

a call to action

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2009-10

VCCS Annual Nursing Report

December 2010

**Office of Institutional Research and Effectiveness
Academic Services and Research
Virginia Community College System**

Table of Contents

Background	2
Capacity.....	3
Productivity	4
Persistence	5
Success – Licensure Rate.....	6
Common Attrition Risk Assessment and Withdrawing Student Exit Interviews.....	7
Summary	8
VCCS Common Admissions Criteria 2009-2010	9
General Education Courses	10
APPENDICES	11
Appendix I – Nursing Fundamentals Enrollments by College	11
Appendix II – VCCS Associate Degree Nursing Graduates	12
Appendix III – Fall Cohort 3 – Year Graduation Rate.....	13
Appendix IV – Historic NCLEX Pass Rates by College	15
Appendix V – VCCS Annual Registered Nursing Report Details	17
Appendix VI – VCCS Attrition Risk Assessment Tool	20
Appendix VII – VCCS Exit Interview Tool	22
Appendix VIII – Nursing Policy Archive.....	23

Background

In 2005, Chancellor Glenn DuBois convened a task force to address the registered nursing shortage in the Commonwealth. The focus of the task force was to study the issues affecting associate degree nursing (ADN) programs in Virginia. The product of that effort was a report entitled, *Virginia Nursing Crisis: A Call to Action*. Among the task force recommendations were standardized reporting and the production of an annual report. The nursing directors discussed the recommendations and designed a new model of reporting based on the respective college's nursing fundamentals courses. The model was first applied in 2008 creating the baseline for all future annual reports.

In 2009, the nursing directors and the institutional research staff from each college completed and submitted information on admissions, enrollments, graduation, and licensure data. Additionally, each college reported feedback from the common risk assessment and student exit interview tools which the colleges use to inform student success, progression and retention.

This System report is framed around four primary concepts: capacity, productivity, persistence, and success (licensure). A section of the report is devoted to the lessons learned through the risk assessments and exit interviews. This report also serves as an archive for important documentation including the adopted common admissions standards for all nursing programs in the Virginia Community College System (VCCS), the universally accepted general education courses requirements, the college nursing report data definition document and copies of the common risk assessment and exit interview instruments.

Over the past five years, the landscape for nursing education has changed significantly. The VCCS now offers associate degree nursing programs in 21 colleges. Danville Community College welcomed its first class of associate degree nursing students in fall 2009 and hopes to grow the program rapidly.

The last class of students in the Commonwealth Nursing Program (CNP) graduated in May 2010. John Tyler Community College now offers a didactic online nursing program with local clinicals. This program expects its first graduating class in May 2011.

The VCCS has also committed to a powerful progressive strategic direction over the next five years. *Achieve 2015* lays out an aggressive plan to increase the number of students graduating, transferring or completing a workforce credential by 50 percent – and is focusing on efforts across colleges and the System to make this goal possible.

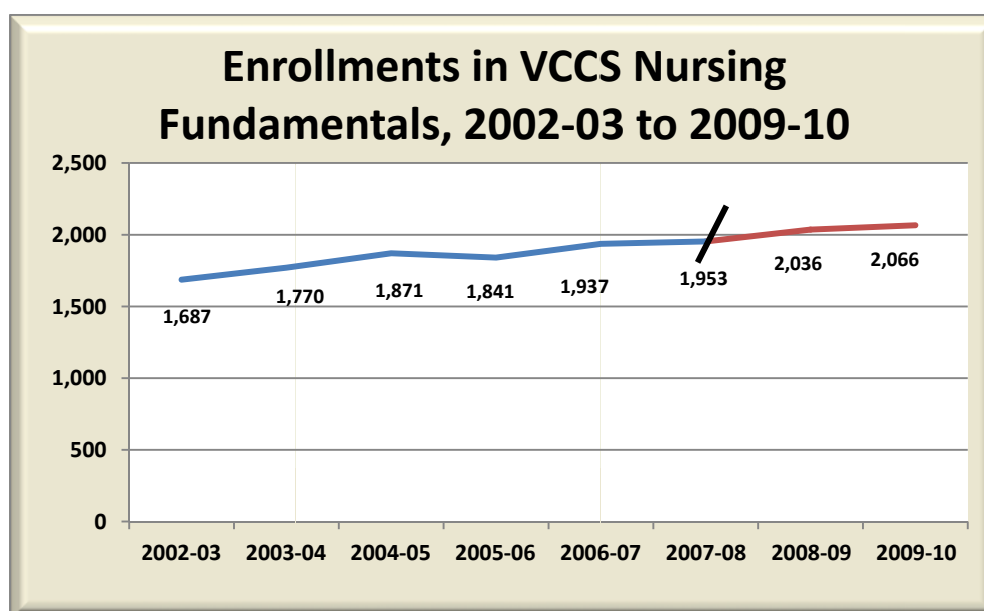
In 2009-10, the following VCCS community colleges offered associate degree nursing programs:

- Blue Ridge Community College
- Danville Community College
- Dabney S. Lancaster Community College
- Germanna Community College
- J. Sargeant Reynolds Community College
- John Tyler Community College
- Lord Fairfax Community College
- Mountain Empire Community College*
- New River Community College
- Northern Virginia Community College
- Patrick Henry Community College
- Paul D. Camp Community College
- Piedmont Virginia Community College
- Rappahannock Community College
- Southside Virginia Community College
- Southwest Virginia Community College*
- Thomas Nelson Community College
- Tidewater Community College
- Virginia Highlands Community College*
- Virginia Western Community College
- Wytheville Community College
- * **Virginia Appalachian Tri-College Program**

Capacity

Capacity for nursing programs is measured by enrollments in associate degree nursing fundamentals courses. Prior to 2008, enrollments in some colleges may have included nursing courses that are no longer considered to be fundamentals; similarly, colleges may now determine to include fundamentals courses that were not offered prior to 2008.

The chart below shows all enrollments in nursing fundamentals courses at the colleges from academic year 2002-03 through 2009-10. The change in line color beginning with 2007-08 indicates the point at which the new reporting model went into effect. Enrollments by college can be found in Appendix I.

