PROGRAM REVIEW OF LABS AND CENTERS
Pilot Review – Phase I
Approved by the Academic Senate
May 12, 2009

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

Name of Lab or Center: Nursing 808: Open Nursing Skills Lab
Division: Math/Science - Nursing

I. **GENERAL PURPOSE OF THE LAB*** *(Data resources: CSM Course Catalog; Course Outline of Record; department records)*
   *Note: The term "lab" will be used to refer to centers as well as labs in this document.

   a. Briefly describe the general purpose of the lab.

   > The purpose of this open Nursing Skills Lab is to allow students the opportunity to practice skills and to receive faculty feedback, coaching, and evaluation, to engage in study sessions with peer tutors, to demonstrate competency assessment and receive faculty evaluation, to complete clinical or skills laboratory make-up assignments, and to learn effective skills in a group setting.
   >
   > N808 Open Skills Laboratory provides the nursing student with the opportunity to practice skills in a safe, controlled environment. Under the supervision of nursing faculty, the student receives feedback regarding performance of skills and competencies.

   b. List the courses that are linked to this lab.

   > This is a required course each semester a nursing student is registered in the Program. A student may take a minimum of twenty-four hours (0.5 unit) to a maximum of 144 lab hours (3 units) per semester. The courses linked to this lab are: NURS 211, NURS 212, NURS 221, NURS 222, NURS 231, NURS 232, NURS 241, and NURS 242.

II. **STUDENT LEARNING OUTCOMES** *(Data resources: SLOs listed on Course Outline of Record; records maintained by the department; CSM SLO/Assessment Coordinator; SLO Website –* *http://www.collegeofsanmateo.edu/sloac/; "Student Self-Assessment and Satisfaction Survey"; other lab surveys.)*

   a. Briefly describe the Student Learning Outcomes (SLOs) for the lab.

Upon successful completion of the course, the student will be able to:

- Apply nursing methods, protocols, and procedures to appropriate care situations (Program SLO #1)
- Use the nursing process, which emphasizes critical thinking, independent judgment, and continual evaluation as a means to determine nursing activities (Program SLO #2)
- Utilize theory and knowledge from nursing, the physical/behavioral sciences, and the humanities in providing nursing care (Program SLO #3)
- Identify and assess the healthcare needs of patients/clients using the tools/framework appropriate to the clinical setting (Program SLO #4)
- Document and evaluate the outcome of nursing and other interventions and communicate to team members (Program SLO #5)
- Work in partnership with patients, clients and caregivers (Program SLO #7)
- Perform current legal and professional standards for nurses in relation to common clinical problems (Program SLO #11)
- Practice in a manner that respects patient confidentiality and adheres to HIPAA (Program SLO #12)
- Appraise own professional performance accurately (Program SLO #13)
- Evaluate professional learning needs and take steps to meet them (Program SLO #14)

b. If an assessment of the lab's SLOs has been completed, briefly describe this evaluation. Which support services for courses or programs were assessed? How were they assessed? What are the findings of the assessment? Based upon this assessment, what changes to the lab will be considered or implemented in the future?

The Nursing Open Lab SLO's come from a distillation of the courses being taught since the skills, critical thinking, nurse process, etc. to be mastered are content specific to the courses and for transitioning new students into the program. In Spring, 2009, a campus wide lab survey was implemented. Many of the anecdotal comments supported that the SLO's were met. See question 11 below. 100% responded it was "somewhat to very helpful." For question 12 "Based on your overall experience in Nursing Lab this semester, please indicate the extent to which you have made gains or progress in the following learning objectives identified below:", it appears that the data supports there was growth; however, would it be recommended to write an SLO to strengthen the progress more specifically toward the College Goals?

Question #11: "To what extent did your work in this lab help your academic performance in courses linked to the lab or supported by this lab

(n=25 respondents)

	Count	Percent
Very helpful	13	52.0%
Somewhat helpful	12	48.0%
Not helpful	0	0%
*I am not enrolled in a course linked to this lab	0	0%

*Note: Percentages reported above exclude students who were not enrolled in a linked course

Question #12: "Based on your overall experience in the Nursing Lab this semester, please indicate the extent to which you have made gains or progress in the following learning objectives identified below:"

I can...

