Department Annual Report
2012-2013

NURSING

Associate Degree Nursing 391
Practical Nursing 373

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Department Information

Current year goals: 2012-2013

1. Graduation completion rates (150%) for the AD program will remain at or above 70%, PN program completion rates will reach 60%. Continue to study and analyze existing and/or potential barriers and patterns in unsuccessful students, using admissions information, student survey, and instructor feedback and course/curriculum trends (i.e. NUR 101 grades). Student success will also be evaluated to identify trends in successful students, support systems, and appropriate interventions. In addition, will also conduct exit interviews as able, to understand why students leave the program. Explore strategies for earlier intervention with at risk students or those who have been unsuccessful in a course. Re-evaluate requiring underperforming students to participate in a scheduled integrated tutorial support class.

The nursing department goal around graduation completion rates has been partially met. Namely, we are near or at the goal of 70% for ADN students, however we remain significantly below the 60% rate for PN students. Exit interviews have been difficult to conduct as students often give little warning before dropping out. Those that do provide feedback, most often indicate that the commitment was more than expected, while others include family/financial obligations or no longer interested in nursing. Earlier interventions have included the Nursing Jumpstart Program that is set up by the Health Sciences Resource and Tutorial Lab Coordinator with input from the Nursing Program. Nursing Jumpstart is a pre-nursing school workshop held in the week or two before the start of a semester as a way to review anatomy and physiology content, study strategies, computer and blackboard navigation, and writing skills. The program is introduced at orientation and has become quite popular as word has gotten out and most recent sessions have even exceeded capacity. There are also regular study sessions for the first level students, again in an effort to support student success in the first level of both programs which is correlated with overall success in either program. Although it remains challenging, and may appear that our goal of 60% for the PN students is too high given that our retention rate is consistently lower, and that like programs struggle with similar issues, we will continue to work towards this number.

2. Identify if HESI Entrance Exam, specifically Math, is serving the purpose of identifying students who have a foundation in math that will support their ability to be successful with the nursing math/drug calculations that will be expected throughout the nursing curriculum. Identify the number of times a prospective student is able to take the HESI exam.

This goal actually corresponds to our larger, Program Outcome and Assessment project. While the goal of determining the use of HESI or the appropriate number of times to permit students to take it has yet to be determined, this work has been initiated and is ongoing as part of our larger evaluation of student performance on math and success on NCLEX.

3. Curriculum Evaluation; Faculty will identify whether or not a curriculum revision is necessary and if so, a plan, including time frame, will be developed. All nursing faculty
will complete the Report Card from the NLN Curriculum Evaluation Toolkit, for their respective courses, and participate in faculty meetings dedicated to discussing their findings.

Although the department found the originally identified tool; the NLN Curriculum Evaluation Toolkit, to be overwhelming and ineffective in achieving this goal, through other resources and discussion, the goal was met and the decision was made that a curriculum revision is indeed appropriate and necessary at this time. In further meeting this goal, a projected time frame/schedule for curriculum work, revision, and implementation has been developed.

4. Complete a New Nursing Faculty and Adjunct Faculty Resource. This could be a tool kit, folder, link on computer, etc., but in any format, the intent will be to provide new faculty with a general list of what to expect, what to do in terms of parking, office, phone, ID badge, etc. Course specific information could also be provided in such a format, or via a separate “course” in Blackboard that would be accessible for instructors assigned to a given course.

The goal of developing a faculty/adjunct resource tool has been partially met having reconstructed, revised and updated a nursing faculty handbook. The work has been somewhat ongoing related to unsettled changes to the faculty contract, course assignments, and curricular changes, but it is anticipated that it will be ready for distribution by the Fall 2013-2014 academic year. (While this resource may be helpful to current full-time faculty, it is our hope that it will mainly serve as a thorough resource for new hires and adjunct faculty).

5. A process will be set up for assigning nursing students to a mentor. Further assessment will be needed to determine if all students will be offered the opportunity to be assigned a mentor or if mentors will be assigned only to those students who request one through their instructor or the nursing programs director. The ability to assign mentors to students may be limited due to the number of available mentors, as well as the likely need for some degree of formal training for mentors.