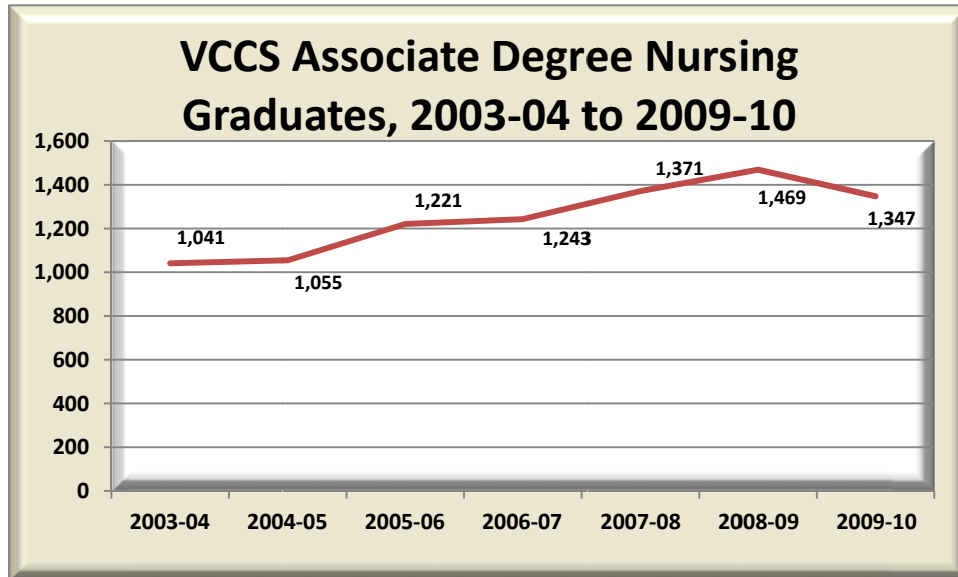


Highlights from 2009-10

- Total VCCS enrollment in nursing fundamentals courses in 2009-10 increased 1.5% from the previous year.
- Danville Community College enrolled associate degree nursing for the first time in 2009-10.
- Eight of the colleges had an increase in the number of students enrolled, with Virginia Western Community College and Germanna Community College both reporting increases of over 20%.
- Since 2005, the number of students enrolled in nursing fundamentals courses has increased 9.4%.
- Many programs report that they have reached their maximum capacity for admitting students.

Productivity

Productivity is measured by the number of associate degree nursing graduates per year. The number of associate degree nursing graduates is shown below by year, system-wide. Graduates by year by college are shown in Appendix II.



Highlights from 2009-10

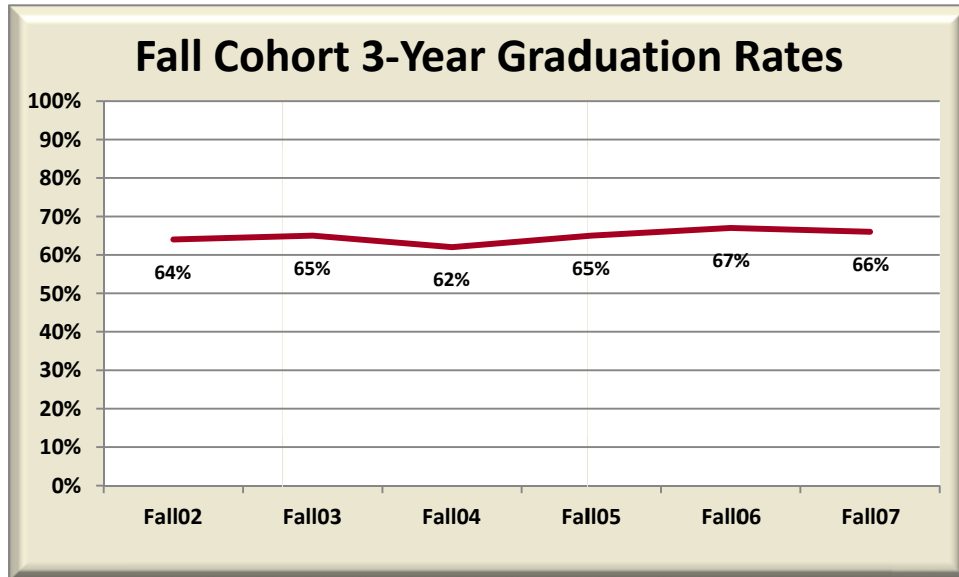
- System-wide, 1,347 students graduated with an associate degree in nursing in 2009-10. In 2009-10, 122 fewer students graduated with an associate degree in nursing than the previous year.
- Virginia Highlands Community College and Southwest Virginia Community College both reported increases in the number of graduates of over 35%.
- While the number of associate degree nursing graduates increased 29% from 2003-04 to 2009-10, the number of graduates declined by 8% from 2008-09 to 2009-10. College nursing directors attribute this decline to attrition, to not enough graduation eligible students and to declines in the number of teaching faculty. Declines in the economy have forced many students to work part-time, thereby increasing completion time.
- It is anticipated that additional efforts will be made by colleges to increase the number of graduates in support of *Achieve 2015*.

Projections

Each year the nursing directors project the number of associate degree nursing graduates. This year, it is projected that the number of graduates for 2010-11 will increase by 23% and then will hold steady in 2011-12. In 2010-11 the number of graduates is projected to increase to 1,658 and in 2011-12 the number of graduates is projected to increase slightly to 1,660 across the system.

Persistence

For this report, persistence is measured by computing the three-year graduation rate (150% of time) of an entering fall cohort in nursing fundamentals courses. System-level fall cohort graduation rates by year are shown in the chart below. The three-year cohort graduation rate by college is shown in Appendix III.

