

INSTITUTIONAL ASSESSMENT REPORT

BI-LEVEL NURSING PROGRAM / 2013

Department's Relationship to the College Mission and Strategic Plan

(completed Spring semester or on accreditation cycle)

In a paragraph or two, discuss how the department's work carries out the Mission and Strategic Plan.

The Bi-level Nursing Program strives to meet student and community needs by offering a transitional educational program with multiple entry and exit points. Students may elect to exit the program after completing one year leading to licensure as a Licensed Practical Nurse (LPN) or continue through to completion of Associate of Applied Science degree leading to licensure as a Registered Professional Nurse (RN). The program further meets the needs of its diverse student population by offering both day and evening/weekend options.

The program maintains a strong link to the community through the use of regional clinical sites for practical experiences associated with classroom teachings. Full-time and adjunct clinical faculty share a wide-variety of nursing experiences and participate in continuous educational offerings to assure students are exposed to the most up-to-date methods available in both health care and pedagogy.

Summary of Departmental Activities, Assessment and Use of Results

(completed Spring semester or on accreditation cycle)

(may include process flowchart)

Provide a brief overview of major accomplishments since the last review and how assessment results have been used to improve services/learning outcomes.

The first level (Level I/PN) of the Bi-level continues to enjoy annual licensure pass rates well above the national average accomplishing a five-year average of 95.69% from 2007 - 2012. The second level (Level II/RN) licensure pass rate dropped below the bench mark set by the Missouri State Board of Nursing in years 2010 – 2012 and has spent the past three years examining internal processes.

Missouri Approved Practical Nursing Programs

	2008	2009	2010	2011	2012
Jefferson College 17-460	96.10%	94.74%	96.34%.	96.34%	94.20%

Missouri Approved Associate Degree Nursing Programs

	2008	2009	2010	2011	2012
Jefferson College 17-174	81.97%	84.06%	70.37%	75.00%	78.57%

Beginning with the Fall 2012 Level I/PN class admission testing changed from the Psychological Services Bureau (PSB) to the HESI A2 entrance exam, requiring an 85% in four tested areas. Beginning with the Fall 2013 Level I/PN class the rule was modified to requiring 85% in 3 of 4 areas and an 80% in a 4th area as the program agrees that the need for such rigor was unproven and in a fairness response to students completing pre-requisites at an 80% standard.

For 2012, retention rules were unchanged for Level I/PN requiring a 78% (C) in each nursing course, while RN increased minimum grade requirement to 80% average in each nursing course to remain in the program. In 2013 Level II/RN returned to the 78% minimum requirement in all nursing courses in response to concerns expressed by the MSBN specifically addressing what constitutes a passing grade (80% or C at 78%).

For 2012, Level I/PN progression to Level II/RN requirements were added that included the HESI PN Comprehensive exam minimum score (850) and an 85% (B) average in each nursing course. The minimum HESI A2 score of 850 was removed from the requirement in response to MSBN minimum standard **20 CSR 2200-2.00 Educational Program** (3) (C) External nursing examinations if used, shall not be the sole basis for progression or graduation.

The program began using external standardized testing/remediation (HESI/Elsevier) for Level II/RN in 2012 and extended external testing/remediation (Kaplan) to Level I/PN in 2013 with the belief that a formal remediation program adds value to both levels of the program as second level curriculum is based on knowledge gained at the first level.

In addition to external testing/remediation requirements curriculum changes for Level II/RN included changes to Preceptorship clinical rotation and the synching of Day and Evening/Weekend curriculum to assure same course work and credit hours. Level I/PN completed a move from Contact Hours to Credit Hours and aligned curriculum accordingly for the start of the 2012/13 AY.

More detailed data regarding HESI testing, progression, and NCLEX pass rates can be found at the end of this report.

Internal and External Data Collection and Analysis

(completed by Fall semester or on accreditation cycle)

Gather and analyze relevant internal and external data (link to data).

True data collection for the program began with the start of AY 2012. While some historical data can be found data collection appears to have been a haphazard process. The program is currently collecting and compiling both new and old data into a process that will provide a sound basis for program improvement. It is recognized that the following assumptions are based on limited data and any conclusions should be viewed with caution.

