

San Joaquin Valley College Program Improvement Proposal

SECTION 1: SUMMARY OF CHANGES

Provide a detailed narrative that clearly defines and explains the benefits and the proposed changes to the course, program and institution

The following PHASE I* changes are proposed for the Registered Nursing Program in order to improve the pass rate for the NCELEX.

1. Increasing the admission GPA from 2.0 to 2.5 (LVN-RN – Generic RN)
2. Adding one additional day to the LVN-RN schedule (Monday) (LVN-RN only)
3. Eliminating PHIL1C: Ethics as an exact requirement, instead adding any acceptable humanities course as prerequisite
4. Add .5 units to RN 40LC: Mental Health Psychiatric Nursing Clinical to total 2.0 units (now will be RN40C)
5. Remove .5 units from RN41LC: Advanced Medical-Surgical Nursing Clinical to total 4.0 units (new course - RN41C)
6. New courses:
 - a. One-week NCLEX review course 6 weeks prior to the end of the program (RN43) to provide the Kaplan Review to support NCLEX success
 - b. Remove preceptorships from RN41LC for LVN-RN students (creating a new course, RN41VC)

**PHASE II changes will include more curriculum updates as recommended by the consultants, and future proposal.*

SECTION 2: SUPPORT DATA

2.1 Documentation: *Attach at least two forms of documentation from outside sources that support the need for the change. Support documentation includes but is not limited to: Advisory Board minutes or statements from members, statements from career service department, extern sites or employers, detailed recommendations from programmatic accreditation associations or new laws and/or legislation, research on current industry trends, course comparison with other institutions*

2.2 Student Success Data: *Attach at least five forms of student support data listed below from the past 24 months. Student Success Data includes but is not limited to: CLO data, PLO data, Placement data, Retention data, Enrollment data, Attendance data, Course surveys*

The LVN-RN students have not met the BRN standard for NCLEX pass rate (75%). There are many factors which contribute to this. One that has been identified has been the practice of student's working too much and driving distances. In addition to this the learning environment of teaching lecture and skills lab in one day for 10 hours has not been conducive to promoting student success.

The faculty have identified the need for this change as well as the BRN consultant Kelly McHan and the ATI consultant, Karin Roberts. A focused

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interim visit, conducted on January 24, 2013, included separate conferencing with campus administrators, students, faculty and the program director. Five recommendations were made:

1. *CCR 1424(b)(1) Total Program Evaluation; Admissions Policies:* Continue in-depth analysis of student characteristics to determine factors that correlate with NCLEX success/failure, including recency of science pre-requisites and GPA of science pre-requisites. Continue to review and assess methodology for evaluating prior theoretical knowledge and validating clinical experience for LVN-RN applicants.
2. *CCR 1424(b)(1) Total Program Evaluation with reference to CCR 1426(b) Curriculum:* Continue evaluation of clinical and theoretical course grading rubric and increase rigor of course grading system and progression policies.
3. *CCR 1424(b) Administration of the Program:* Consider modifying course schedules such that classes and clinical days are scheduled over more days in the week.
4. *CCR 1424(b) Administration of the Program:* Ensure that written and online resources reflect current admission requirements and policies.
5. *CCR 1424(d) Resources:* Ensure that sufficient and consistent classroom spaces are available to the program.

List of supporting documentation/appendices:

- BRN Progress Report
- ATI Consultant Report

SECTION 3: IMPROVEMENT OF STUDENT ACHIEVEMENT

Provide a detailed narrative that clearly explains how the proposed changes will increase student achievement in the course and program.

The proposed changes will ensure that students are better prepared for success in the program.

1. The increased grade point average requirement will support a student that is potentially stronger in academic preparation.
2. Adding one day to the LVN-RN schedule will allow students more time to absorb and learn the information. Currently LVN-RN students are meeting on Fridays only (for 10 hours), many students traveling long distances that very morning. This schedule inhibits learning and retention of information.
3. The ATI consultant recommended that we look at any redundancy in the curriculum and eliminate the Ethics course as it is included in the nursing curriculum as required by the BRN. As we don't want to remove the Humanities Area B GE breadth requirement completely, we would like to broaden the acceptance of other Humanities courses and add it to the prerequisite list of courses.
4. LVN-RN students consistently have their lowest NCLEX scores in the content areas of Psychosocial Integrity (Mental Health Nursing). The current Mental Health clinical is .5 units less than the other clinical courses and the students will benefit by having more time to reinforce the concepts in this category and practice therapeutic communication. The consultant identified that time could be removed from our Medical-Surgical Clinical course and the instructors agree.

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5. Currently LVN-RN students have 72 hours of Preceptorship in RN41LC. While this method of teaching is appropriate for our generic RNs, we would like to bring the LVN-RN students back to campus for a more structured clinical experience. This will ensure they are getting the instruction and remediation needed and will reinforce medical-surgical critical thinking skills they may not have opportunities to build in a Preceptor setting.
6. Students need specific time to complete the NCLEX review course, and providing this time 6 weeks before the end of courses will allow them time to complete the indicator exam, remediate areas needed for improvement, and complete any other follow-up work required after the week of class. The BRN does not allow for a NCLEX review course to be schedule during class time, so we need a separate course in order to monitor student attendance, progress, and success in the Kaplan program and on the NCLEX exam.