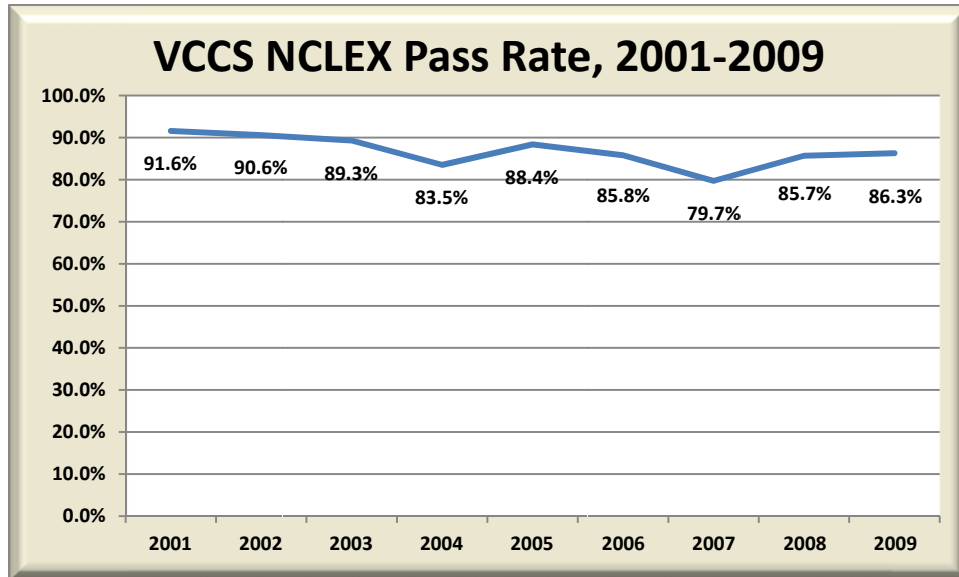


Highlights from 2009-10 (Fall 2007 Cohort)

- For the past six years, the three- year graduation cohort rate has remained relatively steady. The lowest three-year graduation rate was 62% for the fall 2004 cohort, while the highest was 67% for the fall 2006 cohort.
- The fall 2007 cohort included 1,469 students – the largest group in 6 years. From fall 2002 to fall 2007, fall cohort size grew by 15.1%.
- Sixty-six percent of the fall 2007 cohort (967 students) graduated within three years. Although this was a lower overall percentage than the previous year, a higher number of students graduated.
- For the fall 2007 cohort, Dabney S. Lancaster Community College and Blue Ridge Community College had the highest three year graduation rates, with both reporting rates over 80%.

Success -- Licensure Rate

The VCCS measures success in its nursing programs by how well its students perform on licensure exams. NCLEX, the required licensure exam for registered nurses, is given quarterly by the Virginia Board of Nursing. For this report, NCLEX test taking and pass rates were gleaned from the Commonwealth of Virginia Board of Nursing Website (http://www.dhp.state.va.us/nursing/nursing_edprogs.htm). It reports quarterly on the licensure test taking and pass rates of all nursing education and nurse aide education programs by college in the Commonwealth. The chart below shows the system-level annual NCLEX pass rates. Appendix IV shows annual NCLEX pass rates by college.



Highlights for 2009

- For the second year, the NCLEX pass rate (86.3%) for VCCS students increased.
- In 2009, seven colleges had pass rates over 90%, and seven colleges had pass rates between 80% and 90%.
- NCLEX licensure exam pass rates for the VCCS varied with the highest pass rate of 91.6% in 2001 and the lowest pass rate in 2007 at 79.7%.
- Since 2001, although the percentage of students passing the NCLEX declined somewhat, the number of students both tested and passed almost doubled.

Common Attrition Risk Assessment and Withdrawing Student Exit Interviews

As part of the Nursing Task Force charge, nursing directors developed common tools for assessing the risk of attrition by their students and for performing exit interviews for students who withdrew or dropped out of their programs. These risk assessments and exit interviews, which are conducted by the nursing faculty at each college, provide insight into the success of and the barriers to success for nursing students. The information collected in 2009-10 is categorized and summarized below. The instruments may be found in Appendices VI and VII respectively.

Success: Nursing directors identified pre-admission test scores such as ATI-TEAS and HOBET, as well as, successful course completions as good predictors of success. Both Blue Ridge Community College and Northern Virginia Community College cited successful course completion prior to program admission as particularly important. Specific courses mentioned are Biology 141, 142, Anatomy and Physiology. Also, nursing directors suggested that the amount and type of financial aid received contributed to success because students were able to reduce their work hours.

Attrition: In the attrition risk assessments, students reported work, financial, health, emotional, and academic issues as contributing factors in whether they successfully completed their courses or withdrew from programs.

Twelve of the colleges cited work-related issues as an impediment to success. According to nursing directors, a majority of students were required to work full or part time to support themselves and their families. Some students worked the night shift prior to attending class during the day. Two colleges (J. Sargeant Reynolds Community College and John Tyler Community College) cited numbers of hours worked as a barrier. Five colleges (Blue Ridge Community College, Mountain Empire Community College, Lord Fairfax Community College, Southside Virginia Community College, and Southwest Virginia Community College) mentioned working full-time specifically as limiting to student achievement. Successful completion of associate degree nursing programs appears to be dependent on a student's ability to balance work and classes.

Life-changing personal events, medical issues, child care, and elder care were frequently mentioned as reasons for lack of success in nursing programs. Colleges reported that students were single parents or in unstable relationships. Emotional issues and financial stress were also listed as reasons by the colleges. A few students withdrew early in their programs recognizing that they did not want to be nurses.

Academic preparedness and time management also contributed to poor performance. Students significantly under-estimated the amount of study time necessary to be successful in nursing programs, according to nursing directors. Many students stated, "I've never had to study before," while others admitted to struggling to meet their school and personal obligations: "There are not enough hours in the day to work, go to school, and take care of everything else." Some students reported experiencing test-taking anxiety. Tidewater Community College and Virginia Western Community College mentioned difficulties in comprehension related to those students whose first language was not English.

Strategies: Nursing directors have committed to a variety of strategies to improve student success. Some of these involve direct intervention; others involve changes to the academic program. Among the specific intervention strategies reported by colleges were: assigning retention specialist to provide customized support

for students; discussing risk factors during orientation; being more supportive of a part-time weekend program; providing additional tutorial resources on Blackboard; developing a pilot program with a volunteer cohort of students; encouraging attendance at time management and study seminars; encouraging students in seeking financial aid; requiring mandatory advising at regular intervals; reviewing failed tests with the instructor; and encouraging ESL students in seeking additional language assistance.

Several of the colleges have approached success strategies by engaging the students early in the program. Dabney S. Lancaster Community College offers a first-year mentoring program for its students. John Tyler Community College discusses risk factors with students during orientation. In 2009-10, Lord Fairfax Community College engaged a retention specialist to work with students. Paul D. Camp Community College encourages students to join study groups and to seek tutoring before problems become too large.