~ EXTERNAL DATA COLLECTION AND ANALYSIS ~

Mountain Measurement, Inc - NCLEX® Program Reports: Annual reports compare program NCLEX® percentile pass rates to other graduates in the state, graduates from similar national (ADN) programs, and nationally to all graduates completing the NCLEX® exams. Using just the comparison to the national average of all schools the graduates from the program consistently rank at less than 50% percentile in most areas. The 5 – year trend from 2008 – 2012 (inclusive) reveals no significant correlation between pass rates and percentile rankings. This may in fact be due (at least partially) to the narrow band of pass rates (70.37% to 84.06%) measured. It is hoped that significant rise in pass rates will indicate areas and strengths and weaknesses as we continue to collect the data.

~ INTERNAL DATA COLLECTION AND ANALYSIS ~

HESI Comprehensive (Exit) Exam

The completion of the HESI Comprehensive (Exit) exam was fully implemented for 2013 Level II / RN graduates and partially implemented in 2012; therefore, limited data can be reviewed. The review indicates significant improvement in graduates scoring above 850, from 45.71% in 2012 to 69% in 2013. A score of 850 is the bench mark provided by Elsevier as a 99% chance of passing boards.

NCLEX® Pass Rates Compared to HESI Comprehensive (Exit) Exam

NCLEX® pass rates for AY 13 showed a 100% pass rate for graduates scoring >850 on the HESI Comprehensive (Exit) exam, a 75% pass rate for graduates with scores of 750 – 850 and 24% for graduates scoring <750. While final NCLEX® results for 2013 graduates is not yet complete beginning data indicates that 2013 graduates will fall relatively close to the same parameters as displayed by 2012 graduates.

Student Success Related to Grade of B (minimum) in all Nursing Courses

Success is measured by progression from Level I/PN to Level II/RN in the AY 14. Of 54 Level I/PN graduates, 11(20.37%) failed to progress to Level II/RN because of requirement to maintain a grade of 85% (B) in each nursing course.

Correlation Between HESI A2 Testing and Progression

Of the four areas tested by the HESI A2, 65% of progressing students scored > 85% in all 4 tested areas, while 50% of non-progressing students scored 85% in all four areas. 26% of progressing students achieved the 85% in three areas tested, with 33% of non-progressing students scoring > 85% in three areas. The study (although data is limited) indicates that achieving > 85% in all four tested areas does lead to better success (as measured by progression to Level II/RN).

Annual Cost per FTE and Trend Analyses

(completed by Fall semester)

Provide cost per FTE and analyze for the period being evaluated.

Faculty Indicators for Practical Nursing--(PNE), (School Years 2008-2013) School Terms 200901 Through 201303 (Summer 2008 through Spring 2013)

Number of Course Sections Taught	Total Students	Attrition Number ("W" Grades)	Attrition Percent	Student Credit Hours Earned	Average Students	Average GPA	Annualized 5-Year Program FTE
147	5,660	76	1.3%	12,868	38.5	3.241	85.8

Notes: Attrition % represents the number of "W" grades conferred as a percentage of ALL students.

Annualized Program FTE is the number of graded credit hours divided by 150 (30 hrs/yr for 5 years).

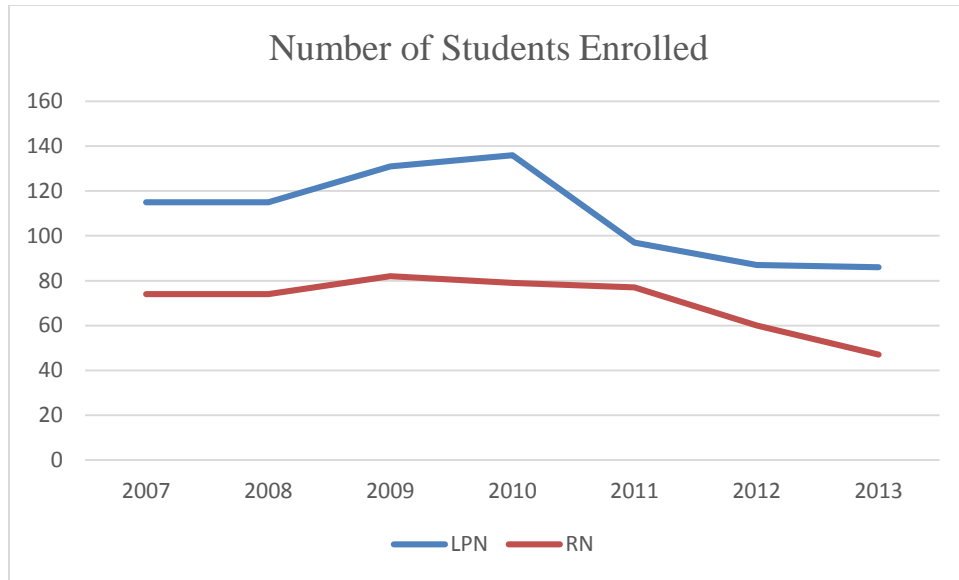
Faculty Indicators for Registered Nursing--(RNR), (School Years 2008-2013) School Terms 200901 Through 201303 (Summer 2008 through Spring 2013)