	Major/Moderate Progress	Minor/No Progress
Express ideas and provide supporting evidence effectively in writing (n= 20)	75.0%	25.0%
Express ideas and provide supporting evidence effectively orally (n=19)	89.5%	10.5%
Comprehend, interpret, and analyze information I read (n=21)	81.0%	19.0%
Comprehend, interpret, and analyze information I hear (n=22)	86.4%	13.6%
Communicate effectively in a group or team situation (n=23)	91.3%	8.7%
Comprehend, interpret, and analyze numerical and or quantitative calculations (n=20)	95.0%	5.0%
Interpret graphical representations of quantitative information (e.g. graphs) (n=13)	92.3%	7.7%
Effectively identify, develop, and evaluate arguments (n=16)	81.3%	18.8%
Effectively assess the legitimacy or adequacy of different types of information (n=20)	90.0%	10.0%
Work effectively with others of diverse backgrounds (n=22)	100.0%	0%
Identify ethical issues and evaluate their consequences (n=21)	100.0%	0%
Acknowledge the value of diverse opinions and perspectives (n=21)	100.0%	0%

c. If SLOs were assessed for courses or programs using the lab, briefly describe this evaluation. What are the findings of the assessment? Based upon this assessment, what changes to the lab will be considered or implemented in the future?

> **N212, N241 and N880's SLO's were assessed for oral medication competency, IVP medication competency, and Preparation for the Clinical Passport. The Nursing Open Lab is the environment that allows students to meet these SLO's. In the future, N212 will do computerized on-line orders and charting as was implemented in N241. SARS tracking was implemented Fall 2009 where there had been paper and pencil tracking in the past.**

d. Using the results from the "Student Self-Assessment and Satisfaction Survey," summarize the findings in the grid below on how students rated their progress on general education Student Learning Outcomes.

The column headings identify the GE-SLOs. The first row headings indicate the matrix/scale students used to self-assess progress.

GE SLOs→ Matrix/Scale:	Effective Communication combination of 12: a, b, e	Quantitative Skills combination of 12: f, g	Critical Thinking combination of 12: c, d, h, i	Social Awareness and Diversity combination of 12: j, i	Ethical Responsibility 12: k
Major/Moderate Progress	85.3%	93.7%	89.7%	100%	100%
Minor/No Progress	14.7%	6.3%	10.3%	0%	0%

    e. If general education Student Learning Outcomes have been measured using another type of assessment, such as student surveys, summarize the findings in the grid below on how students rated their progress on these Student Learning Outcomes. (Please identify data sources.)

> **Only the general measure described in d has been measured at this point.**

III. **DATA EVALUATION** *(Data resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Labs, Spring 2009"; "Core Program and Student Success Indicators" for department(s) using lab obtained from the Office of Planning, Research, and Institutional Effectiveness – see website at* http://www.smccd.net/accounts/csmresearch/prie/program_review.html *.)*

    a. Referring to all lab usage data available, evaluate the proportion of students using the facility versus the potential population of users. If data is available, indicate the number of users and specify whether this is a duplicated or unduplicated count. If applicable, discuss programmatic, course offering or scheduling changes being considered as a result of lab usage projections? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to lab operations?

> **All first and second year Nursing students enrolled are NURS 808: Nursing Open Skills Lab Users. In Spring 2009 Semester, 110 students completed the course. The student profile below is from an N=17. In Fall, 2009, there are currently 117 registered nursing students. If nursing students receive a Pass in N808, but do not pass the theory course linked to the lab, they must exit the program. In Spring 2010, there will be a new skills lab course called Open Skills Lab Practicum to accommodate the need. COI has already approved it.**

Demographic Variable	Count	% of Total	Collegewide (%)
Ethnicity			
Asian	1	5.9	15.3
African American	0	0	3.8
Filipino	4	23.5	5.8
Hispanic	3	17.6	19.3
Native American	1	5.9	0.5
Pacific Islander	0	0	2.3
White	5	29.4	37.2
Other	0	0	0.1
Unrecorded	3	17.6	15.7
Total	**17**	**100**	**100**

Gender	Count	% of Total	Collegewide (%)
Female	15	88.2	47.7
Male	2	11.8	47.2
Unrecorded	0	0	5.1
Total	**17**	**100**	**100**

Age	Count	% of Total	Collegewide (%)
19 or less	1	5.9	20.4
20-24	1	5.9	27.5
25-29	4	23.5	12.4
30-34	8	47.1	8.1
35-39	1	5.9	6.2
40-49	2	11.8	10.3
50+			12.2
Unrecorded			2.9
Total	**17**	**100**	**100**