Summary

The annual reporting model is in its third year of implementation. Nursing directors and institutional research staff have worked together to identify fundamentals courses and outcomes measures and to ensure accuracy in reporting. Program capacity, productivity and NCLEX annual pass rates are now documented and tracked. Nursing directors have learned about the academic and social needs of their students from the risk assessment and exit interviews. Colleges have begun to develop support strategies with the intent of improving student success in the nursing program.

Program capacity and success indicators have improved in 2009-10. Specifically, enrollments in fundamentals courses and NCLEX pass rates for licensure exams have increased in 2009-10 over 2008-09. Persistence is steady with fall cohort graduation rates remaining stable. Additionally, the size of the cohort has grown over the past six years. While productivity has declined in 2009-10, 2008-09 reported the highest number of graduates since 2003-04. Nursing directors are confident that this decline will not persist in 2010-11 and they project that graduates will exceed 1,600 students, supporting the overarching *Achieve 2015* student success goal. Nursing directors intend achieve their projections by implementing various strategies for increasing success and reducing attrition.

VCCS Common Admissions Criteria 2009-2010

In the spring of 2009, the nursing program directors revised the common admissions criteria from 2007-09 (see Appendix VIII for background and original admissions criterion). Revisions are in blue below.

Criterion	LPN-to-RN		
	Direct Admission	Alternative Route	Advanced Placement
Admission to Nursing programs is a competitive process. There are no wait lists for admission to Nursing programs.			
GPA	2.5 Institutions may determine whether they would like to use cumulative GPA or curricular GPA for their program.	2.5 Institutions may determine whether they would like to use cumulative GPA or curricular GPA for their program.	2.5 Institutions may determine whether they would like to use cumulative GPA or curricular GPA for their program.
Consideration of Prerequisites	High School Algebra, High School Chemistry and High School Biology or college equivalent	High School Algebra, High School Chemistry and High School Biology or college equivalent	High School Algebra, High School Chemistry and High School Biology
Admission Testing (Students who already possess a baccalaureate or higher degree may not have to take an Admissions Test.)	4-5 test options – ATI, HESI, Kaplan, NLN, and NET¹ A minimum score in the 45 th percentile Institutions will accept any test as long as the score is above the 45 th percentile, even if it is not the preferred test at that institution.	4-5 test options – ATI, HESI, Kaplan, NLN, and NET¹ A minimum score in the 45 th percentile Institutions will accept any test as long as the score is above the 45 th percentile, even if it is not the preferred test at that institution.	LPN-to-RN students may not have to take an Admissions Test.
Other Criteria	Student must complete the criminal background check and drug screening as outlined by the institution's policy.	Student must complete the criminal background check and drug screening as outlined by the institution's policy.	Student must complete the criminal background check and drug screening as outlined by the institution's policy.

¹ 2009-10 is the last year NET scores can be used as admission criteria. The company merged with ATI and the NET test will no longer exist.

General Education Courses

At their spring 2009 meeting, the nursing program directors revisited the common general education requirements adopted the previous year and made the following changes:

UNIVERSALLY ACCEPTED GENERAL EDUCATION COURSES FOR VCCS ASSOCIATE DEGREE NURSING PROGRAMS

General Education Area	Minimum* Credit Hours	Acceptable Course Options
Communication	3	ENG 111
Humanities / Fine Arts	3	ART 101, 102; CST 151, 152; ENG 241, 242, 243, 244, 251, 252; HUM 100, 201, 202; MUS 121, 122; PHI 101, 220, 225, 226, 227; REL 231, 232; Foreign Language (including ASL)
Social / Behavioral Sciences	3	PSY 230, 231 + 232, 235 + 232, 238**
Natural Sciences / Math	3	BIO 141, 142, 231, 232; NAS 161, 162
Personal Development	2	At least 1 credit must be an SDV EEE elective

Notes: * AAA/AAS degrees must contain a minimum of 15 semester hours of general education.

** PSY 238 is no longer offered, but will be accepted if previously completed successfully.

Explanation

For students who transfer from an associate degree nursing program at one VCCS college into the same program at another VCCS college, general education courses from the list above successfully completed at the first college will meet nursing program general education requirements at the receiving college.

**Nursing Fundamentals Enrollments by College
Comparison 2008-09 and 2009-10**

COLLEGE	College-Identified Nursing Fundamentals Courses	Unduplicated Enrollments		Change 2008-09 to 2009-10	
		2008-09	2009-10	N	%
BLUE RIDGE	108	60	50	-10	-16.7%
DANVILLE ¹	111	0	17	17	-
DABNEY S. LANCASTER	205	38	39	1	2.6%
GERMANNA	111, 113, 115	109	134	25	22.9%
J. SARGEANT REYNOLDS	111, 115	191	195	4	2.1%
JOHN TYLER	111, 115	194	162	-32	-16.5%
LORD FAIRFAX	105, 108 ²	107	88	-19	-17.8%
MOUNTAIN EMPIRE	111, 115	62	61	-1	-1.6%
NEW RIVER	104	58	57	-1	-1.7%
NORTHERN VIRGINIA	111, 115, 116	306	326	20	6.5%
PATRICK HENRY	111, 115	69	66	-3	-4.3%
PAUL D. CAMP	106, 111, 115	57	53	-4	-7.0%
PIEDMONT VIRGINIA	108, 115	94	105	11	11.7%
RAPPAHANNOCK	111, 116	65	54	-11	-16.9%
SOUTHSIDE VIRGINIA	111, 115	85	82	-3	-3.5%
SOUTHWEST VIRGINIA	111, 115	76	69	-7	-9.2%
THOMAS NELSON	104, 115	90	104	14	15.6%
TIDEWATER	108, 115	143	143	0	0.0%
VIRGINIA HIGHLANDS	111, 115	74	74	0	0.0%
VIRGINIA WESTERN	121, 195	78	97	19	24.4%
WYTHEVILLE	106, 115	80	90	10	12.5%
VCCS		2,036	2,066	30	1.5%

¹ Danville's nursing program was new in 2009-10.

