

Government of the District of Columbia Department of Health

Health Regulation and Licensing Administration
Board of Nursing



2015 ANNUAL REPORT FOR POST SECONDARY DIPLOMA AND HIGHER DEGREE PROGRAMS IN NURSING

GUIDELINES: An Annual Report, prepared and submitted by the faculty of the nursing program will provide the Board of Nursing with a clear picture of how the nursing program is currently operating and its compliance with the regulations governing the professional and/or practical nurse education program(s) in the District of Columbia. The annual report is intended to inform the Board of program operations during the preceding year.

PURPOSE: To provide a mechanism to monitor components essential to the maintenance of a quality nursing education program.

DIRECTIONS: To complete the annual report form attached, use data from the academic period **August 2014 – July 2015** unless otherwise indicated.

Complete a separate Annual Report for **APRN, BSN, ADN, PN** program.

Return by **September 30, 2015**

Include the most recent school catalog and nursing school brochures.

Indicate type of Nursing Program for this Report: **APRN**__ **BSN** **X** **ADN**__ **PN**__

Name of School of Nursing:

Dean/Director of Nursing Program

Name and credentials: **Denise S. Pope, Ph.D., RN**

Title: **Associate Dean/Chief Nursing Officer**

Email: **poped@trinitydc.edu**

Program Phone #: **202-884-9670**

Website: **http://www.trinitydc.edu**

Accreditation status:

* Indicate current nursing accreditation status: **Accredited - Commission of Collegiate Nursing Education**

Indicate date of next accreditation visit: **Spring 2017**

***If nursing accreditation has not been attained, attach documentation detailing your progress towards achieving accreditation**

SECTION I: ADMINISTRATION

Using an X, indicate whether you have made any of the following changes during the preceding academic year. **For all "yes" responses attach an explanation or description.**

- 1) Change in ownership, legal status or form of control Yes__ No_X__
- 2) Change in mission or objectives Yes__ No_X__
- 3) Implementation of distance education Yes__ No_X__
- 4) Addition of courses or programs that are different in context or method of delivery from what was previously offered and accepted Yes__ No_X__
- 5) Addition of course(s) or programs(s) with higher level of credentials Yes__ No_X__
- 6) Change in method of academic measurements of clock and/or credit hours or change in the number of clock and/or credit hours Yes__ No_X__
- 7) Significant change in length of program and fees Yes__ No_X__
- 8) Adverse action by educational or nursing accrediting agency Yes__ No_X__
- 9) Program closing Yes__ No_X__
- 10) Change in credentials of the Dean or Director Yes__ No_X__
- 11) Change in Dean or Director Yes__ No_X__
- 12) Change in the responsibilities of the Dean or Director Yes__ No_X__
- 13) Change in program resources/facilities Yes__ No_X__
- 14) Change in clinical facilities or agencies used (attach additions and deletions) Yes__ No_X__

SECTION II: PROGRAM

- 1) What was your job placement (percentage) during the preceding calendar or academic year? (Employment in nursing within 9 months after graduation) 64%
- 2) Do you require students to pass a *standardized* comprehensive exam before taking NCLEX? (Prelicensure Programs ONLY) Yes_X_ No__
If so, which exam(s)? Comprehensive Predictor (ATI)
When in the program:
a) Upon completion Yes__ No_X_
b) As part of a course Yes_X_ No__

If part of a course, identify course NURS 492
- 3) Has a pattern of declining performance on NCLEX, certifying exams and or employment rates been identified? Yes__ No_X__
- 4) How many clinical simulation hours are being applied toward program completion? 0

- 5) Describe the limitations on the capacity of your program below:
- a) Faculty recruitment - yes Specify area(s) **Mental Health Nursing (PSYCH)**
- b) Challenges to clinical placements No_ Yes X__

If Yes, Specify the challenge areas:

****Decrease in number of students allowed by clinical agency per clinical groups (5-6)**

Medical nursing	<u> x </u>
Surgical nursing	<u> </u>
Maternal and newborn health	<u> x </u>
Pediatric nursing	<u> x </u>
Psychiatric and mental health nursing	<u> </u>
Long-term care	<u> </u>
Community health	<u> </u>

- d) Other programmatic concerns: Specify:

SECTION III: ADMISSION REQUIREMENTS

- 1) For each nursing program in this report, list the admission requirements into the College/ University. If there is a second admission into the nursing program, also include those requirements.