Aside from the UPNDC mentor program for minorities in nursing, many students, including minority students are also occasionally in need of a mentor with closer ties to the nursing program itself. Thus the goal of assigning mentors to nursing students has been met. Rather than just assign each student a mentor, students who either self-identify or whom are identified by faculty are assigned a mentor on a case by case basis. In some instances, the mentoring is only brief and pertaining to a specific course, content, etc. On these occasions, it is often appropriate to connect such students with a recent graduate, or another student who faced similar circumstances. In situations where students have been unsuccessful, we have found that assigning them to a willing faculty mentor provides them with some structured guidance, strategies, and support. While no formal evaluation has been done to determine the success of this mentoring, informally, students report positive feedback and appreciation. One barrier to note and that the department will aim to address is determining an efficient process for identifying students who need a mentor, as well as tracking those that have been assigned one.
6. Nursing Simulation Lab Faculty Coordinator position will be posted and filled by a qualified applicant. At least 2 new simulation scenarios/exercises will be developed and implemented with objectives that address course outcomes, but those of QSEN recommendations, as well. (Quality & Safety Ed for Nurses (QSEN) coordination, develop & implement competencies into curriculum (Perkins - Burns, Knoppers, and Beute)

This goal remains unmet as the job posting for the Nursing Simulation Lab Faculty Coordinator position has been withheld due to the unsettled faculty contract that existed for the majority of this academic year. It remains the hope of the nursing department that this position will be posted as a full time permanent tenure position, as soon as possible, given the recently settled contract and the need for such a position in an effort to keep up with current trends involving simulation in nursing education. Although not specifically indicated as part of this goal, the Perkins’ funded QSEN project was successful in implementing QSEN strategies and recommendations in another way, namely related to the QSEN technology recommendation. All incoming nursing students are now utilizing as handheld electronic devices (i.e. smart phone, Ipod touch, etc) with software that provides the students with access to up to date resources on lab data, medications, medical terminology, diagnosis, and diseases. This device takes the place of three previously required books and enables students to regularly download new updates at no additional cost.

7. Nursing Faculty will participate in a departmental professional development team building day with a focus on Curriculum Evaluation and Design off Campus on Tuesday November 20, 2012 pending Perkin’s funding approval. In addition, professional development sessions will be scheduled for one Friday afternoon each semester. This will provide the opportunity for faculty to share experiences and information learned from conferences, seminars, and continuing education workshops.

Although the proposed date did not work, the goal of the faculty meeting to work on curriculum evaluation and design was met. Departmental professional development activities held each semester centered around curriculum, as well as one related to legal considerations for nurse educators, thus allowing the department to meet this goal. Given that as a result of this work and the faculty’s decision to pursue curriculum revision, the funding from Perkins was used to support this ongoing curriculum work and which is being guided by a Curriculum Steering Team with current knowledge in nursing curriculum development and revision.

8. While the nursing department, led by the director, will continue to create opportunities for graduates of GRCC’s nursing program to smoothly transition to other colleges or universities for additional nursing degrees, even more important will be to make sure that students are informed of such opportunities. This will include making all students aware, including those in the programs and on the lists. Will seek to set up full Articulation agreements with one or two additional institutions for RN to BSN and/or RN to MSN programs.

Although several actions have been initiated or carried out in an effort to provide opportunities for GRCC’s nursing graduates to transition to BSN programs, as well as, alert them to such opportunities, in actuality, it may be difficult to determine if this goal
was truly met without being more objective in the actual goal itself (i.e. a specific number of students who apply to BSN programs upon completion, or who begin curriculum work towards a BSN while on the nursing program’s waitlist). Work that has taken place that would support the goal being met includes ongoing work with RN to BSN programs including work towards new articulation agreements with Eastern Michigan University, Grand Valley State University, Spring Arbor University, and University of Detroit Mercy. An RN to BSN School fair was held in February 2013 in which students in the program or on the waitlist could meet with individual schools for information about their respective programs. Bi-annual letters are written to students on the ADN waitlist which identify the new requirements of many local hospitals who are now requiring a BSN in 7-10 years upon hire, as well as the many opportunities that GRCC has in place with local RN to BSN programs that enable students to begin coursework towards such while on the waitlist.

Goals for next year

1. Graduation completion rates (150%) for the AD program will remain at or above 70%, PN program completion rates will reach 60%. To aid in meeting this goal, the department will identify one new intervention/action (including evaluation of such) with the intention of improving PN attrition. Continue to study and analyze existing and/or potential barriers and patterns in unsuccessful students, using admissions information, student survey, and instructor feedback and course/curriculum trends (i.e. NUR 101 grades). Student success will also be evaluated to identify trends in successful students, support systems, and appropriate interventions.

