

## Instructional Program Review Vocational Nursing

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

### Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by *"enriching the lives of our students and our community."*

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

**Response Length Suggestion: Most responses should be 2-3 sentences.**

**If available, you may also provide a link/reference to other documentation that answers each question.**

### I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program):

Amarillo College Vocational Nursing Program

2. **Department and/or Program(s) Purpose Statement:**

To educate vocational nurses to meet the needs of the healthcare community.

3. **Program Review Year (i.e. Most Recent Academic Year)**

2015-2016

4. **Date of Submission:**

5. **Lead Person Responsible for this Program Review:**

Name: LaVon Barrett

Title: Program Director

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Phone Number: 806-354-6016

6. **Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

## II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

### 1. Based on the most recent reported data, please evaluate your program(s).

**A .Overall Program Data** (Complete this section if your dept. produces any certificate and/or terminal degree.)  
(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages ( <a href="#">EMSI</a> , <a href="#">College Measures</a> , <a href="#">CREWS</a> , <a href="#">Perkins</a> )		X		
b. <a href="#">Completion</a>		X		
c. <a href="#">Licensure Pass Rates</a>			X	
d. Retention ( <a href="#">FA-SP</a> ) and ( <a href="#">FA-FA</a> )	X			
f. <a href="#">Grades A-C</a>		X		
g. <a href="#">Annual Enrollment</a>		X		
h. <a href="#">Survey, Focus Group, &amp; Related Data</a>	X			

Based on the data in Part A, respond to the following two questions:

i. Identify one area in which your program(s) excel.

Licensure Pass Rates is an area in which the VN program excels. VN pass rate for 2014 is 96.36%. This is well above the 80% benchmark set by the Texas Board of Nursing for all nursing programs. The national average was 81.24%. [https://www.ncsbn.org/NCLEX\\_Stats\\_2014.pdf](https://www.ncsbn.org/NCLEX_Stats_2014.pdf). The strategies that have increased pass rates are, changing passing standard from 70% to 75% in every course, change in program failure policy from 3 course failures to 2 course failures. We have increased use of ATI products to support remediation. We have added ATI "Live Review" at the end of the program for student success on NCLEX-PN.

ii. Identify one area in which your program(s) need to most focus for the next few years.

One area of focus for the next few years would be retention. Comparing the VN program to the college, based on the data in 2012 the college Fall to Next Fall retention rate was 51.4% and the VN program was slightly higher at 52.7%. Fall to Spring 2013 the college was 74.4% and the VN program was slightly lower at 71.6%. We have increased retention support by providing students with opportunities to participate in tutoring through the SSS program. Faculty have an open door policy for tutoring and counseling students. We work with students on an individual basis to promote success and work through barriers. We will continue to seek additional ways to work with students to retain them in the program.

**B. Course-Specific Data** (Complete this section to evaluate the courses that fall under your dept./program.)  
(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)			X
b. Grades A-C (IDS - Age)		X	
c. Grades A-C (IDS - Gender)	X		
d. Grades A-C (IDS - First Generation)			X
e. Grades A-C (IDS - Pell)		X	
f. Grades A-C (IDS - Full/Part-Time)		X	
e. Course-level Enrollment (IDS)		X	
f. Survey, Focus Group, & Related Data		X	

**Based on the data in Part B, respond to the following two questions:**

- i. Identify two courses that are doing well.

As a whole the VN program is serving a high Hispanic population. In 2014 we had 43 Hispanic students out of 79 total students. This Hispanic population has been identified by the college as an underserved population. The VN program is proud to serve this specific population of students.

[BONAnnualReport2014.pdf](#)

The link provided is the BON report provided by the program director for 2014.

As supported by college data we enrolled as VN majors 86.05% First Generation students into the program in Spring 2014. Attending the VN program and graduating is a big step for many of our students. They are the first in their families to graduate or even attend college. Graduating and attaining a nursing license changes the lives of these first generation students.

- ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

One area that the program can improve would be gender enrollment. During 2014 we enrolled 76 females and 3 males into the program (see the BON link above for report data). This is not unusual for us to have low numbers of male students. When the job market is strong in the community we have fewer males enroll in our program. When the job market is weak, we see a higher enrollment of male students. We have worked to recruit more males into nursing through high school recruitment efforts.

