

LEARNING SUPPORT CENTERS PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Nursing
Center Contact: Jane McAteer

Academic Year: 2012- 2013
Program Review Submission Date: March 18, 2013

I. Description of Center

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

The Registered Nursing Program is a two-year program leading to an Associate of Science Degree in Nursing. A graduate of the program is eligible to take the National Council Licensing Exam (NCLEX). Successful completion of the NCLEX exam results in a registered nursing license for the graduate and the ability to practice in a variety of settings in the profession.

Eligible graduates are able to transfer to San Francisco State University and obtain the Bachelor's of Science in Nursing within two to three semesters.

The program promotes the following Institutional Priorities:

Priority 1: Student Success. Students' success and Core Indicators are positive.

Priority 2: Academic Excellence. The program requires academic excellence in order to be admitted and to progress within the program.

Priority 3: Relevant, High Quality Programs. The RN Program maintains high standards and the RN professional is highly relevant with the ever-changing health care needs of the population.

Mission and Diversity Statements.

"College of San Mateo fosters a culture of excellence and success that engages and challenges students through a comprehensive curriculum of basic skills, career and technical programs, and transfer preparation."

5 in 5 College Strategies

The nursing skills center activities support the nursing program students. Nursing labs are taught in the center and include the following courses:

1. 3 hour labs for NURS 211 and NURS 212
2. The lab courses NURS 225, NURS 235, and NURS 245
3. The Open Skills Lab course – NURS 808
4. The Open Skills Lab Practicum course – Nursing 809

II. Summary of Student and Center Data

A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

A. Student Learning Outcomes Assessment

1. Students will be surveyed regarding their knowledge of resources.
2. Each course contains a designated skill to be assessed in the center. Each designated skill has been assessed as competent/not competent. The student repeats the skill(s) until competency is achieved.

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No specific areas identified to change.

B. Center Usage Indicators

1. Review center usage and discuss any differences across demographic variables. Refer to [Planning, Research and Institutional Effectiveness \(PRIE\) reports](#), SARS records, and other data sources as appropriate.

PRIE Data Reports

Student profile data from Spring 2012 reflect the diversity of the students in the nursing program. All students in the nursing program are enrolled in Nursing 808 for a minimum of 0.5 units (the Open Skills Lab course).

Retention is high at 96% compared to the College as a whole with an average retention rate of 84%.

SARS usage reports for Spring 2012 indicate 1,492 visits for 3,202 hours and 44 minutes with 106 students. SARS usage reports for Fall 2012 indicated 1,306 visits for 2,187 hours and 12 minutes with 109 students. Faculty changes in fall 2012 might be reflected in 186 less visits.

2. Discuss any differences in student usage of center across modes of delivery. If applicable, refer to [Delivery Mode Course Comparison](#).

All lab courses are delivered in person.

C. Center Efficiency. *Is the center efficient in meeting student needs?*

Discuss center efficiency, including staffing, hours of operation, tutorial and other services, space utilization, equipment, or technology as appropriate.

The students are surveyed regarding the center hours, along with faculty input prior to planning hours of operation for each semester. The center has been in operation in building 5-360 and 5-380 since the fall of 2010. The center was designed for the most efficient use of a large space containing 2 simulation centers and 6 2-bed hospital style rooms. The center contains state of the art technological resources too numerous to mention here, including typical patient room equipment, simulation manikins, and related peripherals, instructional equipment, IV pumps, feeding pumps, and so forth.

All of the inventory in the center's equipment is currently housed on the Red Beam software.

The center does need an additional pediatric simulation manikin to complete the simulation "family". The center needs an upgrade to the simulation remote used for medium fidelity manikins called Sim Pad. Two new laptops were requested and approved, but more may be needed in the future. The center definitely needs at least 2 state of the art IV pumps. The current IV pumps are outdated.

D. Course Outline Updates (if applicable)

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction website](#) for [course submission instructions](#). Contact your

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division's [COI representatives](#) if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
NURS 808	Jane McAteer	October
NURS 809	Jane McAteer	October

E. Website Review

Review the center's website(s) annually and update as needed.

Contact(s)	Date of next review/update
Jane McAteer	Fall 2013

III. Student Learning Outcomes Scheduling and Alignment

A. Course SLO Assessment (if applicable)

Explain any recent or projected modifications to the Course SLO assessment process or schedule.