2. Identify plan of action related to the math component on the HESI entrance exam – should this requirement remain in place? Determine an appropriate response to student performance on Math/Dosage Calculation questions throughout program, including exit NCLEX practice exam, as well as on actual exam. This goal will also correspond to the data collected and analyzed related to our overall Assessment of Student Learning. Re-evaluate the goal of 95% performance level; is this appropriate and is there rationale to support this number?

3. The nursing department (faculty) will follow the proposed Curriculum Revision Time Line (including collecting, examining and integrating all contextual data that is likely to influence our program, identifying a curriculum organization design, polices, and guidelines, as well as determining the foundational content, concepts and course sequence). (See attached Curriculum Revision Time Line).

4. Nursing Simulation Lab Faculty Coordinator fulltime tenure position will be posted and filled by a qualified applicant. At least 2 new simulation scenarios/exercises will be developed and implemented with objectives that address course outcomes, as well as QSEN recommendations (Quality & Safety Education for Nurses).

5. The nursing department will develop an articulation agreement with at least 1 additional RN to BSN program that is specific for graduates of GRCC’s nursing program. This effort will include supporting an agreement that enables students to work toward
such requirements while our waitlist. Further, the nursing department will seek 1-2 additional methods for ensuring that students are informed of such opportunities.

6. The nursing department will develop a (better) process for serving students who request a mentor, or whom faculty identify as someone who would benefit from a mentor.

7. The nursing department will complete, and make available, a New Nursing Faculty / Adjunct Resource and Orientation Manual.

Internal collaborations and partnerships

The Nursing Department has collaborated with the Health Sciences Resource and Tutorial Lab in an effort to provide beginning level nursing students with the skills necessary to be successful in the first level courses (and beyond). With input from the Nursing Programs Director, the Health Sciences Lab Coordinator, Jodie Boelens developed a workshop for incoming nursing students called Nursing Jumpstart. As noted in a previous section, Nursing Jumpstart provides students the opportunity to review previously learned content necessary for nursing school success, as well as strategies for studying and test taking. The Health Sciences Resource and Tutorial Lab also schedules regular study sessions for the first level nursing students, again in an effort to support student success in the first level of both programs which is correlated with overall success in either program.

External collaborations and partnerships

The Nursing Department continues to engage in numerous clinical partnerships continue including those in acute care (such as Spectrum Health, St. Mary’s, and Metro hospitals), sub-acute rehab and long term care (Spectrum Health Continuing Care, Clark, Pilgrim Manor, Porter Hills, Brookcrest, Holland Home, St Mary’s Sanctuary), as well as partnerships with a variety of community based sites (Red Cross, YMCA, United Methodist House, Food Pantry, Grand Rapids Public Schools, Gilda’s Club, among others).

Ongoing work with GVSU and MCC on a HRSA grant for Disadvantaged RN to BSN student candidates continues with the first cohort of graduates to take place April 2013. Information and application submitted for another grant in partnership with GVSU related to RN to BSN education but at this time, it has not yet been awarded.

Partnerships also continue with Ferris and Davenport as Universities with whom we have developed written Articulation Agreements. The agreements provide opportunities that ensure our students a smooth transition into a BSN program upon completion of their ADN. Similar agreements are in various stages of development with Eastern Michigan, Grand Valley, Spring Arbor and University of Detroit Mercy.
Departmental needs for support from other departments within the college

The Department of Academic Support, specifically Jodie Boelens, and the Health Sciences Resource and Tutorial Lab, play a crucial role in the success of our students. Many important opportunities exist for nursing students through the Health Lab including study groups, tutoring sessions, open skills labs, NCLEX practice testing, as well as a variety of other resources and general support.

Given the use of technology in a variety of ways by the nursing department, the department is undoubtedly in need of support from both the IT and the DILT departments. IT and DILT are needed to support software used by the department (Unbound Medicine/Nursing Central, NLCEX software, etc.), as well as support for computerized testing, ample classroom technology that not only supports basic presentation and lecture needs (computer, projector), but resources and for Camtasia recordings, Skype, and Blackboard use, as well as support to ensure accessibility for all of our students as identified by any necessary accommodations. The nursing program also needs support from Counseling and Disability Support Services, as a number our students require counseling support and/or have special accommodations to support their success. Thus, open communication and clear expectations of both, student and testing accommodations are necessary to ensure appropriate opportunities and support to all students.