Number of Course Sections Taught	Total Students	Attrition Number ("W" Grades)	Attrition Percent	Student Credit Hours Earned	Average Students	Average GPA	Annualized 5-Year Program FTE
50	1,614	22	1.4%	9,050	32.3	2.953	60.3

Notes: Attrition % represents the number of "W" grades conferred as a percentage of ALL students.

Annualized Program FTE is the number of graded credit hours divided by 150 (30 hrs/yr for 5 years).

Number of Students Enrolled							
Year	2007	2008	2009	2010	2011	2012	2013
LPN	115	115	131	136	97	87	86
RN	74	74	82	79	77	60	47



Actual student numbers have declined since peaking in 2009 and 2010. Historical evidence indicates that an increase in numbers for these two years was most likely related to the large number of applicants and permission from the MSBN to increase enrollment for a limited time frame. More recent decreasing enrollment numbers are most likely due to several factors including low pass rates, economy in general, decreasing job market, availability of competing programs, and the changing landscape of healthcare. It is expected that enrollment numbers will stabilize at the levels approved by the MSBN at 30 students per class (90 Level I/PN; 60 Level II/RN). A slight increase in enrollment numbers can be expected as NCLEX-RN (licensure) pass rates improve. However, without a change in other limiting factors it is not expected that the program will petition the MSBN to increase enrollment numbers.

SWOT Analysis

(completed by Fall semester)

Using the data collected and analyzed, complete a SWOT analysis. Reference and link data for each.

Internal Strengths <ul style="list-style-type: none">• Faculty designation as clinical coordinator and skills lab manager• Opportunities for open lab practice• Improved standardized comprehensive predictor outcomes• Adequate program facilities and instructional resources for current enrollment• Exceptional library resources for students and faculty• Strong administrative support for the program through Jefferson College• High level of administrative leadership• Well qualified, nursing faculty• Emerging faculty governance-faculty work well as a team	Internal Weaknesses <ul style="list-style-type: none">• Communication issues among program administration and nursing faculty• Faculty mentoring is limited• Inconsistency in how credit/clock hour requirements are stated within program publications• Difficult to determine how grades are comprised/calculated• Teacher-made exams indicate lots of knowledge-level questions• Curriculum/objectives in need of review/revision – limited progression• Clinical placement in need of review/revision• Publications are not consistent• No plan for acquisition and maintenance for skills lab equipment and supplies• Low pass rate perception in community
External Opportunities <ul style="list-style-type: none">• Articulation with Central Methodist University for BSN completion• Creation of new partnerships with clinical sites• Partnership with Mercy	External Threats <ul style="list-style-type: none">• Decreasing availability of clinical sites/meaningful clinical experiences• Other RN programs with higher pass rates• Diminishing job market• Changes in healthcare delivery (Affordable Care Act)

External Accreditation (if applicable)

Link to accreditation report.

Currently the program has not elected to seek external accreditation. The program maintains Missouri State Board of Nursing full approval for Level I/PN and conditional approval for Level II/RN. Both levels completed the 5-Year approval process in 2013.