² As of 2009-10, Lord Fairfax does not include NURS 115 as a fundamental course. Excluding this course, 81 students were enrolled in nursing fundamentals in 2008-09.

Source: College and VEE Files

VCCS Associate Degree Nursing Graduates (Program 156)
2003-04 through 2009-10

College	Graduates (Program Productivity)								2004-10 (Seven Year)			Years Program in Place if Less Than 6	Projected Growth in Program Productivity	
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	% Change 0809-0910	Total Graduates	Yearly Avg	Percent Change		2010-11	2011-12
BLUE RIDGE	44	65	51	61	73	65	66	2%	425	61	50%		70	70
DANVILLE												<1	13	17
DABNEY S. LANCASTER	32	17	32	23	20	32	32	0%	188	27	0%		35	35
GERMANNA	63	53	66	70	73	87	88	1%	500	71	40%		115	110
J. SARGEANT REYNOLDS	117	144	157	178	124	131	128	-2%	979	140	9%		132	168
JOHN TYLER	92	94	103	106	142	148	139	-6%	824	118	51%		150	150
LORD FAIRFAX	76	60	83	79	84	70	57	-19%	509	73	-25%		58	58
MOUNTAIN EMPIRE	23	37	44	30	60	39	44	13%	277	40	91%		60	53
NEW RIVER	.	35	49	55	49	56	48	-14%	292	49	37%		52	54
NORTHERN VIRGINIA	133	120	147	125	182	257	157	-39%	1,121	160	18%		277	255
PATRICK HENRY	32	45	44	32	53	32	35	9%	273	39	9%		45	45
PAUL D. CAMP	.	.	22	18	32	30	38	27%	140	28	73%	5	35	35
PIEDMONT VIRGINIA	56	63	58	79	68	59	65	10%	448	64	16%		77	75
RAPPAHANNOCK ¹	.	.	.	.	26	60	39	-35%	125	42	50%	3	38	35
SOUTHSIDE VIRGINIA	25	21	25	21	22	38	43	13%	195	28	72%		72	72
SOUTHWEST VIRGINIA	45	37	46	61	56	44	60	36%	349	50	33%		60	53
THOMAS NELSON	37	46	48	57	68	78	61	-22%	395	56	65%		84	88
TIDEWATER	77	77	79	79	79	85	81	-5%	557	80	5%		100	100
VIRGINIA HIGHLANDS	48	28	47	38	54	47	66	40%	328	47	38%		60	52
VIRGINIA WESTERN	43	45	59	58	51	52	48	-8%	356	51	12%		50	60
WYTHEVILLE	98	68	61	73	55	59	52	-12%	466	67	-47%		75	75
VCCS	1,041	1,055	1,221	1,243	1,371	1,469	1,347	-8%	8,747	1,233	29%		1,658	1,660
Annual % Increase		1%	16%	2%	10%	7%	-8%						23%	0%

¹In 2008-09, graduates included both students from the Rappahannock only program (39) and the J. Sargeant Reynolds/Rappahannock combined program (21). In 2009-10, graduates included students from the Rappahannock only program.

Sources: College Nursing Reports and VCCS data. Projections provided by Nursing Directors.

Fall Cohort 3-Year Graduation Rate, 2002-2004

COLLEGE	FALL 2002 COHORT			FALL 2003 COHORT			FALL 2004 COHORT		
	COHORT SIZE	GRADUATED WITHIN THREE YEARS	% GRADUATED	COHORT SIZE	GRADUATED WITHIN THREE YEARS	% GRADUATED	COHORT SIZE	GRADUATED WITHIN THREE YEARS	% GRADUATED
BLUE RIDGE	50	40	80%	50	48	96%	50	43	86%
DABNEY S. LANCASTER	40	22	55%	50	24	48%	49	23	47%
GERMANNA	43	33	77%	72	52	72%	74	57	77%
J. SARGEANT REYNOLDS	114	78	68%	128	89	70%	142	94	66%
JOHN TYLER	87	45	52%	66	43	65%	63	39	62%
LORD FAIRFAX	78	51	65%	86	54	63%	64	43	67%
MOUNTAIN EMPIRE	50	27	54%	48	30	63%	50	27	54%
NEW RIVER	57	36	63%	59	29	49%	62	34	55%
NORTHERN VIRGINIA	126	103	82%	145	109	75%	124	99	80%
PATRICK HENRY	28	17	61%	30	23	77%	34	19	56%
PAUL D. CAMP	.	.	.	.	.	.	30	23	77%
PIEDMONT VIRGINIA	68	57	84%	68	49	72%	101	57	56%
RAPPAHANNOCK ¹	26	17	65%	38	30	79%	41	25	61%
SOUTHSIDE VIRGINIA	65	25	38%	63	25	40%	58	27	47%
SOUTHWEST VIRGINIA	75	45	60%	55	31	56%	93	49	53%
THOMAS NELSON	57	28	49%	58	29	50%	68	39	57%
TIDEWATER	109	69	63%	99	61	62%	112	69	62%
VIRGINIA HIGHLANDS	49	33	67%	48	35	73%	52	31	60%
VIRGINIA WESTERN	65	35	54%	68	45	66%	84	44	52%
WYTHEVILLE	89	52	58%	85	48	56%	82	41	50%
VCCS	1,276	813	64%	1,316	854	65%	1,433	883	62%

¹ In the Fall 2007 cohort, students are from a Rappahannock only program, whereas prior cohorts count students in a combined Rappahannock/J. Sargeant Reynolds program.

Source: VCCS Graduates in Program 156 from fall nursing fundamentals cohorts.