Support is also needed from the Library and Learning Commons as their assistance and guidance for both student and faculty resources, positively impacts the success of our program. The nursing department works closely with the Library, namely Nan Schichtel, who is not only an excellent resource, but whom also takes an active role in new nursing student orientation in an effort to better prepare students for entering the program.

Program accreditation Updates

Michigan Board of Nursing Approval September 2012 (This is an Annual Approval and is also correlated with NLNAC Accreditation as well)

NLNAC Re-Accreditation received in 2010 and approved through 2018.

Description of departmental advising plan and outcomes

Nursing Advising Days are held approximately two days per month during the Academic Calendar year (Fall and Winter Semesters), averaging 3-5 students per month. Advising days are open sessions (no appointment needed) with a faculty member available for advising. Both current and prospective students are welcome. Information about Advising Days is made available to the counseling department and can be found on the Nursing programs website. Most students report that they find information about Advising Days on the website. This
method for advising current and potential nursing students’ works appropriately, as faculty also continue to participate in informal advising throughout the year as needed. The majority of students that participate in Advising Days are typically interested in learning more about the program, have questions about how to apply, or are interested in opportunities that they can do while on the waitlist, such as RN to BSN programs. Given that the structure of our program requires students to follow a specific sequence of courses, it is not necessary to advise our students on what classes to take per se, as there is very little choice in selecting courses or their sequence once in the nursing program.

Updates About Student Organizations and Achievements

The AD and PN Clubs continue to offer support to students in preparing their respective Pinning Ceremonies. As an extension of the clubs, we have also trialed some informal group mentoring sessions between the first and second levels of both programs in an effort to help students better anticipate and prepare for the heightened expectations of the next level. Overall, early feedback from students is positive.

Several students have received scholarships for the 2012-2013 academic year, including scholarships from the Michigan Board of Nursing and the National Black Nurses Association. One student received the Delta Pi Alpha Honors Recognition for her scholastic efforts and graduating in the top five percent of the graduating class. Two separate Community-Transcultural Nursing Courses participated in and were named finalists in the 2013 Armen Awards; Service Learning and Innovative Competition.

Other department updates

With only minimal advanced notice, the Nursing Department offices relocated in August 2012 to the Data Center on the corner of Bostwick Commons and Fountain Street. As the Winter semester winds down, it is anticipated that construction on a new Health and Nursing Simulation Lab will begin and end yet this Summer. Thus, the Nursing department has remained busy organizing, packing, reorganizing and packing some more. The department anticipates returning to their un-remodeled offices with stained carpeting in College Park Plaza sometime during the Summer, 2013.

Faculty & Staff

Departmental Professional Development Activities (Contractual Obligations for Departmental Faculty Development/6 hours)
As part of our Academic Program Review and 2012-2013 departmental goals, the nursing department continues to work on curriculum issues. Though our original plan was to move directly into a curricular revision, upon further assessment of our current faculty and their experience with curriculum revision, it was agreed upon at a faculty meeting early this year (August 2012), that our department as a whole needed a better foundation and more instruction on what curriculum is, the process of developing a new curriculum, and understanding what curriculum revision entails.

Thus our departmental professional development plans for the 2012-2013 year, actually took us a back a step to ensure a better foundation from which to move forward and enable us to make more informed decisions about where we are currently at, and what changes may potentially be needed. Given that this is a rather large undertaking, it will undoubtedly take much more time to cover the extent of the discussion and develop an action plan with time frames. Therefore, the department not only devoted the Fall and Winter Semester Professional Development Days to this, but additional time at several other meetings as well. Fall semester included discussions around our current curriculum model, current trends in nursing curriculum, and future goals for our own nursing curriculum. A number of new resources have been introduced and used to provide an accurate understanding of curriculum development and the process of curriculum revision. Winter semester took the department into a more active, but beginning stage of curriculum revision with the creation of faculty work groups, ensuring that each group consists of faculty with varying degrees of experience, expertise, and years of service. Following a projected time frame for the entire process, work groups have begun the lengthy process of thoroughly assessing all external factors that influence our curriculum. To enable ongoing communication and reporting, and to maintain detailed documentation of the findings, a dedicated Blackboard site was created for faculty to work through. Work towards this curriculum revision will continue into the 2013-2014 academic year (and beyond).