INSTITUTIONAL ACTION PLANS for *Bi-level Nursing Program / 2013*

Org	Aim	Obj	Action Plan	KPI	\$	Other Req	Responsible Party	End Date	Status	Target Year	Metric Desc	Metric Value	Benchmark Desc	Benchmark Value	Target Desc	Target Value
56402	1.2	1.2.D	Accreditation for Level II / RN through Accreditation Commission for Education in Nursing (ACEN), STEP I: Self-Study (program self-review)		\$2,500	In addition to ACEN fees additional costs will include travel to seminars and staff hours to complete process.	Director of Nursing		New Plan	AY 2015	Completion in progress towards final goal of accreditation.	10%				
56402	1.2	1.2.D	Accreditation for Level II / RN through ACEN, STEP II: Site Visit (by peer evaluators)		\$1,835		Director of Nursing		New Plan	AY 2016	Completion in progress towards final goal of accreditation.	50%				
56402	1.2	1.2.D	Accreditation for Level II / RN through ACEN, STEP III: Peer Evaluation Review Panel (Examination of Self-Study Report and Site Visitors' Report)		\$2,400		Director of Nursing		New Plan	AY 2018	Completion in progress towards final goal of accreditation.	80%				
56402	1.2	1.2.D	Accreditation for Level II / RN through ACEN, STEP IV: Accreditation decision by ACEN Board of Commissioners		\$2,400 annual fee	Appeals process fee \$18,750 (if initial application denied)	Director of Nursing		New Plan	AY 2018			Nationally the number of Associate Degree Nursing programs with secondary accreditation in 2012	52%	Full accreditation for Jefferson College Bi-level Nursing Program.	100%

DEPARTMENTAL ACTION PLANS for *Bi-level Nursing Program / 2013*

Org	Aim	Obj	Action Plan	KPI	\$	Other Req	Responsible Party	End Date	Status	Target Year	Metric Desc	Metric Value	Benchmark Desc	Benchmark Value	Target Desc	Target Value
56402	1.1	1.1.F 1.1.D	Use of the Simulation Lab for simulated clinical experiences, environment (equipment, supplies, facilities)		\$20,000	Estimation of costs of simulation lab equipment.	Simulation Clinical Coordinator		New Plan	AY 2016			National Council of State Boards of Nursing recommendation of percentage of clinical time spent in simulated experiences.	25 – 50%	Portion of clinical experiences designated as simulation in the Bi-level program	35%
	1.1	1.1.F 1.1.D	Use of the Simulation Lab for simulated clinical experiences, staffing.		\$65,000 0	Dedicated Simulation Clinical Lab Coordinator	Director of Nursing			AY 2016			National Council of State Boards of Nursing recommendation of percentage of clinical time spent in simulated experiences.		Portion of clinical experiences designated as simulation in the Bi-level program	
56402	1.1	1.1.F 1.1.D	Development of online or hybrid courses within nursing curriculum.				Director of Nursing		New Plan	AY 2015						
56402	1.1	1.1.D	Completion of re-assignment of PNEXXX designated courses to college divisions: Growth and Development, Math, Nutrition, and Mental Health				Director of Nursing		New Plan	AY 2019						

Evaluation



Meets Expectations ~ **PN Program**

Comments:



Requires Attention and Submission of a Follow-Up Report ~ **RN Program**

Comments:



Does Not Meet Expectations and Requires Submission of a Follow-Up Report

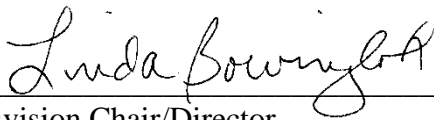
Comments:

Follow-up report required by: December 31

Comments: (Date)

The RN Program must submit a follow-up report by December 31st of each year until full accreditation has been granted by the Missouri State Board of Nursing.

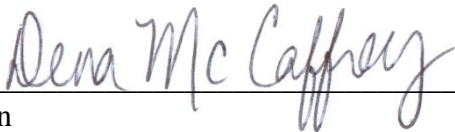
Approvals



Division Chair/Director

Comments:

Date



Dean

Comments:

Date



Vice President/President

March 25, 2014

Date

Comments:

MOUNTAIN MEASUREMENT – PERCENTILE DATA

		2008	2009	2010	2011	2012
NCLEX Pass Rate		81.97%	84.06%	70.37%	75%	78.57%
CLIENT NEED						
1	Management of Care	46	43	40	36	38
2	Safety & Infection Control	39	44	30	30	44
3	Health Promotion & Maintenance	41	40	45	35	47
4	Psychosocial Integrity	36	32	35	42	57
5	Basic Care & Comfort	41	52	45	49	53
6	Pharmacological & Parenteral Therapies	32	41	39	37	37
7	Reduction of Risk Potential	34	33	36	38	39
8	Physiological Adaptation	44	41	36	35	39
NURSING PROCESS						
1	Assessment	34	29	42	44	49
2	Analysis	36	31	31	36	41
3	Planning	35	44	40	39	43
4	Implementation	40	41	36	36	33
5	Evaluation	33	42	35	32	51
1	Assessment	34	29	42	44	49
HUMAN FUNCTIONING						
1	Protective Functions	32	36	30	35	44
2	Sensory-Perceptual Functions	53	56	40	39	42
3	Comfort, Rest, Activity, Mobility	61	41	39	42	36
4	Nutrition	40	39	45	43	51
5	Growth & Development	34	41	39	32	44
6	Fluid-Gas Transport	29	35	36	30	38
7	Psychosocial-Cultural Functions	41	40	34	37	50
8	Elimination	45	39	47	47	37
HEALTH ALTERATIONS						
1	Cardiovascular	35	33	32	34	37
2	Endocrine/Metabolic	44	37	30	39	44
3	Gastro-intestinal	47	45	37	43	36
4	Reproductive	41	40	46	34	50
5	Integumentary/Musculoskeletal	34	52	42	34	32
6	Immune	33	28	31	33	47
7	Nervous/Sensory	46	47	36	47	53
8	Psychosocial Behaviors	41	38	43	37	51
9	Renal/Urinary	42	58	36	51	39
10	Respiratory	45	38	45	35	36
WELLNESS/ILLNESS CONTINUUM						
1	Health Promotion	38	43	45	48	39
2	Health Maintenance	36	35	33	31	38
3	Health Restoration Acute/Simple	27	31	26	30	41
4	Health Restoration Acute/Complex	35	33	37	43	41

STAGES OF MATURITY						
1	Natal	30	22	40	29	47
2	Childhood	49	47	42	46	35
3	Adolescence	30	53	55	65	59
4	Adulthood	33	32	28	33	40
5	Older Adulthood	47	48	42	65	62
6	Life Span	37	42	35	32	46
STRESS, ADAPTATION, AND COPING						
1	Physiologic Needs	28	35	26	29	40
2	Self-Concept	35	36	43	41	55
3	Role Function	49	43	24	63	nd
4	Interdependence	56	23	29	58	42

Compiled 10/10/13

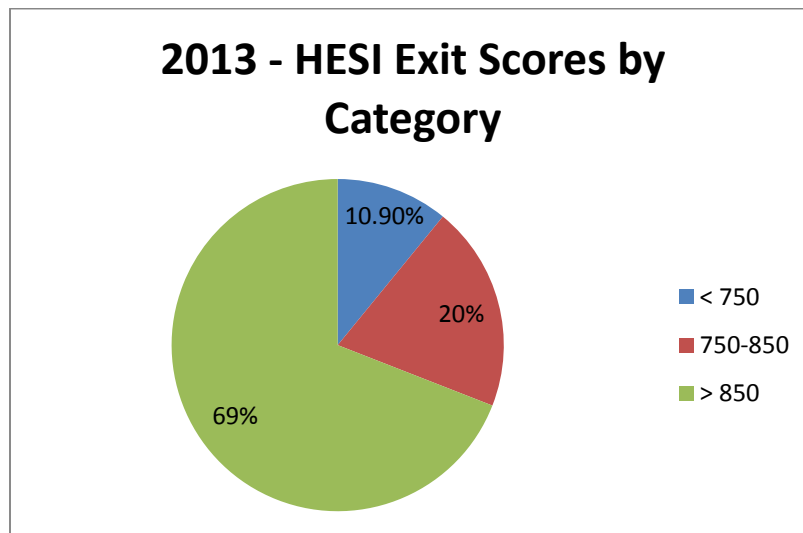
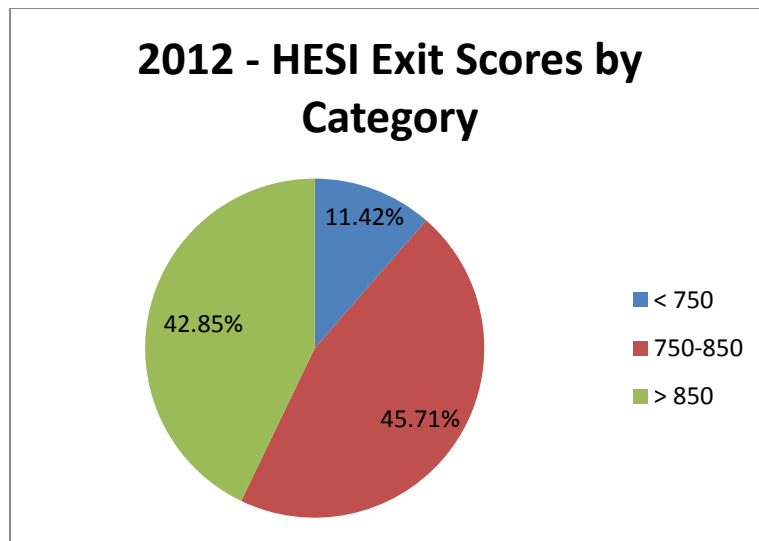
Boevingloh