Fall Cohort 3-Year Graduation Rate, 2005-2007

COLLEGE	FALL 2005 COHORT			FALL 2006 COHORT			FALL 2007 COHORT		
	COHORT SIZE	GRADUATED WITHIN THREE YEARS	% GRADUATED	COHORT SIZE	GRADUATED WITHIN THREE YEARS	% GRADUATED	COHORT SIZE	GRADUATED WITHIN THREE YEARS	% GRADUATED
BLUE RIDGE	51	40	78%	48	41	85%	50	41	82%
DABNEY S. LANCASTER	39	20	51%	29	23	79%	30	25	83%
GERMANNA	73	59	81%	88	62	70%	83	59	71%
J. SARGEANT REYNOLDS	95	51	54%	76	56	74%	72	43	60%
JOHN TYLER	45	31	69%	104	70	67%	92	70	76%
LORD FAIRFAX	68	54	79%	72	60	83%	75	52	69%
MOUNTAIN EMPIRE	52	29	56%	57	33	58%	55	30	55%
NEW RIVER	56	39	70%	59	38	64%	57	37	65%
NORTHERN VIRGINIA	172	129	75%	214	156	73%	262	205	78%
PATRICK HENRY	33	17	52%	30	19	63%	35	18	51%
PAUL D. CAMP	30	21	70%	36	26	72%	38	20	53%
PIEDMONT VIRGINIA	96	71	74%	93	60	65%	91	56	62%
RAPPAHANNOCK ¹	47	26	55%	43	27	63%	57	39	68%
SOUTHSIDE VIRGINIA	49	27	55%	60	25	42%	66	32	48%
SOUTHWEST VIRGINIA	43	27	63%	83	45	54%	50	20	40%
THOMAS NELSON	61	36	59%	61	40	66%	64	49	77%
TIDEWATER	104	61	59%	68	42	62%	77	55	71%
VIRGINIA HIGHLANDS	48	34	71%	60	40	67%	65	38	58%
VIRGINIA WESTERN	88	52	59%	93	58	62%	82	35	43%
WYTHEVILLE	84	46	55%	66	38	58%	68	43	63%
VCCS	1,334	870	65%	1,440	959	67%	1,469	967	66%

¹ In the Fall 2007 cohort, students are from a Rappahannock only program, whereas prior cohorts count students in a combined Rappahannock/J. Sargeant Reynolds program.

Source: VCCS Graduates in Program 156 from fall nursing fundamentals cohorts.

Historic NCLEX Pass Rates by College, 2001 - 2006

COLLEGE	2006			2005			2004*			2003			2002			2001		
	Passed	Tested	Percent Passed	Passed	Tested	Percent Passed	Passed	Tested	Percent Passed	Passed	Tested	Percent Passed	Passed	Tested	Percent Passed	Passed	Tested	Percent Passed
BLUE RIDGE	51	54	94.4%	60	65	92.3%	36	45	80.0%	39	45	86.7%	31	39	79.5%	31	34	91.2%
DABNEY S. LANCASTER	41	45	91.1%	22	24	91.7%	23	29	79.3%	22	27	81.5%	17	20	85.0%	12	17	70.6%
GERMANNA	55	66	83.3%	48	54	88.9%	49	63	77.8%	39	46	84.8%	35	38	92.1%	31	31	100.0%
J. SARGEANT REYNOLDS	152	186	81.7%	141	160	88.1%	109	121	90.1%	110	118	93.2%	102	110	92.7%	123	133	92.5%
JOHN TYLER	98	107	91.6%	90	97	92.8%	86	94	91.5%	61	66	92.4%	61	66	92.4%	59	60	98.3%
LORD FAIRFAX	46	76	60.5%	49	65	75.4%	46	80	57.5%	36	51	70.6%	.	.	.	.	.	.
NEW RIVER	37	46	80.4%	38	42	90.5%	.	.	.	.	.	.	.	.	.	.	.	.
NORTHERN VIRGINIA	106	124	85.5%	44	52	84.6%	109	129	84.5%	98	107	91.6%	93	100	93.0%	76	81	93.8%
PATRICK HENRY	41	45	91.1%	135	150	90.0%	37	50	74.0%	15	15	100.0%	17	18	94.4%	16	16	100.0%
PAUL D. CAMP	17	23	73.9%	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
PIEDMONT VIRGINIA	53	62	85.5%	25	28	89.3%	46	60	76.7%	48	52	92.3%	31	42	73.8%	41	45	91.1%
RAPPAHANNOCK ¹	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
SOUTHSIDE VIRGINIA	25	25	100.0%	20	21	95.2%	21	25	84.0%	.	.	.	.	.	.	.	.	.
THOMAS NELSON	46	55	83.6%	39	48	81.3%	24	35	68.6%	37	43	86.0%	34	38	89.5%	33	37	89.2%
TIDEWATER	69	77	89.6%	70	80	87.5%	72	76	94.7%	46	49	93.9%	58	60	96.7%	47	52	90.4%
VIRGINIA WESTERN	59	60	98.3%	43	44	97.7%	43	44	97.7%	40	41	97.6%	26	26	100.0%	41	43	95.3%
WYTHEVILLE	61	65	93.8%	62	71	87.3%	83	96	86.5%	66	75	88.0%	72	80	90.0%	72	77	93.5%
COMMONWEALTH NURSING PROG. (Online)	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
VIRGINIA APPALACHIAN TRI- COLLEGE ¹	134	156	85.9%	100	115	87.0%	103	115	89.6%	75	85	88.2%	82	90	91.1%	70	86	81.4%
VCCS Total	1,091	1,272	85.8%	986	1,116	88.4%	887	1,062	83.5%	732	820	89.3%	659	727	90.6%	652	712	91.6%

*2004 Data Updated as of September 2009

¹ Includes Mountain Empire, Southwest Virginia, and Virginia Highlands Community Colleges