The faculty also participated in a departmental professional development session in January, on Legal Considerations for Nurse Educators. This presentation was given by two attorneys, one of whom is also a registered nurse, and provided an opportunity to discuss the legal aspects of a variety of situations involving students and nurse educators in clinical settings. CEUs were earned by all faculty for this presentation.

Faculty Professional Development Activities- Year End Summary

Conferences, Seminars and Workshops attended by faculty have provided insight into curriculum design and revision, simulation in nursing education, teaching strategies, improving student retention, trends in nursing education and health care issues, etc.

- May 2012 – National Black Nurses Association Annual Scholarship & Gala (Laura Moody), Michigan State University; Academic Faculty and Staff Standardized Patient Workshop (Karen Stanfield), Oncology Symposium (Glenie Hamersma), Challenging Geriatric Behaviors (Glenie Hamersma)
- **June 2012** – International Nursing Association for Clinical Simulation & Learning Annual Conference (Carolyn Levi), Formation Retreat For Educators (Laura Moody), Association of Black Nursing Faculty Conference; Celebrating 25 years of Advocacy in Research, Teaching and Service (Laura Moody), Great Teachers Seminar (Heather Mol), Digital Technology in the Classroom (Cora Beute, Shelly Richter, Glenie Hamersma)
- **July 2012** – Differentiating for Diverse Learners (Cora Beute, Shelly Richter, Glenie Hamersma)
- **September 2012** - National League for Nursing Annual Education Summit (Laura Moody, Jeanette Lochan), Michigan QSEN (Quality and Safety in Educating Nurses) Conference for Nurse Educators and Practice Partners (Shelly Richter), Wound, Ostomy, and Continence Nursing Society Fall Conference (Glenie Hamersma), Ethics in Healthcare Conference (Deb Veltkamp),
- **October 2012** –Trends in Occupation Studies Annual Conference (Shelly Richter, Marie Burns, Cora Beute), West Michigan Liver Round-up (Glenie Hamersma), Essentials of Pediatrics Conference (Dawn Zuidgueest-Kraft), Statewide Simulation in Nursing Meeting & Workshop (Karen Stanfield), Congestive Heart Failure Conference (Angela Shuart)
- **November 2012** –NOADN (National Organization for Associate Degree Nursing) Annual Convention (Kay Ramer, Sammye Zollman, Deb Veltkamp), National League for Nurses ACES (Advancing Care Excellence for Seniors) Training (Glenie Hamersma), Adding Video to College Courses Workshop (Marie Burns), American Psychiatric Nurses Association Annual Conference (Heather Mol)
- **January 2013** – Legal Issues for West Michigan Nurses Advisory Council; Partners for QSEN Conference (Deb Veltkamp, Shelly Richter), Elsevier Faculty Development Conference (Kay Ramer, Laurie Arnswald)
- **February 2013** – MCNEA (Michigan Council of Nursing Education Administrators) Annual Conference; ( Shelly Richter, Pat Empie, Nancy Grossman)
- **April 2013** – Chair Academy International Leadership Conference (Shelly Richter), West Michigan Nurses Advisory Council Annual Spring Presentation and Gala (Deb Veltkamp, Marie Burns, Sammye Zollman, Laura Moody, Cora Beute, Pat Empie, and 4 student guests), West Michigan Cancer Nursing Conference (Glenie Hamersma), Creative Strategies for the Nurse Educator Conference (Deb Veltkamp, Pat Empie, Vicki Meyers)

In addition to the college’s contractual professional development activities, the nursing department also reserves one meeting each semester, outside of regularly scheduled monthly faculty business meetings, for professional development activities. This also provides opportunity for faculty to share what has been learned at conferences/workshops. Attendance at the above conferences and workshops have also enabled faculty to contribute a variety of relevant input, ideas, strategies, trends, and tools that support the current curriculum work within the department.
Faculty Development Plans for Upcoming Year