Enrollment Profile	Count	% of Total	Collegewide (%)
Total Number of Courses Enrolled			
1	0	0	47.9
2	0	0	17.4
3	0	0	12.2
4	7	41.2	11.5
5	7	41.2	6.8
6	2	11.8	2.9
7	1	5.9	0.9
8	0	0	0.3
8+	0	0.0	0
Total	**17**	**100**	**100**

Total Units Enrolled	Count	% of Total	Collegewide (%)
0.5 – 3.0	0	0	43.6
3.5 – 6.0	1	5.9	18
6.5 – 12.0	14	82.4	23.2
12.5+	2	11.8	15.2
Total	**17**	**100**	**100**

Day/Evening Course Enrollments*	Count	% of Total	Collegewide (%)
Day Courses		97.3	68.5
Evening Courses		2.7	31.2
Total		**100**	**100**

b. Discuss staffing of the lab. Obtain FTE data for classified and certificated personnel assigned to staff the lab (available from division deans). Evaluate the current data and departmental projections as indicated on the "Core Program and Student Success Indicators." If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest? If student assistants work in the lab, discuss hours of employment, job duties, and how they support program services and scheduling.

In 2008-2009, the Nursing Open Lab was open three days a week for a total of 14 hours/week. The lab is staffed by a nursing faculty member. FTE is 0.62 for certificated personnel and 0.48 for classified personnel.

On individual course evaluations, and in the anecdotal narrative comments, students would always like additional hours of Open Nursing Lab.

Narrative anecdotal comments were very positive with comments ranging from "fantastic", "excellent", to "the most important class available to nursing students." Students verbalize they receive lots of support, resources, questions answered, explaining difficult concepts, practicing techniques, and career counseling.

Feedback from survey is that space is heavily used sometimes for meetings, or numbers of people with limited space so it is hard to study. Recommendations include more laptops, more hours for lab open, printer in lab, and sim doll in open lab for case situations.

        c. Report on student satisfaction as indicated in the "Student Self-Assessment and Satisfaction Survey" and, if applicable, as indicated in other student surveys.

Question #2: "Overall, how would you rate the quality of the lab services you received?"

(n=25 respondents)

	Count	Percent
Excellent	12	48.0%
Very Good	7	28.0%
Good	6	24.0%
Fair	0	0%
Poor	0	0%

Question #3: " Overall, was the lab staff helpful?"

(n=25 respondents)

	Count	Percent
Yes	24	96.0%
No	1	4.0%

Question #4: "Were the procedures for using the lab clear and easy to follow?"

(n=24 respondents)

	Count	Percent
Yes	24	100.0%
No	0	0%

Question #5: "Did you understand what lab activities were expected of you?"

(n=25 respondents)

	Count	Percent
Yes	24	96.0%
No	1	4.0%

Question #6: "Was the lab available when you needed it?"

(n=24 respondents)

	Count	Percent
Always	5	20.8%
Most of the time	12	50.0%
Sometimes	6	25.0%
Rarely	0	0%
Never	1	4.2%

Question #7: "Were you able to get help when you needed it in this lab?"

(n=25 respondents)

	Count	Percent

	Count	Percent
Always	11	44.0%
Most of the time	10	40.0%
Sometimes	3	12.0%
Rarely	1	4.0%
Never	0	0%
*Does not apply	0	0%

*Note: Percentages reported above exclude students who responded "Does not apply"

Question #8: "Were individual meetings with faculty helpful?"

(n=18 respondents)

	Count	Percent
Very helpful	13	72.2%
Somewhat helpful	4	22.2%
Not helpful	1	5.6%
*I did not have individual meetings	7	28.0%

*Note: Percentages reported above exclude students who did not have individual meetings

Question #9: "Were the learning resources (e.g., workbooks, course materials) you needed to complete your lab activities or classroom assignments readily available?"

 (n=25 respondents)

	Count	Percent
Always	10	40.0%
Most of the time	11	44.0%
Sometimes	4	16.0%
Rarely	0	0%
Never	0	0%
*Does not apply	0	0%

*Note: Percentages reported above exclude students who responded "Does not apply"

Question #10: "Was the equipment (e.g., computers, software, microscopes, etc.) you needed to complete your lab activities and/or classroom assignments readily available and working properly?"

