Carla Gard | Accomplishments 2018/19

**Strategic Direction**

- During the past five years, the program’s NCLEX-RN first-time pass rates have been maintained well above the 75% benchmark ranging from 91.4% in 2014 to 98.43% in 2018. The pass rates can be attributed to the program’s commitment to early identification and remediation of the-at-risk student and support of the entire program’s nursing student population.

<table>
<thead>
<tr>
<th>Year</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADN and ADN-LVN First Time Pass Rates</td>
<td>91.4%</td>
<td>91.2%</td>
<td>92.48%</td>
<td>91.35%</td>
<td>98.43%</td>
</tr>
</tbody>
</table>

- Implemented new admission practices using a multi-criteria screening tool in fall of 2018.
- In spring 2019, enrolled first cohort of 8 students into GCU’s concurrent BSN program. All 8 students successfully completed their first 2 five-week courses with grade point averages of 3.7 to 4.0 while successfully passing their ADN courses simultaneously.
- On bi-annual program review surveys, students report a substantive pattern of satisfaction with the program and its components. Students consistently report the top 5 program strengths as faculty, clinical rotations and clinical instructors, clinical preparation and preparation for NCLEX, skills lab and simulation and assistance with the interview and application process.
- Graduate surveys report an overwhelming agreement that our graduates’ feel that they are well prepared them for their positions as they transition into the workforce.
- Continue to align Simulation lab with accreditation standards, including implementing a n inventory tracking system, updating equipment, developing evaluation tools, seating simulation technician and simulation coordinator positions.

**Student Learning**

- The attrition rate for the last five years has remained well below 25%, ranging from 12% in 2014 to 8.6% in 2018, averaging 11.6% since the last visit. Attrition rates are now fairly consistent compared to previous years. This stability is likely due to the high touch practices of faculty and the use of student support services.

<table>
<thead>
<tr>
<th>Year</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attrition Rate</td>
<td>12%</td>
<td>13%</td>
<td>11.9%</td>
<td>12.5%</td>
<td>8.6%</td>
</tr>
</tbody>
</table>

- In the last five years, on-time completion ranges from 75% in 2014 to 77% in 2018. Through exit interviews we find a variety of reasons for students leaving the program including personal, financial, coping skills and stress, family illness/issues, hours worked in outside employment and academic failure. Our on-time completion (OTC) numbers include the LVN to RN students which skew our data in a negative way as they general have low OTC rates.

<table>
<thead>
<tr>
<th>Year</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTC</td>
<td>75%</td>
<td>82%</td>
<td>78%</td>
<td>78.8%</td>
<td>77%</td>
</tr>
</tbody>
</table>

- LVN to RN Students OTC is lower than the generic ADN students, and their attrition is somewhat higher. Data over the last five years did not provide any clear correlations to success or failure in the program and no academic predictors were statistically significant.

<table>
<thead>
<tr>
<th>Year</th>
<th>2014/15</th>
<th>2015/16</th>
<th>2016/17</th>
<th>2017/18</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC Only</td>
<td>18%</td>
<td>9%</td>
<td>17%</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>CC Only</td>
<td>25%</td>
<td>33%</td>
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<tr>
<td>Year</td>
<td>2014/15</td>
<td>2015/16</td>
<td>2016/17</td>
<td>2017/18</td>
<td>2018/19</td>
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<tr>
<td>BC Only</td>
<td>82%</td>
<td>90%</td>
<td>65%</td>
<td>64%</td>
<td>40%</td>
</tr>
<tr>
<td>CC Only</td>
<td>75%</td>
<td>67%</td>
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</table>

- Employer satisfaction >98% employment rate of all graduates prior to program completion.
- Provided extensive faculty development opportunities, including: the Elsevier Faculty Development Conference, Nurse Tim’s Item Writing, Mountain Measurement and the NCLEX Blueprint Analysis Course, a Geriatric remediation course, and a 3-day Simulation Intensive and Debriefing course presented by Health Impact.
- Held a planned retreat to discuss programmatic updates and changes, issues and concerns.
- Incorporated professional development into every general faculty meeting.

**Facilities & Technology**
- Continue to work on 5-year plan to reach goal of full accreditation of simulation center.
- Using funds awarded from multiple grants:
  - Restored the updated MS 165 including new paint, an 82 inch TV, computers and chairs and improving the overall layout to accommodate 8 more students.
  - Restored the updated MS 156 including chairs and tables with electronic inputs to accommodate student’s electronic devices.
  - Purchased a storage cabinet to accommodate the phlebotomy programs equipment.
  - Replaced three faculty computers and the computer system/cart down at the Weill.
  - Replaced projector unit in IT 201.
  - Purchased and had installed a SimRig Classroom Ambulance Trainer for the Paramedic and EMT programs and Ferno Cot Simulator
  - Purchased a comprehensive EMS barcode tracking system for assets, equipment, and supplies.
  - Repaired to Radiologic Technology C-Arm in their skills lab.
- All equipment surveyed for working order. In addition, we had a BIOMED company come in to access and restore all out of service equipment.

**Leadership and Engagement**
- Co-lead bi-annual advisory meeting with academic and industry partners.
- Lead RN, VN, and NATP Program meetings.
- Head subcommittee for job placement and recruitment with academic and instruct partners.
- Participating in Rural Health Equity and Learning (HEAL) Initiative to activate significant network of partners supporting rural health equity, higher education, and economic growth through collaboration and innovation.
- Developed partnerships with Grand Canyon University and University of Phoenix for students to enroll in concurrent courses to expedite BSN completion within 3-6 months upon completion of ADN program.
- Searched for, applied, and was awarded four grants to help with strategic direction of our programs.
- Began organization of a Long Term Care Advisory Committee
- Co-Lead of Health Sciences Pathway
- Active participant of College Wide and Program Committees including EAC, Admin Council, FCDC, and CTE
- Continue to move to paperless department, including application processes.
- Collaborated with AUMT to bring Phlebotomy program to BC via contract education.
- Collaborating with McFarland and Wasco to add or increase NATPs to their communities.