(See attached Perkin’s Proposal)
Bootcamp for Nurse Educators Conference (Laurie Arnswald, Kay Ramer)
NLNAC New 2013 Accreditation Standards Workshop for Program Directors (Shelly Richter)
NLN Annual Conference (Jeanette Lochan, Laura Moody, Carolyn Levi)
NOADN Annual Conference (Deb Veltkamp, Sammye Zollman)
MCNEA Annual Conference (Pat Empie, Shelly Richter)
TRENDS Annual Conference (Marie Burns)
UPNDC – Support for continuation of mentoring program for minority students (Jeanette Lochan)
Curriculum Steering Team/Curriculum Revision – Support for curriculum leadership in overall revision of both PN and AD nursing curriculum (Kay Ramer, Laurie Arnswald)

EOL/Release Time Work

Perkins funded EOL work in the nursing department includes a worthwhile project; UPNDC, aimed at mentoring minority nursing students. The project coordinator, Jeanette Lochan, has worked to create an environment for minority nursing students that support them in coping with the challenges that they face and will face, being a minority in the nursing program and in the community. While minority students undoubtedly encounter struggles similar to those experienced by their nonminority counterparts, minority students report additional challenges in building relationships and forming study groups while in school. The minority mentoring program thus, provides an opportunity for these students to be paired up with a minority nurse mentor from the community, who often times, is also a graduate of GRCC’s nursing program. Pairing nursing students, who are otherwise identified as part of a minority group within the nursing program, to a mentor that they can closely relate to in terms of race, culture and/or gender, enables them to develop a relationship with an individual who overcame similar challenges and has been successful in their nursing career. In addition to community mentor support, the project coordinator also plays an active role in mentoring students that need support on campus, as well as providing additional meetings for networking, group study and general guidance. While not all minority students participate in UPNDC, overall student feedback is positive and illustrates the need for such programs.

Release time/EOL work in the nursing department also supports the role of the Clinical Coordinator. The Clinical Coordinator, Deb Veltkamp, plays an invaluable role in not only working closely with the Nursing Program director, but with other clinical coordinators from the many area nursing schools, as well. The work by the clinical coordinator ensures that clinical sites are identified by their ability to meet course objectives, are scheduled in a way that supports the progression of our program, and are free from scheduling conflicts with other schools. Given that the all courses in the nursing program run year round, (three semesters, as opposed to following a two semester academic calendar), the Clinical Coordinator plays an important role in ensuring the continual progression of students through the program. Deb
works closely with students who have been unsuccessful in a course, staying in regular contact with them, and ensuring that their return to program is done in a timely manner, and according to program policies. It is important, that as an academic program, we work with such students in an efficient and organized manner, as getting these students back into the appropriate courses promotes student success and improves attrition rates, thus supporting departmental goals, such as decreased student attrition and degree/certificate attainment. Regular meetings between the Nursing Programs Director and the Clinical Coordinator further aid in monitoring cohort size and attrition, and ensure that an accurate number of course sections are available for student enrollment.

The Clinical Coordinator position and the UPNDC project ultimately align with the College of Workforce Development at GRCC, and clearly play a supportive role in the nursing department’s achievement of several Core Indicators, namely 1P1, 2P1, and 3P1. Further, recent discussions between the Nursing Programs Director, the Clinical Coordinator, and the UPNDC project coordinator, have identified additional efforts that may ultimately improve 5P1 and 5P2. This includes intentionally enrolling minority students together, including underrepresented gender groups, in some instances. Informal feedback of minority students feeling less supported by their peers, namely in the early levels, supports these actions and efforts to create increased comfort and group cohesion.

Faculty & Staff Accomplishments/Awards

- Sherry Knoppers and Laura Moody participated in the 2nd Nursing Student Study Abroad in Costa Rica August 2012
- Shelly Richter was named President of the West Michigan Nurse’s Advisory Council, August 2012
- Cora Beute and Marie Burns became Certified Nurse Educators, August 2012
- Kay Ramer completed her DNP from Madonna University, October 2012
- Shelly Richter presented; A Common Framework for Nursing Practice and Education - Supporting the delivery of safe and effective health care in West Michigan at the WMNAC’s Conference on QSEN Competencies and Strategies for Implementation, January 2013
- Heather Mol, Sherry Knoppers, and Pat Empie completed the Course for Online Teaching, Winter 2013
- Sherry Knoppers presented; Planning and Integrating a Service Learning Program, at the Midwest Institute for International / Intercultural Education Annual Conference, April 2013
Program Data - Perkins Indicators

5P2: Student Participation in Nontraditional Fields
(Is this referring to 5P1? The response below refers to 5P1)
Remains below State Expected Performance Level