(n=25 respondents)

	Count	Percent
Always	9	36.0%
Most of the time	12	48.0%
Sometimes	3	12.0%
Rarely	0	0%
Never	1	4.0%
*Does not apply	0	0%

*Note: Percentages reported above exclude students who responded "Does not apply"

IV. **STUDENT SUCCESS EVALUATION AND ANALYSIS** *(Data resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Labs, Spring 2009"; "Educational Master Plan, 2008" – see website at* http://www.smccd.net/accounts/csmresearch/prie/institutional_documents.html *; student success data from departmental "Core Program and Student Success Indicators" – see website at* http://www.smccd.net/accounts/csmresearch/prie/program_review.html *; previous Program Review and Planning reports; other department records.)*

   a. Based on findings from the "Student Self-Assessment and Satisfaction Survey" and other student surveys administered by the lab, briefly describe how effectively the lab addresses students' needs relative to overall college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. (*Note that item IV b, below, specifically addresses equity, diversity, age, and gender.*)

   Please identify the survey instruments used and the number of respondents.

Source is PRIE in the chart titled CSM Labs & Learning Centers: Student Profile Spring 2009. There were 17 voluntary respondents to the survey while there were 110 students in the course. This is a very small sample size so conclusions must be carefully considered and must be cautiously generalized.

However, it appears that in every category, the respondent percentages for success and retention are greater than the college-wide percentages with the one exception of age category 19 or less.

CSM Lab & Learning Center: Student Profile Spring 2009
Nursing Lab/Total Number of Respondents: 17

Demographic Variable	Count	Column %	Respondent Count			Respondent Percentage			Collegewide Percentage		
			Success	Non-success	Retention	Success	Non-success	Retention	Success	Non-success	Retention
Ethnicity											
Asian	5	6.1	5	0	5	100	0	100	74	26	84.1
African American	0	0	0	0	0	0	0	0	58.4	41.6	80.3
Filipino	20	24.4	20	0	20	100	0	100	67.2	32.8	80.1
Hispanic	16	19.5	11	5	14	68.8	31.3	87.5	67.2	38.2	78.5
Native American	5	6.1	5	0	5	100	0	100	64.1	35.9	82.1
Pacific Islander	0	0	0	0	0	0	0	0	61	39	81.1
White	23	28	23	0	23	100	0	100	71.5	28.5	83.7
Other	0	0	0	0	0	0	0	0	73.7	26.3	89.5
Unrecorded	13	15.9	13	0	13	100	0	100	70.9	29.1	83.9
Total	**82**	**100**	**77**	**5**	**80**	**93.9**	**6.1**	**97.6**	**68.7**	**31.3**	**82.3**
Gender											
Female	72	87.8	67	5	70	93.1	6.9	97.2	70.3	29.7	83
Male	10	12.2	10	0	10	100	0	100	66.4	33.6	81.2
Unrecorded	0	0	0	0	0			0	74.6	25.4	85.6
Total	**82**	**100**	**77**	**5**	**80**	**93.9**	**6.1**	**97.6**	**68.7**	**31.3**	**82.3**
Age											
19 or less	5	6.1	1	4	4	20	80	80	65	35	81.8
20-24	4	4.9	4	0	4	100	0	100	64.2	35.8	79.5
25-29	20	24.4	19	1	19	95	5	95	69.8	30.2	81.5
30-34	39	47.6	39	0	39	100	0	100	72.3	27.7	82.2
35-39	5	6.1	5	0	5	100	0	100	73.2	26.8	83.2
40-49	9	11	9	0	9	100	0	100	77.8	22.2	87.8
50+	0	0	0	0	0				79.9	20.1	88.2
Unrecorded	0	0	0	0	0				79.4	20.6	88.6
Total	**82**	**100**	**77**	**5**	**80**	**93.9**	**6.1**	**97.6**	**68.7**	**31.3**	**82.3**

b. Briefly discuss how effectively the lab addresses students' needs specifically relative to equity, diversity, age, gender, disability and access. If applicable, identify unmet student needs and describe programmatic changes or other measures that will be considered or implemented in order to improve student success with specific regard to equity, diversity, age, and gender.

This is the chart supplied by PRIE. The voluntary sample is small (N=17) so the results are not "generalizeable." The nursing students: appear older, enrolled in more courses, enrolled in more day courses and more total units; there are more women, and there appear to be more Filipino students. However, if Asian Pacific Islander categories are placed together, the nursing student profile exceeds the college-wide profile: 29.4% to 23.4%.