Compares Jefferson College graduates percentile data collected by Mountain Measurement, Inc. to National average. It is important to review original data and explanation of working with percentiles.

HESI Comprehensive Exit Scores Level II/RN Graduates

Comparison of students scoring:

- less than 750
- from 750 to 850
- 850

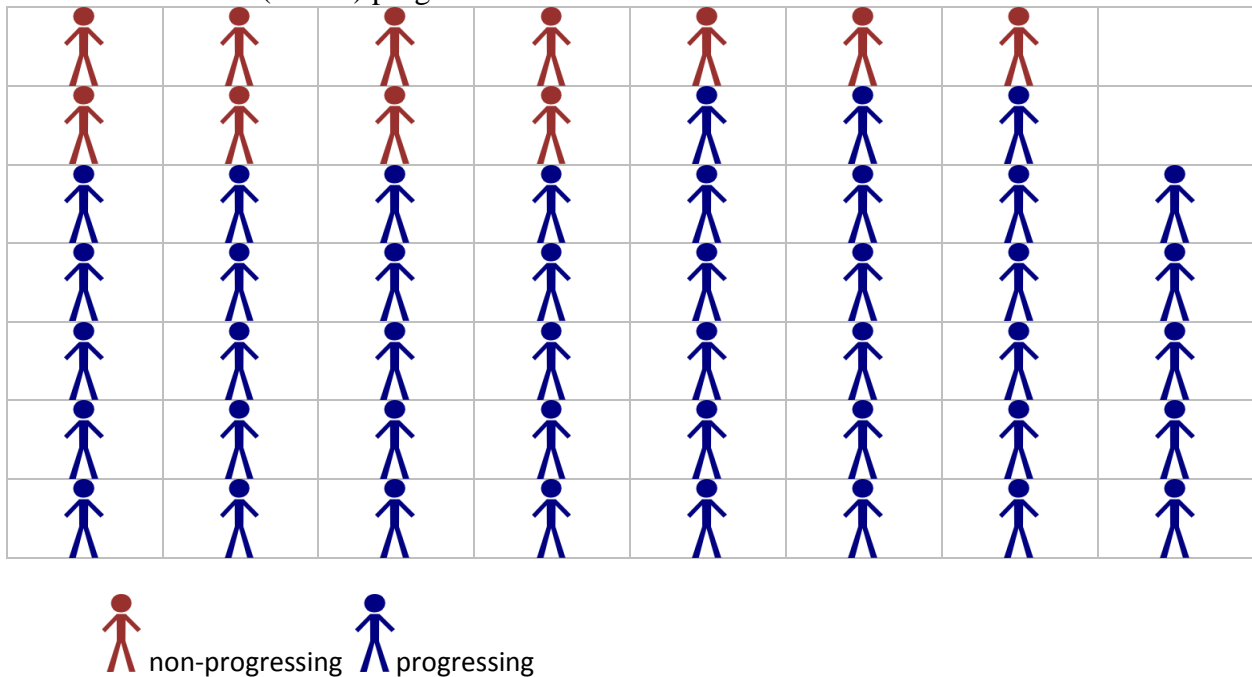


- Students scoring greater than 850 have the highest pass rate on licensure exam (100%).
- Students scoring less than 750 have a higher fail rate.