Source: http://www.dhp.state.va.us/nursing/nursing_edprogs.htm

**NCLEX Pass Rates by College
2007 - 2009**

COLLEGE	2009			2008			2007			Change in Percentage 2008-09
	Passed	Tested	Percent Passed	Passed	Tested	Percent Passed	Passed	Tested	Percent Passed	
BLUE RIDGE	55	65	84.6%	57	64	89.1%	55	63	87.3%	-4%
DABNEY S. LANCASTER	27	31	87.1%	16	19	84.2%	20	23	87.0%	3%
GERMANNA	59	64	92.2%	63	74	85.1%	58	71	81.7%	7%
J. SARGEANT REYNOLDS	121	132	91.7%	132	155	85.2%	120	146	82.2%	7%
JOHN TYLER	129	143	90.2%	118	127	92.9%	97	105	92.4%	-3%
LORD FAIRFAX	59	69	85.5%	54	83	65.1%	52	78	66.7%	20%
NEW RIVER	41	48	85.4%	51	56	91.1%	40	53	75.5%	-6%
NORTHERN VIRGINIA	212	254	83.5%	153	184	83.2%	97	124	78.2%	0%
PATRICK HENRY	25	31	80.6%	41	47	87.2%	37	40	92.5%	-7%
PAUL D. CAMP	24	31	77.4%	27	33	81.8%	12	17	70.6%	-4%
PIEDMONT VIRGINIA	47	59	79.7%	64	69	92.8%	67	81	82.7%	-13%
RAPPAHANNOCK ¹	37	53	69.8%	.	.	.	.	.	.	.
SOUTHSIDE VIRGINIA	37	38	97.4%	21	22	95.5%	21	21	100.0%	2%
THOMAS NELSON	56	69	81.2%	55	65	84.6%	39	59	66.1%	-3%
TIDEWATER	84	92	91.3%	47	48	97.9%	68	79	86.1%	-7%
VIRGINIA WESTERN	42	45	93.3%	46	51	90.2%	50	57	87.7%	3%
WYTHEVILLE	52	57	91.2%	47	50	94.0%	58	74	78.4%	-3%
COMMONWEALTH NURSING PROG. (Online)	23	30	76.7%	20	23	87.0%	13	20	65.0%	-10%
VIRGINIA APPALACHIAN TRI- COLLEGE ¹	113	129	87.6%	109	138	79.0%	105	155	67.7%	9%
VCCS Total	1,243	1,440	86.3%	1,121	1,308	85.7%	1,009	1,266	79.7%	1%

¹ Includes Mountain Empire, Southwest Virginia, and Virginia Highlands Community Colleges

Source: http://www.dhp.state.va.us/nursing/nursing_edprogs.htm

Appendix V

VCCS Annual Registered Nursing Report Details October 2010

Purpose

The Annual Registered Nursing Report was initiated in 2008 in order to document the success of Virginia's Community Colleges in the preparation of associate degree nursing graduates. The report was developed in response to recommendations of the Chancellor's Task Force on Nursing Education. Also in response to Task Force recommendations, the Nursing Directors developed a number of best practices useful in improving retention and graduation. These data will be used by the system to monitor and track improvements in retention and degree completion of nursing students. Upon receipt of college reports, the system office will compile the data into a system-wide report. This report will serve as the barometer of the system's success or failure in improving nursing program productivity. The report will be shared with the Academic and Student Affairs Council, the Advisory Council of Presidents, and the State Board for Community Colleges of Virginia's Community Colleges, the Virginia Board of Nursing, the Virginia Hospital and Healthcare Association, and other nursing stakeholders. In addition, the system-wide report will be shared with each college for use in nursing program assessment and improvement.

Preparation

The proposed VCCS Annual Registered Nursing Report is to be prepared by Institutional Reports Coordinators in conjunction with Nursing Program Directors and submitted by the Institutional Reports Coordinator to the VCCS. The Nursing Directors should submit their portion of the report to the college Institutional Reports Coordinators one month earlier. This draft builds on work of the data definitions subcommittee. Part I of this document provides a set of data elements proposed for collection. Part II provides a set of questions relevant to the data collected by colleges relating to the Attrition Risk Assessment and Exit Interview data collection and analyses.

Part I- Data Elements

Admissions Questions Source: Nursing Directors

Note: In some cases, the Nursing Directors will work with their Admissions & Records office to supply data for A.1 and A.2.

- A.1 Number of Nursing Program Applications Received for the Current Academic Year (summer, fall, spring)
- A.2 Number of Current Academic Year Applicants Meeting Minimum Admissions Qualifications
- A.3 Number of Current Academic Year Applicants Offered Admission
- A.4 Number of Current Academic Year Applicants Offered Admission Who Did Not Meet Minimum Admissions Qualifications
- A.5 Number of Current Academic Year Applicants Previously Enrolled in any Nursing Fundamentals Course anywhere, including a course at your own college.
- A.6 Number of Current Academic Year Applicants Previously Enrolled in a Nursing Fundamentals Course at another VCCS institution

Enrollments**Source: College IR Office from VEE**

- E.1 Annual Number of Unduplicated Students Enrolled in Nursing Fundamentals for the Current Academic Year (summer, fall, spring) (ex. 2007-2008)
- E.2 Annual Number of Unduplicated Students Enrolled in Nursing Fundamentals for the Academic Year One Year Previous (ex. 2006-2007)
- E.3 Annual Number of Unduplicated Students Enrolled in Nursing Fundamentals for the Academic Year Two Years Previous. (ex. 2005-2006)

Graduates and Licensure**Source: Nursing Directors/College IR Office**

- G.1 Annual Number of Graduates in Program 156 for the Current Academic Year (summer, fall, spring) (ex. 2007-2008) **(IR)**
- G.2 Number of Graduates Earning Registered Nursing Licensure from the Virginia Board of Nursing for the Year (January 1 – December 31) **(ND)**

Fall Cohort Graduation Rate**Source: College IR Office**

- C.1 Number of Students Enrolled in Nursing Fundamentals Course in the Fall Two Academic Years Previous. For example, if the current academic year is 2007-2008, then the fall semester two academic years previous would be Fall 2005.
- C.2 Number of Students Enrolled in Nursing Fundamentals Course in the Fall One Academic Year Previous. For example, if the current academic year is 2007-2008, then the fall semester one academic year previous would be Fall 2006.
- C.3 Number of Students Enrolled in Nursing Fundamentals Course in the Fall of the Current Academic Year. (ex. 2007-2008)
- C.4 Of the Cohort defined in C.1, Number Graduating from Program 156 in 3 year Timeframe (by end of the Spring semester of the Current Academic Year)
- C.5 (calculated field) Cohort Three-Year Graduation Rate (or C.4 divided by C.1 equals the cohort three-year graduation rate)

Annual Projections**Source: Nursing Directors****Current Academic Year Plus One Academic Year**

For example, if the current academic year is 2007-2008, plus one academic year would be 2008-2009.

- P.1 Projection of the Annual Unduplicated Students Enrolling in Nursing Fundamentals
- P.2 Projection of Annual Program Graduates (summer, fall, spring)
- P.3 Projection of New Licensures (January 1 – December 31)
- P.4 Projection of Fall Cohort Three-Year Graduation Rate

Current Academic Year Plus Two Academic Years

For example, if the current academic year is 2007-2008, plus two academic years would be 2009-2010.