Demographic Variable	Count	% of Total	Collegewide (%)
Ethnicity			
Asian	1	5.9	15.3
African American	0	0	3.8
Filipino	4	23.5	5.8
Hispanic	3	17.6	19.3
Native American	1	5.9	0.5
Pacific Islander	0	0	2.3
White	5	29.4	37.2
Other	0	0	0.1
Unrecorded	3	17.6	15.7
Total	**17**	**100**	**100**

Gender	Count	% of Total	Collegewide (%)
Female	15	88.2	47.7
Male	2	11.8	47.2
Unrecorded	0	0	5.1
Total	**17**	**100**	**100**

Age	Count	% of Total	Collegewide (%)
19 or less	1	5.9	20.4
20-24	1	5.9	27.5
25-29	4	23.5	12.4
30-34	8	47.1	8.1
35-39	1	5.9	6.2
40-49	2	11.8	10.3
50+			12.2
Unrecorded			2.9
Total	**17**	**100**	**100**

Enrollment Profile	Count	% of Total	Collegewide (%)
Total Number of Courses Enrolled			
1	0	0	47.9
2	0	0	17.4
3	0	0	12.2
4	7	41.2	11.5
5	7	41.2	6.8
6	2	11.8	2.9
7	1	5.9	0.9
8	0	0	0.3
8+	0	0.0	0
Total	**17**	**100**	**100**

Total Units Enrolled	Count	% of Total	Collegewide (%)
0.5 – 3.0	0	0	43.6
3.5 – 6.0	1	5.9	18
6.5 – 12.0	14	82.4	23.2
12.5+	2	11.8	15.2
Total	**17**	**100**	**100**

Day/Evening Course Enrollments*	% of Total	Collegewide (%)
Day Courses	97.3	68.5
Evening Courses	2.7	31.2
Total	**100**	**100**

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS *(Data Resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Labs, Spring 2009"; "Educational Master Plan, 2008"; "2008-2013 College of San Mateo Strategic Plan" – see website at http://www.smccd.net/accounts/csmresearch/prie/institutional_documents.html ; student*

success data from departmental "Core Program and Student Success Indicators" – see website at http://www.smccd.net/accounts/csmresearch/prie/program_review.html ; previous Program Review and Planning reports; department records; other environmental scan data.)

    a. Using the matrix provided below and reflecting on the lab relative to students' needs, briefly analyze the lab's strengths and weaknesses and identify opportunities for and possible threats to the lab (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the lab; review program links to other campus and District programs and services; look at similar labs at other area colleges; and investigate auxiliary funding.

    Note: Please indicate the source of the data that was used to complete this section.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	Students realize the importance and value of the lab. Faculty and Director support lab and also see its value.	
Weaknesses	Some biomedical equipment is limited or outdated due to ever-changing technology, ie. the IV Pump.	
Opportunities	Open lab is an exciting and safe place for students to practice and learn skills with others that they might not feel secure within the clinical setting. There are many opportunities to form new practice sessions and may integrate fidelity simulation into open lab. The new clinical facilities on campus will provide new opportunities.	
Threats	In the new building, there is a possibility that there may be "space" competition for the clinical facilities.	

    b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators). If new positions have been requested but not granted, discuss how this has impacted overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators).

The Nursing program has implemented new equipment simulators, media and a Lab Technician through grants. Currently, the Nursing Department is in need of a Medical-Surgical/Simulation Coordinator position (Tenure Track) which has been requested but frozen due to budget constraints. This is one position.

VI. **Action Steps and Outcomes** *(Data Resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Labs, Spring 2009"; "Educational Master Plan, 2008"; "2008-2013 College of San Mateo Strategic Plan" – see website at http://www.smccd.net/accounts/csmresearch/prie/institutional_documents.html ; student success data from departmental "Core Program and Student Success Indicators" – see website at http://www.smccd.net/accounts/csmresearch/prie/program_review.html ; previous Program Review and Planning reports; department records; other environmental scan data.)*

    a. Identify the lab's action steps. Action steps should be broad issues and concerns that incorporate <u>some sort of measurable action</u> and should connect to the *"Educational Master Plan, 2008"; "2008-2013 College of San Mateo Strategic Plan";* the Division work plan; and GE- or certificate SLOs.