College/University Admission Requirements: Admission to Trinity's pre licensure program is a two-step process in which prospective nursing students apply to the nursing program during the semester in which they are completing their final pre-requisite courses. Pre-licensure nursing students are admitted to Trinity through the College of Arts and Sciences (CAS) after review of their high school transcript, past academic performance, letters of recommendation, the student's personal statement, as well as the student's past social involvement and motivation to earn the degree. Once admitted, students must complete 55 of their 61 CAS general education core requirements and all pre-licensure nursing program pre-requisite courses.

Nursing Program Admission Requirements: Students seeking admission to the pre-licensure nursing program from the CAS submit a formal application which is reviewed by the nursing program. Students selected for the pre-licensure program must have earned at least a 'C' grade or better in all general education and pre-requisite courses, earned at least a 2.5 GPA, and a satisfactory score on the Test of Essential Academic Skills (TEAS). Nursing Program Admission requirements: University Catalog located at: <http://www.trinitydc.edu/catalog-14-15/nursing-bsn-cas/>

Students seeking the second baccalaureate degree in nursing are admitted directly into the School of Nursing program, earned a degree from an appropriately accredited institution of higher learning, demonstrate an overall GPA of 3.0 or higher, and earned at least a B- in all nursing pre-requisite courses prior to Trinity admission. Once admitted to Trinity the student completes remaining nursing pre-requisite courses. <http://www.trinitydc.edu/catalog-14-15/admissions-nhp/>

SECTION IV: STUDENTS

- 1) Total number of students admitted during the reporting period. (Provide the number of **new** students admitted to the nursing program during the preceding academic year, and the number that have graduated, as applicable). Please include only those admitted to the nursing program.
(Do not include pre-nursing students with nursing as a declared major and not yet admitted to the program).

Fall 11 Spring 10 Summer N/A

- 2) Total number of graduates during the reporting period

Fall 16 Spring 9 Summer 4

- 3) What is your graduation rate for 2015? (The % of students out of the total admitted to your college/university/program who graduated within the specified program length of time as determined by the type of program)

Admitted: 55 # Graduates: 13 Graduation Rate: 23.6%

Total number of new students admitted into the nursing program (not pre-nursing students)

- o Pre- Licensure (Fall 2014 11; Spring 2015 10)
- o 2nd degree (Fall 2014 0; Spring 2015 0; Summer 2015 0)*Trinity previously indicated to the DCBON that we admit for the pre-licensure program in fall and spring only.
- o Total number of graduates: Summer 2014 4 (1 of these was 2nd degree); Fall 2014- 16 pre-licensure (0 of these were 2nd degree); Spring - 2015 9 Pre-licensure (2 of these were 2nd degree);
- o Graduation rate for nursing:

Graduation data for students completing the nursing program:

For students starting in Spring 2013 and Fall 2013

a) Within 100% (4 semesters) = 23.6% (13/55); 38% (21/55) still in progress; 32.7% dismissed (18/55); 3 left the program

- Number of students not counted in a) above who started the nursing program prior to Spring 2013 and graduated during the review period 8.2014 – 7.31.15

b) Within 150% (6 semesters) = 11

c) Within 200% (8 semesters) = 5

Please attach a brief description of all formal complaints/grievances about the program, and include how they were addressed / resolved. **None Received**

- 4) Significant change in enrollment in the program (>20%)

Increase ___ Decrease X No significant change ___

- 6) Indicate the type of program delivery system:

Semesters X Quarters ___ Other ___ (specify) _____

- 7) Frequency of student admissions: Fall X Spring X Summer NA

- 8) Indicate the number of students by ethnic/racial distribution and gender for total student population in the nursing program during the reporting period.

Racial/Ethnic/Gender Distribution	Student Population
African	0 ** Trinity tracks students according to US Census.
American Indian	0
Asian/Pacific Islander	3
Black, non Hispanic	106
Hispanic	8
White, non Hispanic	3
Unknown	16
Female	125
Female Mean Age	38
Male	11
Male Mean Age	42