VNSG 1423 Basic Nursing Skills is a course with a high attrition rate. This is the "first course" in the program sequence. Students must pass this course to continue on to VNSG 1400 and VNSG 1260 Clinical. The rigor of the course as well as the load of program hours contribute to a high attrition rate. Fall 2014 - VNSG 1423 began enrollment with 54 students - 15 failures Spring 2014 - VNSG 1423 began enrollment with 39 students - 17 students failed.

[Grade Distribution.docx](#)

Students are supported in various ways throughout this course. They have access to chapter remediation through PrepU, ATI provides practice questions and exams. Students can meet with instructors as needed, exams are reviewed with students on a one on one basis. Some students attend SSS tutoring sessions.

We will work on providing more support to students in this course over the next several years. We will work on finding ways to offer more tutoring.

### III: Institutional Initiatives

#### PART A – No Excuses:

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the [No Excuses goals/initiatives](#) and how you have helped AC fulfill its No Excuses goal.

The VN program supported the NO Excuses Goal 5: Attainment of Credentials – Certificate by maintaining a 96.36% pass rate on the NCLEX- PN Exam for 2014. This exceeds the required 80% standard set by the Texas Board of Nursing.

<https://www.ncsbn.org/exam-statistics-and-publications.htm>

The VN program supported the NO Excuses Goal 1: Completion of Courses with a “C” or Better. The program had an \*82.3% A-C pass rate which is higher than the college \*78.7% A-C pass rate in 2014.

\*Amarillo College/Institutional Research: Databook – Table 2G: Fall Course Pass Rates By Division, Department, & Program For All Enrolled Students.

#### PART B – Strategic Planning:

Each department/program is expected to support [AC's Strategic Planning](#) initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.

Goal 4: 4.6 Commit the College to technology which attracts and retains students and enables effective and efficient College operations.

The VN program Director applied for a local grant and was awarded a grant to purchase iPads for all VN students. This has been a positive teaching strategy for the program. Quantitative and Qualitative data proved success in this effort. [J:\NURSING\VN Research2014\TechNursEd.Project.Surveypostsurvey2015completed.docx](#)

2. (If applicable) What additional item(s) should AC's Strategic Plan address?

#### PART C– General Education Objectives

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses,

refer to the [ACGM/WECM](#).

(List individual course prefix, state “all courses”, state “N/A” for an objective, etc.):

Objective	Course(s)
Communication Skills	All Courses
Critical Thinking Skills	All Courses
Empirical & Quantitative Skills	“N/A”
Teamwork	VNSG 1423, VNSG 1409
Personal Responsibility	All Courses
Social Responsibility	VNSG 1304
Note: May Insert other Objective(s)	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

Communication and Critical thinking are threaded throughout textbooks that are used in the program. The Board of Nursing has identified the DEC’S (Differentiated Essential Competencies) which thread communication, critical thinking, teamwork, personal and social responsibility throughout programs. The links below provide Level I and Level II course objectives that reflect these general education objectives.

[Level I Objectives.docx](#)

[Level II Obejctives.docx](#)

[AMARILLO COLLEGE VOCATIONAL NURSING PROGRAM OUTCOMES.docx](#)

[TEXAS BOARD OF NURSING DIFFERENTIATED ESSENTIAL COMPETENCIES.docx](#)

3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state “all courses”, state “N/A” for each method, etc.):

Method	Course(s)
Capstone Project/Exam	VNSG 1423, VNSG 1231, VNSG 1230, VNSG 1234, VNSG 1410 have ATI comprehensive exams that are administered at the end of each course. Students must meet the benchmark, if they don’t they must complete a remediation packet.
Embedded Questions	All courses have embedded pharmacology questions, dosage calculation questions, I&O questions. These questions are placed in exams with Medical/Surgical, Pediatric, or Maternal-Newborn content.
Licensure Exam	A comprehensive ATI exam is given at the end of the program. Students must meet a benchmark. Remediation is recommended for all students prior to taking NCLEX. A 3 day “Live Review” is provided at the end of the program and is required for all graduating students.
Portfolios	N/A
Projects/Essays	All Courses
Testing (i.e. course-based testing; finals)	All Courses
Note: May Insert other Method	

4. Briefly address any improvements made in your department/program(s) based on your data findings.

2013 NCLEX pass rate was below the Texas Board of Nursing Standard. We had to complete a self-study for the BON. It was completed and submitted and accepted. Changes that were made include: changes in admission policies, changes in progression policies – must maintain a 75% instead of 70% to pass and progress. Progression policy changed from 3 strikes (course failures) to 2 strikes (course failures) while in the program. ATI 3 Day Live Review added and attendance required following program completion and prior to graduation.