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1. **Continue to evaluate student usage and feedback every year.**

2. **Implement the SARS tracking program.**

3. **Evaluate possibility to increase hours of operation of open lab.**

4. **Have faculty staffing to cover expanded hours and possibly two faculty are present during peak hours.**

5. **Move into Health and Wellness Building 5 and have an upgraded nursing lab environment and resources.**

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    b. Briefly explain, specifically, how the lab's action steps relate to the Educational Master Plan.

GOAL 1: Program and Services: *CSM will match its program and services – and the manner in which they are delivered – to the evolving needs and expectations of our students.* **Steps 1, 3 and 4 show openness to feedback and direct action to the evolving needs of the students. These can be individual and group needs as the students evolve and are launched in their professional career.**

GOAL 2: Enrollment Management: *CSM will develop and implement a comprehensive research-based enrollment management initiative that addresses all the stages of enrollment management, including marketing, outreach, recruitment, and retention.* **Steps 1, 3, 4, and 5 contribute to retention by improving nursing student success in the nursing courses.**

GOAL 3: Diversity: *CSM will promote a diverse learning and working environment that encourages tolerance, mutual respect, and the free exchange of ideas.* **Steps 1, 3, and 4 allow students and faculty to observe and to practice mutual respect among colleagues, students, and faculty. Group work is fostered, study groups are encouraged, and medication and test-preparation clinics are offered to master material.**

GOAL 4: Assessment: *CSM will ensure continuous quality improvement by integrating and promoting evidence-based assessment throughout the institution.* **Step 1 will ensure that the Open Nursing Skills Lab will make changes and modifications in response to the assessment of student needs and responses. As technology changes and fidelity simulation improves as an evidence-based science, this will be integrated into the open skills lab. The students appear ready for this integration. Step 2 will implement SARS for better tracking.**

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c. Identify and explain the lab's outcomes, the measurable "mileposts" which will allow you to determine when the action steps are reached.

> **GOALs 1, 2, 3 and 4. Results on student surveys and quantitative and qualitative indicators of student satisfaction and include faculty satisfaction from team meetings and faculty meetings.**

VII. SUMMARY OF RESOURCES NEEDED TO REACH LAB ACTION STEPS *(Data Resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Labs, Spring 2009"; "Educational Master Plan, 2008"; "2008-2013 College of San Mateo Strategic Plan" – see website at http://www.smccd.net/accounts/csmresearch/prie/institutional_documents.html ; student success data from departmental "Core Program and Student Success Indicators" – see website at http://www.smccd.net/accounts/csmresearch/prie/program_review.html ; previous Program Review and Planning reports; department records; other environmental scan data.)*

a. In the matrices below, itemize the resources needed to reach lab action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

Note: Whenever possible, requests should stem from assessment of SLOs and the resulting lab changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Faculty Time Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving lab action steps based on SLO assessment.
More faculty time for longer hours and maybe two faculty for short hours for concentrated competency periods for intense student-faculty interactions.	**Increased student success, quicker competency application in clinical and increased retention.**	

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving lab action steps based on SLO assessment.
No position requested.		

b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers)

and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving lab action steps based on SLO assessment.
None requested.		

* Status = New, Upgrade, Replacement, Maintenance or Repair.

VIII. Course Outlines – for labs that are discrete courses *(Data Resources: department records; Committee On Instruction website – http://www.smccd.net/accounts/csmcoi ; Office of the Vice President of Instruction; Division Dean)*

    a. If applicable to the lab, list by course number (e.g. CHEM 210) all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

Course Number	Last Updated	Six-year Update Due
NURS 808	Fall 2008	Fall 2014

Upon its completion, please email this Program Review of Labs and Centers report to the Vice President of Instruction, the appropriate division dean, and the CSM Academic Senate President.

Date of evaluation: 09/21/09

Please list the department's Program Review of Labs and Centers report team:

Primary program contact person: Tatiana Isaeff, EdD, RN
Phone and email address: 650-574-6690; Isaeff@smccd.edu

Full-time faculty: Tatiana Isaeff, RN
Part-time faculty: Carol Westberry, RN
Administrators: Jane McAteer, Director of Nursing; Charlene Frontiera, Dean of Math/Science
Classified staff: Jenny Kinsel, Laboratory Technician
Students:

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Faculty's signatures   *Date*

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Dean's signature   *Date*