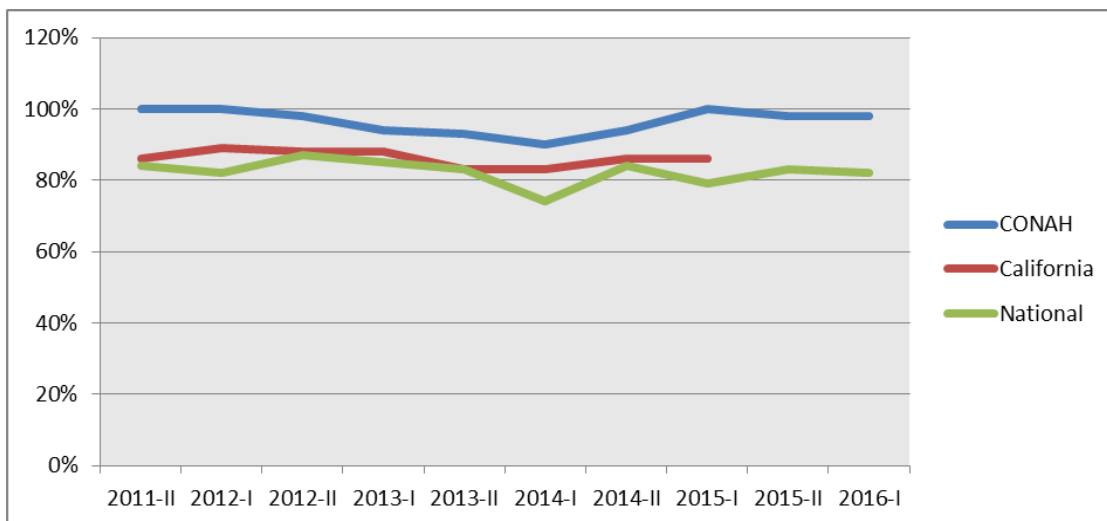
- Provided student tutoring
- Implemented the use of a web-based digital clinical experience for semester 1, 2, & 3

- Maintained collaboration program with California State University Los Angeles for 8-10 students per semester
- Increased the use of the Simulation Lab

Status to date:
- Continue with plans including Student Success Workshops, Critical Thinking classes, remediation, tutoring, and extended skills lab hours for competency testing. Statistical data shows a decrease in student attrition rates due to academic grades.
- Support graduates in finding DHS jobs when hiring. The school continues to contact graduates for any upcoming recruitment opportunities in the DHS. Faculty actively recommends students for positions in the DHS when asked.
- Students are sent notifications of available job fairs or employment opportunities when the SON is contacted by agencies/ health care institutions seeking graduates.
- Continue to interview and hire competent faculty to increase student success

Quality improvement plans (If applicable):

All semester faculty are committed to:
- Maintaining a ParTest bank of questions
- Reviewing all exams 2-weeks prior to administration
- Follow testing and grading policies for all exams
- Content experts continue to review all exam items for content and clarity
- Continue to improve online course and graduate surveys
- Early intervention for students with an exam score $< 70\%$ and are not able to meet clinical objectives in the first 4 weeks of their clinical course.

Goals for upcoming academic year:

Maintain all course thresholds above 3.5
Implement all recommendations from the Program Review Workshop.

PART V: ACCOMPLISHMENTS TO THE STRATEGIC PLAN (Programs and Semester Committees only.

IE.1: Recruit and maintain a diverse student body, faculty and staff
- Attended student recruitment activities
- Added student activity photos to website

IIA.1: Implement increased use of technology in teaching and learning
- Increased the number of simulation lab experience with high fidelity manikin
- Implemented Shallow Health, a web-based digital clinical experience for assessment designed to augment student learning. The student engages in an interactive patient encounter to perform assessment, documentation, and write self-reflective notes.

IIB.1: Increase the availability of clinical success plan
- Improved the student remediation plan to individual 1:1 student time. A four to five-day clinical remediation is now done in semester II & IV to enhance student learning

and improve student clinical reasoning in preparation for the semester clinical courses.

IIB.2: Provide student tutoring
- All faculty are engaged in student tutoring 6 to 10 hours per week
- All semesters faculty individualized remediation plans and extra tutoring for students in small groups and one on one.

IIB.4: Implemented methods to improve student on time program completion
- Addition of new classes in student success workshop
- Early intervention: Mandate tutoring for students that achieve <70% on the first exam
- Content experts review of all test
- Review of files by Admission/Promotion committee members.

IIC.2: Maintain articulation agreements with BSN programs
- Met with Chamberlin University regarding starting an articulation agreement.
- Ongoing articulation agreements with the University of Phoenix, East Los Angeles College and Glendale College.

IID.4: Continue with student and graduate tracking in regards to hiring and retention in DHS
- Graduate surveys for 2010 and 2011 were e-mailed
- Continued to notify graduates when jobs are available in the DHS.

IIIA.1: Expand clinical rotations to DHS facilities
- Used Olive View Medical Center for Pediatrics

IIIB&V.C: Identify potential partnerships
- Dean as member of the COADN attended conferences and participated in projects
- Remained on the Scholarship Committee.

V.C.1: Attend conferences to develop skills necessary to further the objectives of the College
- Faculty attended teaching conferences for QSEN materials
- Faculty attend educational conference on the latest teaching methodologies, student evaluation medical-surgical, pediatric, obstetric, and psych nursing.

V.D. Track, trend and evaluate student data for comparative studies
- Student data continues to be tracked and used for program improvement and the obtainment of resources needed to improve student learning outcomes.

PART VI: CONTRIBUTORS TO REPORT

Dean, School of Nursing
Research Director
Semester Coordinators
Faculty

PART VII: DATA SOURCES

2010-2015 Strategic Plan
2015-2016 Program Evaluation Surveys
2014-2015 Annual Program Evaluation Reports
Admission and Promotion Committee 2015-2016 ACER
Curriculum Committee 2015-2016 ACER
Semester 1-ACER
Semester 2-ACER
Semester 3-ACER
Semester 4-ACER