- P.5 Projection of the Annual Unduplicated Students Enrolling in Nursing Fundamentals
- P.6 Projection of Annual Program Graduates (summer, fall, spring)
- P.7 Projection of New Licensures (January 1 – December 31)
- P.8 Projection of Fall Cohort Three-Year Graduation Rate

Comments Section**Source: Nursing Directors/College IR Office**

Please use this area to provide an explanation regarding program changes, or other factors that would result in an anomalous increase/decrease in data.

Part II – Attrition Risk Assessment and Exit Interview Data Summaries

Attrition Risk Assessment **Source: Nursing Directors**

- 1) Summarize the data that you have collected with the attrition risk tool. Include the number of respondents and the percentage of respondents compared to the overall program enrollment.

- 2) What did you learn about student success in your program from the responses to the attrition risk tool?

- 3) What actions are you taking to strengthen your program as a result of responses to the attrition risk tool?

Exit Interview **Source: Nursing Directors**

- 1) Summarize the data that you have collected with the exit interview. Include the number of respondents and the percentage of respondents compared to the overall program enrollment.

- 2) What did you learn about student success in your program from the responses to the exit interview questions?

- 3) What actions are you taking to strengthen your program as a result of responses to the exit interview questions?

Appendix VI
VCCS Attrition Risk Assessment Tool

Attrition Risk

Name _____ Address _____

EMPLID # _____ Age _____ Gender: _____

Email Address _____

Home Phone _____

Cell Phone _____

Work Phone _____

Other degrees earned _____

Is English your Second Language? _____

Are you the first member of your family to attend college? _____

Nursing Admission Testing Score Percentile _____

Math COMPASS score _____

Reading COMPASS score _____

Grade in English 111 _____

Admission GPA _____

Last Semester GPA _____

Anatomy and Physiology Course(s), Grade _____ Number of Times _____

Grade _____ Number of Times _____

Micro Biology Course # (if applicable), Grade _____ Number of Times _____

Do you receive financial aid (Y/N)?

Scholarship (Y/N)

Pell grant (Y/N)

Student Loan (Y/N)

What are your other responsibilities at home?

Child care (Y/N)

Elder care (Y/N)

Head of household (Y/N)

Other _____

Are you studying alone or with study group?

Alone _____

Study group _____

Both _____

(Attrition Risk Tool, continued)

How many hours do you work per week on average _____

Can your work hours be decreased (Y/N)?

Are you allowed to study if work is slow (Y/N)?

Please provide average schedule (Days and Hours):

How many times have you sought instructor assistance for clarification or additional instruction last semester?

0-3 _____

4-6 _____

7-9 _____

10+ _____

Which course(s) have been difficult for you in the past?

Why do you perceive you are having difficulty in this (these) course(s)?

What would help you to be more successful academically?

What other academic courses are you currently taking?

Please list any extracurricular activities in which you participate.

Appendix VII

VCCS Exit Interview Tool

Exit Interview

Please list the reasons that you are dropping or withdrawing from nursing:

- a. If academic, what type of support did you seek?
- b. If personal, please describe.
- c. Are you still receiving financial aid?
- d. If moving, will you continue in nursing?
- e. Other reasons for leaving nursing program.

Did you fail any courses during the time enrolled in the Nursing program (Y/N)?

Are you withdrawing from your other courses (Y/N)?

What is your current GPA?

What was average number of hours that you worked per week last semester? _____

Do you feel that work impacted your academic performance (Y/N)?

What do you believe caused you to be unsuccessful in the Nursing program? (if applicable)

Are you interested in returning to the nursing program (Y/N)?

Steps that must be taken for you to be eligible for return to the nursing program:

Appendix VIII

Nursing Policy Archive

Nursing Policies Developed from the Chancellor's Nursing Task Force Recommendations

In 2004, to address workforce demand and the growing gap created by the shortage of quality nurses in the Commonwealth, the Chancellor of the VCCS, in collaboration with the Virginia Hospital and Healthcare Association (VHHA) and the State Board for Community Colleges, appointed a 16 person task force to study the issues affecting associate degree nursing (ADN) programs in Virginia. The task force was charged with developing recommendations for increasing the number of graduates from community college nursing programs.

After considering the Chancellor's charge to the task force, reviewing data available at that time, and identifying issues during public hearings, the task force, in November 2005, published 13 recommendations to increase the number of nursing graduates within the VCCS. During the subsequent two years, the VCCS Nursing program directors met multiple times to develop an action plan for the 13 task force recommendations.

Admissions Criteria

In 2007, the Nursing program directors adopted common admissions standards for all Nursing programs in the VCCS. By fall 2009, the common admissions requirements were accepted and implemented. At their spring 2009 meeting, the Nursing Program directors revisited the common admissions criteria and made the following revisions:

VCCS Common Admissions Criteria – 2007-2009

Criterion	Direct Admission	Alternative Route	LPN-to-RN Advanced Placement
GPA	2.5 Institutions may determine whether they would like to use cumulative GPA or curricular GPA for their program	2.5 Institutions may determine whether they would like to use cumulative GPA or curricular GPA for their program	2.5 Institutions may determine whether they would like to use cumulative GPA or curricular GPA for their program
Consideration of Prerequisites	High School Algebra, High School Chemistry and High School Biology or college equivalent	High School Algebra, High School Chemistry and High School Biology or college equivalent	High School Algebra, High School Chemistry and High School Biology or college equivalent
Admission Testing	4 test options – ATI, HESI, NLN, and NET A minimum score in the 45 th percentile Institutions will accept any test as long as the score is above the 45 th percentile, even if it is not the preferred test at that institution	4 test options – ATI, HESI, NLN, and NET A minimum score in the 45 th percentile Institutions will accept any test as long as the score is above the 45 th percentile, even if it is not the preferred test at that institution	LPN-to-RN students do not have to take an Admissions Test
Other Criteria	Student must complete the criminal background check and drug screening as outlined by the institution's policy	Student must complete the criminal background check and drug screening as outlined by the institution's policy	Student must complete the criminal background check and drug screening as outlined by the institution's policy