All nursing courses are aligned to the learning support center since this is the center for all nursing students in the program.

Course SLOs are assessed on a regular basis, per the nursing program review document.

B. Center SLO Assessment

Explain any recent or projected modifications to the Center SLO assessment process or schedule.

Students' competencies are assessed as described in II, part A.

C. SLO Alignment (as applicable)

Discuss how Center SLOs support Program SLOs. Discuss how Course and/or Center SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related program and institutional SLOs reports.

Center SLOs support program SLOs in the areas of professional knowledge and skills – students should be able to demonstrate a sound knowledge of nursing methods, skills, and health care management.

There is alignment with institutional SLOs and the center SLOs in the areas of

1. Effective communication
2. Critical thinking skills
3. Quantitative skills

IV. Additional Factors

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Discuss additional factors as applicable that impact the center, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

A number of additional factors could impact the program.

The program is continuing to monitor, collect curricular data, and participate in surveys and conferences sponsored by QSEN (Quality and Safety Education in Nursing). The program has developed a template for the competencies of QSEN to track how the competencies are covered in the curriculum. The competencies are: safety, evidence-based practice, informatics, patient-centered care, quality improvement, and teamwork and collaboration.

An inspection of the template along with completion of the survey reveal that the quality improvement competency needs more emphasis.

A statewide initiative involves the increasing emphasis by agencies on the BS in Nursing Hospitals with magnet status need to hire a percentage of RNs with BSNs. This has trickled down to the clinical placement of ADN nursing students. Statewide, there is a movement to put forth legislation to permit awarding the BSN at the community college. The awarding of the BSN at the community college is under discussion at the State Chancellor's Office level.

Employment opportunities are shifting to long term and ambulatory care from the acute care setting, partially as a result of the Affordable Care Act.

V. Institutional Planning

[*Note:* For centers that serve a single department, a portion of the information included in a departmental program review may be referred to or inserted here.]

A. Results of Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

The QSEN template is 75% complete and the results of the survey indicate that the quality improvement competency needs more attention in the curriculum.

The Nursing 615 course is ready to be considered by the curriculum committee to change the delivery mode to distance education.

B. Center Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student usage and data noted in Section II. Summary of Student and Program Data.

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[Note: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

During the next six years, the employment picture and labor demand should be strong based upon EMSI data cited in II B, the economy, and registered nurses' ages in the retirement bracket. The focus of employment may shift from the acute care setting to ambulatory and long term care due to decrease in reimbursements to hospitals based on the affordable care act.

Nursing students are highly motivated to succeed and so the program anticipates that student success and retention rates will remain high.

The program needs to continue to discuss continuing education and transfer options. Based upon the IOM (Institute of Medicine) recommendation #2: 80% of the RN workforce should achieve a bachelor's degree by the year 2020. A seamless transfer option has been available for the last three years through the program's collaboration with San Francisco State University and City College of San Francisco. Eligible students who transfer can obtain the Bachelor's of Science in Nursing in two or three semesters. Other local bachelor's degree programs are available at California State University East Bay, San Jose State University, and others.

Another option for the bachelor's degree in nursing is to offer it at the community colleges. The CSU system does not and will not have the capacity to accomplish the IOM recommendation # 2. The bachelor's at the community college has been discussed extensively for at least three years by the various stakeholders in the state of California. Ultimately, legislation has to be sponsored and passed in order for the community colleges to offer the bachelor's degree. The State Chancellor has asked for recommendations for persons to serve on a committee to discuss this initiative.

The program and the faculty continue to strive for an increase in the NCLEX passing rate. Currently, it is 82.6% and a goal would be to increase it to at least 90% within 2 to 3 years.

The curriculum needs to encompass and embrace all of the QSEN elements as discussed earlier.

The program needs to begin planning for the Board of Registered Nursing continuing approval visit in spring of 2015.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success.

Faculty need to be more involved in the QSEN initiative and attend the annual QSEN conference.

Faculty need to take advantage of the Assessment Technology Institute's (ATI) faculty development resources and conferences.