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

After attending a Critical Reading workshop offered by AC continuing development a new teaching strategy was implemented in VNSG 1400. Students were taught the reading and outlining process that was presented in the workshop. The classroom was “flipped” and power point – lecture process was not utilized at all. Students worked with the instructor coaching them through the reading - outlining process. Students were engaged during the entire class time (block of 3.5 hours). The outcome was very positive. Student’s comments were positive. Student exam grades were significantly higher than past semesters when lecture was the main way of teaching.

We could definitely use more workshops in the area of reading, critical thinking.

**PART D: Curriculum Assessment - Program Outcomes:**

SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program’s most important goal(s) (i.e. broad goals you wanted to accomplish)?

1. Prepare students to meet ATI (Assessment Technology Institute – assessment and remediation program) comprehensive benchmark. <https://www.atitesting.com/home.aspx>
2. Prepare students to enter the workforce.
3. Prepare students to take the national licensure examination for Vocational Nurses.

2. For this review year, what is/were each program’s most important measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 outcome statements. (An outcome provides observable, objective evidence that your student’s or client’s knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

1. All students will meet or exceed 64% on ATI comprehensive exam at the end of the

- program.
2. Students graduating from Amarillo College will be able to find a job following graduation.
3. The program pass rate will meet or exceed the 80% required by the Texas Board of Nursing.

### 3. Identify your results and analyze your data.

1. Spring 2014 – 3 out of 22 students did not meet the program benchmark of 64% on the comprehensive exam. This indicates that they have a below 80% chance of passing NCLEX-PN on the first attempt. Fall 2014 4 out of 27 students did not meet the program benchmark of 64% on the comprehensive exam. These students were counseled and encouraged to remediate intensively prior to taking NCLEX. All students attended a required Live Review.
2. Employment of licensed practical and licensed vocational nurses is projected to grow 25 percent from 2012 to 2022, much faster than the average for all occupations. As the baby-boom population ages, the overall need for healthcare services is expected to increase. LPNs and LVNs will be needed in residential care facilities and in home health environments to care for geriatric patients. Students graduating from Amarillo College have a strong placement rate. This is one area we have trouble collecting accurate data and is a work area for the program.  
<http://www.bls.gov/ooh/healthcare/licensed-practical-and-licensed-vocational-nurses.htm>
3. The NCLEX-PN Pass rate for 2014 was 96.36%, above the 80% required benchmark.  
<https://www.ncsbn.org/exam-statistics-and-publications.htm>

### 4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

1. We are working as a program to boost remediation in all courses based on ATI exams. We will use the remediation program provided by ATI to assist students with individual remediation. Students will be required to complete remediation packets as part of the course grade. Policies will be written to support this change.

### 5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results.

#### IV: Conclusions

### 1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

All VN faculty have worked to change teaching practice over the course of the past year. We have moved from all lecture to a more interactive classroom. We have utilized more interactive teaching methods such as outlining and critical reading. Power Point lectures are placed in Black Board and students can access prior to class then class time is used for more interactive exercises. Several faculty have recorded lectures online. We have attended workshops to improve teaching. 2 Faculty attended AVID last summer.



**2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?**

There are multiple trainings that are available to faculty but money is an issue for attending workshops outside the college.

There is a 3 day Texas Association of Vocational Nurse Educator Convention that all VN faculty should be able to attend on an annual basis. This workshop provides opportunity for VN faculty to gain teaching knowledge, as well as updates from the Board of Nursing that are specific to VN education. This is the “one” conference that makes a big impact on VN educators. Attendance is priceless for VN faculty.

<http://www.tavne.org>

**3. What is the biggest issue/obstacle that your program currently faces?**

Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

The biggest obstacle that we face is faculty turnover. We currently have one position that we need to replace. Continually replacing faculty creates a major barrier for the program. New faculty require a huge amount of time and energy that is taken away from student success. It takes a faculty member at least 2 years to feel comfortable with the job. Faculty leave for many reasons but money is often the biggest issue. The salary in the workforce is considerably higher than in education.

**4. Additional Comments Pertinent to this Review (Not Required):**