2P1: Credential, Certificate, or Degree Attainment
Continually remains above State Expected Performance Level

5P3: Student Completion in Nontraditional Fields
(Is this referring to 5P2? The response below refers to 5P2)
Remains below State Expected Performance Level

4P1: Student Placement
Continually remains above State Expected Performance Level

3P1: Student Retention and Transfer
Continually remains above State Expected Performance Level

1P1: Technical Skills Attainment
Continually remains above State Expected Performance Level

Summary
GRCC’s nursing programs continue to meet State Expected Performance Levels in all Perkins indicators with the exception of those indicators related to underrepresented gender groups. While males continue to show interest in nursing, it has been difficult to achieve expected state levels for what is likely a variety of reasons including limited wage earnings, the public’s image and portrayal of nursing as a feminine career, as well as the wait lists and/or competitiveness of nursing program admissions. I would also challenge those individuals who created such standards to which we are held accountable, to ask themselves if they have truly encouraged their own sons to become nurses, or protested against inappropriate depictions of men in nursing, such as that of Gay Focker, the relentlessly ridiculed male nurse in the movie Meet the Parents. Despite this somewhat unsettling public image, the nursing program has taken additional steps by implementing strategies to improve GRCC’s performance on indicators related to underrepresented gender groups. As noted in a previous section, a mentoring program does exist for minorities in nursing, which includes the male population. Another action that we have recently taken to improve male comfort level and support their retention
and progression through the program is to ensure that males are assigned together in some
classes and/or clinical groups. These efforts provide males, as an underrepresented gender
group in the nursing program, more opportunity to network and build relationships with other
males who share similar career interests.

Curriculum

It is important to note in this section and as has previously been noted in this report, the
nursing department has begun the process of a full curriculum revision for both the PN and
ADN programs. While progress on a full revision is slow, it is during this process that larger
scale course and program improvement projects will undoubtedly unfold.

Course Improvement Projects

Currently the Pediatric and Maternal-Child Practical Nursing course; PN 135, is one course,
although the content is essentially separated into a pediatric lecture and an obstetrics lecture.
The course is further delineated by the separation the students’ clinical hours and sites into
Peds and OB. Taking into consideration that on some occasions, students are clearly stronger in
one content area over the other, and that while the course shares a common textbook,
students are tested separately over the respective content area, the faculty felt it was an
appropriate time to consider separating this course into two individual courses. Supporting this
decision is the challenge we face with identifying and scheduling quality Peds and OB clinical
experiences for PN students, especially for students repeating the course, who may have
previously demonstrated competence in either one content area or the other. This information
was originally presented to the Advisory Board who offered support and approval, and was
then sent to the Michigan Board of Nursing where approval was granted, as well. Given that
that the course, as it currently runs is 4 credits and 10 contact hours (lecture and clinical),
dividing the course can be easily and equally done, with minimal change for students currently
in the program. Although we have yet to fully implement this change for PN 135, work has
begun on developing new CARPs with each course being assigned 2 credits and 5 contact hours
(divided as 2 contact hours to each lecture and 3 contact hours to each clinical/lab).

Program Improvement Projects

While the time frame for our new nursing student orientation has essentially remained the
same, we have made some adjustments in terms of what is presented, the importance of a
successful first level, as well as utilizing a student panel in an effort to provide incoming
students with the perspectives and suggestions of current nursing students. One of the newer
things implemented over this past year was the discussion and illustration of the impact that a
student’s performance in the first level has on future success. Based on several past years of
data, it is clear that students who are unsuccessful in any of the first level courses rarely
complete either program in comparison to those students who are successful on first time attempts at all three courses in the first level (NUR 101, 102 and 103). Incoming students are now asked to write down their top three priorities at the present time and discussion ensues regarding the need to have nursing school on that list, and when and how it will need to be the top priority on most occasions while in school. Students are also informed of feedback that has been obtained from our recent graduates regarding their perception of what made them successful. Given that the most common response from these graduates is that they had an excellent support system, we now have students also write down who they perceive as their support system, and the importance of talking to these people now, prior to the start of school, about how they can help. While it is difficult to draw a direct correlation on the impact of new student orientation and overall student success, we have recently seen consistently high success rates in first level courses for Associate Degree students, however, unfortunately the same cannot necessarily be said for Practical Nursing students.

