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Learning Support Centers Program Review

Program Name: **Nursing Skills Center**Program Contact: **McAteer, Jane M.**Academic Year: **2013-2014**Status: **Submitted**

1. 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 Program Planning](#) as appropriate.

The Registered Nursing program at the College of San Mateo is a two year program leading to an Associate of Science Degree in Nursing. Upon successful completion of the program a graduate is eligible to take the National Council Licensing Exam. (NCLEX). This is a national online exam which uses CAT- computer adapted testing with a minimum of 75 questions. Successful completion of the NCLEX exam results in a registered nursing license for the graduate along with the ability to practice in a variety of health care settings.

Eligible graduates have the option to transfer to San Francisco State University, space available, and obtain the Bachelor's of Science in Nursing within two to three semesters. Graduates from CSM have priority through a collaboration with SFSU and City College of San Francisco. Graduates who already hold a bachelor's degree in another major have the option to apply for the Master's in Nursing program.

The program promotes and supports the following Institutional Priorities

Priority 1: Student Success: Students' success and Core indicators are positive. Students complete a rigorous set of prerequisite courses and so are therefore motivated to succeed.

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

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

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

Under Career and Technical Education (CTE)

1. "Develop and support industry partnerships : establish student internship opportunities"

Students spend a significant part of their time completing their clinical hours at the various health care agencies (industry partners). This collaboration can often lead to employment as the RN staff work alongside the students and are able to assess their skills and abilities in the setting.

5. "Create collaboration between CTE and transfer"

The program holds a collaborative relationship with San Francisco State University. 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.

Under Transfer

As above regarding the collaboration with San Francisco State University. Students are counseled and encouraged to consider the Bachelor's in Science degree as soon as they begin the program.

2. Student Learning and Center Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.

Nursing course and program SLOs are discussed in the Instructional Program document. Each nursing open skills lab course has a unique set of competencies that the students complete and are assessed thoroughly using a set rubric by the course lab faculty and/or the open skills lab faculty.

All students complete the designated course competencies with the skills lab setting. All students are aware of the resources available to them in the nursing skills center environment.

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.

All students are required to enroll in the appropriate Open Skills Lab course, which is aligned with the theory course content. The open skills lab courses are 0.5 units, therefore all students must spend a minimum of 24 hours in the open skills lab. A percentage of these hours may be spent in the Learning Center.

The students were surveyed last semester and as a result the open skills lab Wednesday day was moved to Thursday per students' request.

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

The nursing skills center is a hands-on lab environment.

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.

As mentioned previously, the nursing skills center is open during days and hours according to the majority of students' schedules and preferences.

The center is fully staffed by nursing faculty members, both adjunct and full time on Monday 0730-1030, Thursday 3-6 PM, and Friday from 8-4. While no formal tutorial services are available, study groups often form in the setting. Faculty are fully available for one on one services, if requested. The space is large, with state of the art technology in 8 rooms, including two simulation suites. Simulation opportunities are available periodically, depending upon the current course and content.

3. Additional Factors

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.

The student population may change as a result of the merit based admissions process to be instituted in the Spring of 2015. In addition to the current requirements, applicants will be awarded points for certain characteristics, such as higher GPA. A full list of the criteria is posted on the Nursing Department Website.

SB 850, if enacted, could facilitate graduates' attainment of the bachelor's degree in nursing. Transfer opportunities are available through the collaboration with San Francisco State University. Other regional California State Universities also offer transfer opportunities for eligible graduates, such as San Jose State University and California State East Bay. The Institute of Medicine's recommendation #2 states the 80% of all registered nurses obtain the bachelor's degree in nursing by 2020. In addition, hospitals holding Magnet status need to maintain a percentage of nurses with bachelor's degrees. Employment opportunities may be shifting from acute care opportunities to ambulatory care and home care due to hospital's downsizing of acute care beds and initiatives formed by the Affordable Care Act.

4. 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 has been updated to include all courses, including those activities that are carried out in the nursing skills center.

All nursing courses have been modified to meet the CTE requirements, including building four new courses to align the nursing skills lab courses with the accompanying theory curriculum. Several courses that were modified in 2012 will need to be modified again in the 2014 academic year.

Two recommended nursing courses are taught by distance education- Nursing 630 Medical Terminology and Nursing 615-Pharmacology in Nursing.

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 Program Planning](#) as appropriate. Address trends in the SLO assessment results and student usage and data noted in Section 2.

[Note: Specific plans to be implemented in the *next year* should be entered in Section 4C.]

The program is considering applying for the Chancellor's Office Retention grant for the academic year 2014-15. This grant accompanies the Enrollment Growth Grant and for the first time this year a program can apply for both grants if the program's attrition rate is over 15%. The retention grant resources would assist the program to improve its retention rate.

The program needs to continue to utilize all resources in order to keep the NCLEX passing rate at an upward trend. The current rate is 87.88%- up from 82.6% during the previous year.

The program needs to begin planning for the Board of Registered Nursing continuing approval visit in the Fall of 2016. The BRN calendar has been adjusted since the last Program Review document.

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.

The faculty need to take advantage of professional development that would assist with the resources that are utilized throughout the program: SimChart, ATI resources (Assessment Technologies Incorporated), QSEN initiatives, and other faculty textbook resources.

ATI holds an annual faculty development conference and one faculty will attend this spring.

More faculty need to attend the annual faculty development conference held at Asilomar Conference Center. In future years, the venue will be changing due to cost issues.

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 nursing program collaborates with various student support centers, such as the Learning Support Center, Admissions and Records, Counseling, Disability Programs and Services, the Reading Center, the Writing Center, the Math Resource Center, and the Health Center.

Resources on campus are available to assist with student retention and success.

All of the above collaborative efforts need to continue into the future since all services 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 and permits the program to remain expanded beyond the college funded baseline.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

Equipment and Technology

See Instructional Program Review requests

Instructional Materials

See Instructional Program Review

Classified Staff

See Instructional Program Review request for the Nursing Lab Technician to be a full time position. The current Nursing Skills Lab Technician position is a .48% position funded by the Enrollment Growth Fund.

Student Assistant

The program needs to continue with a student assistant working 9 hours a week. The position is funded by the Enrollment Growth Grant.

Facilities

No facilities work is requested at this time. The facilities are still relatively new.

C. Plans and Actions to Improve Student Success