More faculty need to attend the annual faculty development conference at Asilomar Conference Center.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

The program collaborates with Counseling, Admissions and Records, and Financial Aid to make sure that the students complete the AS degree requirements in a timely and efficient manner.

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Students are referred to the Learning Center for tutoring. Currently, one second year student is tutoring for a few hours each week. Students are referred to the Reading and Writing Centers as needed.

All of the above collaborative efforts need to continue into the future since they all contribute to student success and retention.

The program needs to continue to apply for and spend the Chancellor's Office grant – the Enrollment Growth grant which funds student retention efforts.

3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Equipment and Technology:

All computers in the nursing skills center will age out and need to be replaced. There are currently 6 laptops for student use and 2 simulation laptops. The desktop computer in the skills center storeroom will be replaced before 6 years.

The simulation manikins: the 2 adult and 1 baby manikin will definitely need to be replaced before 6 years.

IV pumps will need to be replaced before 6 years. Other instructional models and technical aids will need replacement.

Instructional Materials:

Online streaming of media content may need to be purchased.

Instructional resources for students will need to be purchased for student success and retention, such as the Simulation Learning System and some kind of electronic health care record, like SimChart or Cerner.

Classified Staff:

A full time Lab Technician will be needed in order to provide full service to the students, faculty, and the nursing skills center technology.

Student Assistant: [Click here to enter long-range planning: Student Assistant staff narrative](#)

Facilities:

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None

C. Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

Plan 1

Title:

Multi-criteria admissions plan

Description

Launch a new admissions criteria

Action(s)	Completion Date	Measurable Outcome(s)
Collect pertinent data from PRIE to permit change in admissions	Fall 2013	Data will indicate no disproportionate impact for new plan
Advertise new admissions plan	Fall 2013	New admissions cycle Spring 2015 Increase in retention rate for Class of 2017 Increase in NCLEX pass rate to >90% for Class of 2017

Plan 2

Title:

Nursing Skills Center Technology Update

Description

Maintain current technology in the Nursing Skills Center as technology evolves

Action(s)	Completion Date	Measurable Outcome(s)
Review skills center inventory	Fall 2013	Technology in Nursing Skills Center remains current

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For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Equipment and Technology

Description (for ongoing program operation)	Cost	
1. Sim Junior (1) – a child-sized simulation manikin accompanied by peripherals	\$35,980.40	
2. Alaris IV pumps (2)	\$5,000 x 2 = \$10,000	
3. SimMan 3G Warranty (1 year)	\$5,000.00	
4. Sim Pad (1) replaces current outmoded remote to accompany medium fidelity manikins. Trade in for Vital Sim.	\$2,160.00	
5. NG Tube and Trach Care Trainer for SimMan (1)	\$1,014.80	}
6. Carry Case for Adult Torso Manikins (1)	\$103.40	
7. Denture Set (Adult)	\$33.84	
		Total Tax & Shipping: \$1,295.46

Description (for prioritized plans)	Plan #(s)	Cost
1. Replacement of obsolete IV pumps (Alaris)	2	\$5,000 x 2 = \$10,000
2. Replacement of “Classic Sim Man” with “SimMan Essential Manikin” one unit with trade-in, warranty installation and training and other peripherals	2	\$52,657.62
3. Sim Manager – replace current AVS system	2	\$28,752.00

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4. Skills Center Beds (5)	2	\$50,000.00
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Instructional Materials

Description (for ongoing program operation)	Cost
1. Medcom DVDs (ongoing program operation)	\$2,000.00
2. Description (for Prioritized Plan #2 plans): Medcom DVDs	\$10,000.00

Description (for prioritized plans)	Plan # (s)	Cost
Redbeam Software	2	\$500.00

Classified Staff

Description (for ongoing program operation)	Cost
Classified Staff	\$60,000 per year

Description (for prioritized plans)	Plan # (s)	Cost
Full-Time nursing skills center Lab Technician (for prioritized plan)		\$60,000 per year

Student Assistant

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan # (s)	Cost

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Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #(s)	Cost
4 benches (2 for each hallway) for student seating	2	\$1,800 x 4 = \$7,200

B. Cost for Prioritized Plans

Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1	Nursing Lab Technician (recurring annual cost)	\$60,000
2	SimMan warranty (recurring cost)	\$5,000
		\$253,344