As more clinical facilities (namely acute care settings) are requiring newly hired nurses to obtain their BSN in 7-10 years, our nursing program is aiming to provide students with information and opportunities for enrolling in such programs. The department held an RN to BSN School Fair, inviting those schools with whom we have articulation agreements with and/or with whom we work closely. This event took place in February 2013 and was well attended by approximately 125 students from our nursing programs and on our waiting lists. The RN to BSN School Fair provided an opportunity for students to meet directly with representatives from five area schools and set up an academic plan that leads to enrollment into a BSN completion program upon graduation from GRCC. Using feedback from our first fair held in 2012, this year, we increased the number of schools in attendance from 3 to 5, and as noted, we are working with each of these schools to maintain and/or develop an articulation agreement with them. Excellent feedback was received both from the BSN programs, as well as from the students who attended.

Given the ongoing need to improve retention rates in both programs, the nursing department has organized some informal group mentoring sessions. Currently we are implementing these sessions between the first and second levels of both programs, (but have also trialed it at a later level as well). In an effort to help first level students better anticipate and prepare for the heightened expectations of the second level, students currently in the second level are asked to share their own perspectives, suggestions, study strategies, and coping mechanisms for success in transitioning to the second (or next) level. This informal group mentoring session is scheduled near the completion of the first level, at the beginning or end of a scheduled class. Depending on feedback and scheduling logistics, we are considering adding such sessions at different levels as well, given that overall feedback from students has been positive. While it is our hope that such a program will support student success and retention in the programs, this may be difficult to track as having a direct correlation, therefore student feedback will likely determine its continuation and success.
Course Document (CARP) Updates completed this year

It is intended that all CARPs be reviewed for accuracy and updated as appropriate. Several CARPs will be up for full review and revision in the upcoming academic year.

Assessment of Student Learning

Program Learning Outcome(s) assessed this year
(The following is based on the assumption that this is referring to the department’s student assessment project as it relates to the program and student learning outcomes)

Caring Behaviors:
Utilize caring behaviors and actions to assist individuals and groups to progress toward mutually established goals. (Social Responsibility & Critical Thinking, Communication Skills ILOs). Students will implement individual client interventions according to standards of care while maintaining standards of safety.

Specific Outcome Assessed:
Students will demonstrate accuracy with drug calculations both in theory class work/tests and in the clinical setting

Measures of Student Learning

Student Performance on Nursing Theory Course Quizzes/Tests/Exams
Performance on NLCEX-RN and NCLEX-PN Comprehensive Predictor Exit Exams
Performance on NCLEX-RN and NCLEX-PN State Licensure Exams

Initial Data and Findings

It is the Nursing Program’s intention that all courses in the AD and PN program will reinforce basic math and drug/dosage calculation skills. All courses with the exception of NUR 102, and AD 168, AD 248 and AD 258 in the AD program, will include dosage calculation math problems on all tests and exams with a goal of seeing student performance on such questions at or above 95%. Initial data collection from course test results and student performance on drug calculation questions reveal that students are not consistently performing at this level. Performance on such questions on NCLEX predictor exams however, indicate that AD students do meet this level of performance the majority of the time. On the contrary, however, PN student performance on the NCLEX predictor exams, related to dosage calculations, consistently reveal a percentage somewhat lower than that of the stated goal. Analysis of
actual NCLEX licensure exams is a bit more difficult in that we are unable to review the actual tests or the types/number of drug calculation questions and therefore the data is reported differently. To note, however, overall NCLEX pass rates for both PN and ADN graduates have been consistently above the state and national averages this year.

See attached reports for a detailed look at this year’s findings and measurements: Drug Calculation Initial Assessment Findings April 2013 and NCLEX Initial Assessment Findings for Dosage Calculations April 2013

Curricular or Pedagogical Changes Implemented

Curricular changes are being considered based on the above findings. While there may be a number of things to consider, in the big picture, this is a small amount of data. Thus it will be necessary to continue collecting additional data in terms of looking for trends for where, when and what type of curricular changes will be necessary. One change, however that will be implemented will be the use of a data collection tool for future assessment of such information. This tool will ensure that the types of drug calculation questions, as well as the number of questions presented, can be assessed more clearly and consistently. (See attached Drug/Dosage Calculation Data Collection Tool)

Data and Findings (post improvement/change)

Not applicable at this time