Number of Level I/PN Graduates Progressing to Level II/RN

11 Students unable to progress under requirements to maintain an 85% in each nursing class, each students achieved < 85% in only one course: either Med/Surgical I, Maternal Child, or Pharmacology I while maintaining an 85% average in all of the remaining nursing courses.

43 Students (79.6%) progress to Level II/RN



HESI EXIT SCORES

		2013		Year		HESI	P/F
		D	E				
1	1	1		2013	531		
2	2			2012	602		Fail
3	3	2		2013	609		Pass
4	4			2012	644		Fail
5	5			2012	678		Pass
6	6	3		2013	690		
7	7			2012	700		Fail
8	8	4		2013	726		Pass
9	9	5		2013	733		FAIL
10	10	6		2013	744		FAIL
11	1		1	2013	755		FAIL

2012		
Pass	1	25%
Fail	3	75%
2013		
Pass	2	25%
Fail	4	75%

12	2		2	2013	771	
13	3		3	2013	773	PASS
14	4			2012	783	Pass
15	5		4	2013	785	
16	6		5	2013	786	PASS
17	7			2012	788	Pass
18	8			2012	789	Pass
19	9			2012	789	Pass
20	2			2012	798	Pass
21	10	1		2013	799	Pass
22	11			2012	803	Fail
23	12			2012	807	Pass
24	13		6	2013	812	FAIL
25	14			2012	816	Pass
26	15			2012	818	Pass
27	16			2012	827	Pass
28	17			2012	828	Pass
29	18		7	2013	829	
30	19			2012	829	Fail
31	20			2012	832	Pass
32	21			2012	836	Fail
33	22			2012	839	Fail
34	23		8	2013	839	PASS
35	24		9	2013	844	PASS
36	25		10	2013	845	PASS
37	26			2012	849	Pass
38	1	1		2013	852	Pass
39	2		1	2013	856	PASS
40	3	2		2013	857	Pass
41	4		2	2013	857	Pass
42	5	3		2013	860	Pass
43	6			2012	864	Pass
44	7			2012	877	Pass
45	8	4		2013	879	Pass
46	9		3	2013	883	
47	10	5		2013	887	Pass
48	11			2012	890	Pass
49	12		4	2013	890	PASS
50	13			2012	891	Pass
51	14		5	2013	891	
52	15	6		2013	895	Pass

2012		
Pass	12	75%
Fail	4	25%
2013		
Pass	9	75%
Fail	2	25%

53	16	7		2013	895	Pass
54	17			2012	897	Pass
55	18	8		2013	898	Pass
56	19	9		2013	901	Pass
57	20	10		2013	902	Pass
58	21	11		2013	902	Pass
59	22			2012	906	Pass
60	23			2012	916	Pass
61	24			2012	917	Pass
62	25			2012	929	Pass
63	26	12		2013	942	Pass
64	27	13		2013	942	Pass
65	28			2012	956	Pass
66	29			2012	960	Pass
67	30	14		2013	960	Pass
68	31		6	2013	961	
69	32	15		2013	964	Pass
70	33		7	2013	964	
71	34		8	2013	964	PASS
72	35			2012	968	Pass
73	36			2012	971	Pass
74	37		9	2013	972	Pass
75	38			2012	981	Pass
76	39		10	2013	983	Pass
77	40		11	2013	987	Pass
78	41	16		2013	989	Pass
79	42		12	2013	989	Pass
80	43	17		2013	993	Pass
81	44		13	2013	1004	PASS
82	45	18		2013	1010	Pass
83	46		14	2013	1019	PASS
84	47		15	2013	1019	PASS
85	48	19		2013	1024	Pass
86	49		16	2013	1036	PASS
87	50			2012	1067	Pass
88	51	20		2013	1080	Pass
89	52	21		2013	1133	Pass
90	53	22		2013	1198	Pass

2012		
Pass	15	100%
Fail	0	
2013*		
Pass	47	83.9%
Fail	9	16.1%

*as of 10/29/13

Legend	2012
	2013