SECTION V: FACULTY

- A. Complete the attached Faculty Roster form for new faculty only.
- B. Total full-time faculty teaching in this program in the preceding academic year (2014 – 2015).
- | | | |
|---|---|----------------|
| 1) Number of full-time faculty | 5 | |
| 2) Number of part-time faculty | 0 | Total FTE ____ |
| 3) Number of full-time clinical instructors | 0 | |
| 4) Number of part-time clinical instructors | 9 | Total FTE ____ |
- C. Total number of faculty positions unfilled 5
- D. Indicate names of faculty who have retired or resigned during 2014 - 2015 academic year. **None**
- E. Describe the orientation program for faculty, including frequency and program length.
 Orientation university; School – all newly hired employees attend required orientation to the university offered by Human Resources upon hire which is one day in length. Adjunct faculty are required to attend orientation each semester and complete federal training requirements (i.e. Sexual Harassment; HIPPA). The nursing program also requires an orientation session for adjunct faculty each semester to review expectations and review of policies and procedures for faculty and students as it pertains to the clinical area.
- F. Describe the professional development program for clinical and didactic, fulltime and adjunct faculty. Trinity offers to all full time and adjunct faculty as well as instructional staff opportunities to attend professional development activities over the course of the academic year. Professional development activities are offered through the Academic Affairs office and the Trinity Institute. Limited funding is also available to present at professional conferences. The Trinity Institute offers professional development for full time and adjunct faculty. Nursing offers faculty development based upon assessment of the needs of faculty. The areas identified for the past year have focused on ways to

improve delivery of instructional strategies; test and curriculum development and faculty requests. Professional development days are also approved based upon the needs of the department and individual professional goals.

SECTION VI: DISTANCE EDUCATION

Which of the following options best apply to the *on-line* offerings of your nursing program?

Indicate option(s) with an X.

- 1) Entire Nursing program major is on-line ____ If your entire nursing program is online, please list **ALL States** in which enrolled students reside.
- 2) Several Courses of the nursing program major are on-line ____
- 3) One Course of the nursing program major is on-line ____
- 4) On-line Activities as requirements in at least one course of the nursing major X
- 5) No On-line Activities __ __

SECTION VII: PROGRAM EVALUATION

Please attach pertinent data retrieved from your evaluation plan, and indicate any changes that have been implemented as a result of this evaluation process.

Concentrated work between faculty and students on test anxiety, testing confidence, and early identification of content areas for remediation individualized to specific student learning needs was achieved by integration of the CAPSTONE CONTENT REVIEW in the NCLEX course and introducing the use of Virtual ATI (VATI) NCLEX review program starting 30 days prior to graduation.

Trinity remains committed to improve first time NCLEX-RN pass rates thereby contributing to the District of Columbia nursing workforce. Dr. Pope brings expertise in improving NCLEX outcomes from her work at Coppin State University and Assessment Technologies Institute (ATI). She and nursing faculty have implemented a NCLEX preparation plan focused on content knowledge, test taking strategies, and intensive remediation for the fall 2014 and spring 2015 graduating cohorts as outlined below:

- Fall 2014 nursing candidates for graduation were required to take the Comprehensive Predictor 3.0 (2013) and achieve a score of 74.7% or better.
- If the student is unsuccessful in achieving the required 74.7% on the Comprehensive Predictor the recorded grade for NURS 492 will be an INCOMPLETE until the student has successfully achieved the required score of 74.7 or higher.
- The student will enroll in Virtual-ATI NCLEX-RN review course and complete all requirements before their 2nd attempt on the Comprehensive Predictor.
- Each graduating senior enrolled in NURS 492 is closely monitored by course faculty and CNO for early intervention to identify severity of content deficiency and assist student in developing a plan of action to address the areas of concern. Students are also encouraged to develop a financial plan for paying the expenses associated with taking the NCLEX exam and meeting final financial obligations for the university which can also prevent a student's graduation.
- All students must complete an EXIT INTERVIEW with the CNO to discuss the student's perception of 'readiness to test and recommendations on how the program can do it better next time.

The importance of testing early was also continuously reinforced with the graduating cohort. All of these actions resulted in a 2015 first-quarter NCLEX-RN pass rate improvement to 75%. Full-time students

admitted into the nursing program from the College of Arts and Sciences (CAS) demonstrated better first-time and overall NCLEX-RN success than part-time, evening/weekend, and second degree students.

Year	Number Taken	Number Passed	First-time Pass Rate
2012	53	28	52.83%
2013	48	20	41.67%
2014	77	43	55.84%
2015 First Quarter	16	12	75%

* APRN programs – **Attach a copy of each certification pass rate received from APRN certification organizations.** If not indicated on the form, include the date range for the reported period.

*PN programs - Attach minutes from your Advisory Committee meetings held 8/2014 – 7/2015. Include the names and titles of each attendee.

I hereby attest that the information given in this Annual Report is true and complete to the best of my knowledge.



Dean/Director of Nursing

Date 9.30.15

Your comments and suggestions are welcomed. Please attach to the end of your Annual Report.

Submit completed reports to Dr. Bonita Jenkins via email (bonita.jenkins@dc.gov)

Revised: 06/15