We have identified that we are teaching 2 distinct concepts to our nursing students – 1) how to be nurses, and 2) how to pass the NCLEX. We need to make sure we have a good mix of skill training and critical thinking training in our program. We currently have a good grasp on training skills, and believe these changes will improve our student success on the NCLEX exam.

SECTION 4: ALIGNMENT WITH OUTCOMES

Provide a detailed narrative that clearly explains how the proposed changes align with and support the Student Learning Outcomes: CLOs, PLOs, and/or ILOs.

The proposed changes are to promote improved NCLEX passing rates. There isn't a direct change to outcomes with these changes, and the same alignment remains. Phase II of the proposal will include adjustments to outcomes recommended by the consultants.

SECTION 5: IMPACT ON STUDENTS

Provide a detailed narrative that clearly explains how the proposed changes will impact students both positively and negatively.

1. Increasing the admission grade point from 2.0 to 2.5 will support the admission of better qualified applicants. At this time, admission pools have been large enough that all students enrolled do have the 2.5 GPA, and we would like to keep this consistent and official.
2. Adding the additional day to the LVN-RN program will support a more effective learning environment and discourage excessive work schedules and traveling long distances for a 10 hour school day.
3. Eliminating the Ethics course requirement will have a positive effect on the students because it is very difficult for them to take this course dursing the nursing program. Additionally, we do lose some applicants due to their inability to pay for the course at the beginning of the program.
4. Adding .5 units to the Mental Health Clinical will provide an enhanced ability to develop additional curriculum that will address this

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area of deficiency on the programs NCLEX performance. The reduction of Med-Surgical skills time should not create an issue, and will be monitored.

5. Eliminating the Preceptorship (72 hours) and extending the advanced medical –surgical clinical will promote a more structured experience. LVN-RN students seem to benefit from additional “hands on” experience to compensate for the deficiencies in their LVN program. This also provides the opportunity to assign a leadership experience in the clinical setting and reinforce delegation and prioritization skills.

SECTION 6: IMPACT ON FACULTY

Provide a detailed narrative that clearly explains how the proposed changes will impact any faculty scheduling or qualifications.

1. The addition of Monday to the LVN – RN program will not affect the faculty teaching hours. They will be distributed between Friday and Monday instead of teaching the entire theory/Skills courses on Friday. There is no change in the faculty overall assignment. The faculty are in favor of this change.
2. The addition of .5 units to the 40L clinical will not impact teaching load as the units will be transferred from 41LC.
3. Reducing the 41LC clinical by .5 units will result in a reduction of 22.5 of skills lab time. This will not pose a problem as the feeling is that there is currently an excess of time spent in the skills lab. (The consultant also pointed this out)
4. Eliminating the Preceptorship for the LVN-RN students will increase the faculty assignment for the last 6 weeks of RN 41LC. The faculty would not be overseeing the students placed with the preceptor and we would not need to secure as many preceptors which is becoming increasingly more difficult.

SECTION 7: IMPACT ON RESOURCES

Provide a detailed narrative that clearly explains how the proposed changes will impact any space/ facility usage or need new/additional equipment.

1. A classroom will be needed on Mondays.
2. No additional resources will be required to increase RN 40L by .5 unit as the clinical hours will be increased but the number of weeks will remain the same.
3. Eliminating the Preceptorship hours does not impact the overall hours for 41LC. The faculty will teach directly the clinical one day a week for 6 additional weeks instead of supervising students who are working with preceptors. Additional faculty are not required.

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SECTION 8: IMPACT ON ACCREDITATION

Do the proposed changes signify more than a 50% change in the program? If so, WASC may need to be notified, so please explain the depth of change. Do you have an external accrediting body? What are their requirements for this sort of change?

The proposed changes have been recommended by the BRN Consultant, and support BRN accreditation. If the program's NCLEX pass rate does not improve the programs accreditation will be in jeopardy.

These changes do not impact ACCJC accreditation or requirements for change notification.

SECTION 9: INPUT FROM ACADEMIC LEADERSHIP

In this section, gather statements from the academic leadership on your campus (Program Directors, Division Managers (GE too if impacted), Academic Deans and Campus Directors

Don Wright:

I feel strongly that the requested changes addressed in this proposal will enhance the potential for success of our students in both the LVN-RN and RN Programs. The success rate for first time NCLEX takers needs to be improved to meet and exceed the BRN Program Standard of 75%. The first two recommended changes will provide a better indicator of prospective student readiness to deal with the rigor of the Nursing Programs. Although no predictor of success is absolute or without exception, lessons taken from other successful programs coupled with input from recognized consulting authorities, including our BRN representative, can be used to fine tune the selection process. These proposed changes reflect inputs from these multiple sources.

LVN-RN graduates have been the Program's most significant challenge in terms of first time NCLEX pass rates. Currently, these students are on Campus all day Friday with an additional 12 hour clinical day. We have found that many of the students in this program are not relocating to the Visalia area for their 11 and a half month program but rather commuting significant distances (three to four hour drive times) prior to the start of the class day. The result, less than an optimum learning experience when an eight hour lecture or lecture/skills lab combination takes place following this drive. The addition of a second day will do two things, allow for a reduction in length of lecture/skills lab delivered each class day and improve the time available to the students for on campus tutoring and remediation.