College of San Mateo

ANNUAL UPDATE
PROGRAM REVIEW &
PLANNING
Form Approved 9/2/2008:
Governing Council
Revised: 2/14/2012

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

INSTRUCTIONS

This *Annual Update for Program Review and Planning* is due each year that your *Comprehensive Program Review and Planning* report is not due.

(For information about program review cycles, see Instructional and Student Services program review rotation schedules posted online in their respective sections of the program review webpage: http://collegeofsanmateo.edu/prie/program_review/program_review.php)

Resources for Supporting Documentation:

A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are listed at the end of this document.

(You may delete this section, when you submit your final program review.)

Next Steps:

All *Annual* and *Comprehensive Program Review and Planning* reports are due March 25, 2012. This date is aligned with CSM's *Integrated Planning Calendar*.
 (See: http://collegeofsanmateo.edu/prie/planning.asp)

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

> James Carranza, Academic Senate President, carranza@smccd.edu
> Susan Estes, Vice President of Instruction, estes@smccd.edu
> Jennifer Hughes, Vice President of Student Services, hughesj@smccd.edu
> John Sewart, Dean (PRIE), sewart@smccd.edu

DEPARTMENT OR PROGRAM: Nursing

DIVISION: Mathematics and Science

1.   **BRIEF DESCRIPTION OF PROGRAM:**

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 the profession.
In addition, eligible graduates are able to transfer to San Francisco State University and obtain the Bachelor's of Science in Nursing within three semesters.

2.   Based on the elements in your *Core Program and Student Success Indicators* (provided by PRIE for each program) and the goals stated in your most recent Program Review, please identify any key successes and challenges.

1. Retention and success percentages remain high for the academic years 2008/09 to 2010/11.
2. The program participants represent a diverse population.

A key success is the hiring of a new full time tenure track faculty member. She has brought some excellent new ideas and initiatives to the faculty and students. She is taking on the responsibility of incorporation more simulation into the curriculum. A key challenge has been to find the correct electronic medical record online program in order to meet the informatics element of QSEN – Quality and Safety for Education in Nursing and to match with the documentation of a simulation exercise.

3.   Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.

The Pharmacology course N615 has not been adapted to a distance education format yet. It might be more feasible to offer a parallel distance education course.
High fidelity simulation experience has been added to the Nursing 242 and there are plans for the next Nursing 231 courses. A template for the curriculum which indicates how the QSEN competencies are being met is in progress and will be completed by June 2012. As mentioned previously, Nurse[2] was not satisfactory and was subsequently upgraded to SimChart, an online system. Currently one clinical group is piloting the use of the system for patient clinical preparation and documentation.
We are utilizing the simulation manikins for exercises in conjunction with the AVS system. One new full time faculty was hired. We will again request one more faculty member.

4.   Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).

The department plans to continue to augment and enhance the simulation/exercise scenarios and to utilize the current high fidelity manikins on a regular basis during the

Nursing 808 open skills lab course. The department will be submitting the application and work plan for the Enrollment Growth funds for academic years 2012-2013 and 2013-2014 during the month of March 2012. The department will also be submitting a Letter of Intent for the Peninsula Health Care District funds. The department is considering asking for the funds to be used for a new graduate residency program.

5. Are there any critical issues you expect to face in the coming year? How will you address those challenges?

    The most critical issue is the lack of an adequate number of full time faculty. The department will again be requesting one more full time faculty who would be the context expert in maternity nursing.

6. **STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:**

    a. Academic areas: Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

        An SLO for Nursing 231, Psychiatric Nursing, is, as follows,
        Engage and disengage from the therapeutic relationship through the use of effective interpersonal and counseling skills

        Assessment method
        Clinical instructors will review and evaluate the assigned process recordings for accuracy and appropriateness. They provide specific feedback to the student on their progress. Evaluation includes meeting all assigned criteria.

        Success
        80% if students will achieve a 90% score

        Result
        75% of students achieved 90% or better

        Plan
        Consider more emphasis on topic and reviewing the rubric and re-evaluate

    b. Student services areas: TBD

7. **SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS**
    (Data resources: Educational Master Plan, 2008 (EMP); Data Updates to EMP, 2011-12; Institutional Priorities, 2008-2011; 5 & 5 College Strategies; College Index, 2008/9-2011/12; GE-SLOs; SLOs; other institutional data; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)

    a. In the matrices below, itemize the resources needed to reach program 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 program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Requesting one additional full time faculty	If granted: Nursing initiative can be maintained and enhanced as time goes on across the curriculum, such as QSEN, SimChart, ATI, Assessment of SLO's, and other technologies in the nursing lab. One theory course will not have a full-time course manager. If not granted: The small number of full time faculty will not be able to provide the current level of quality service and maintain the other initiatives as well. Adjunct faculty will continue to teach a theory course.	Resources would assist other full time faculty to complete action steps by taking the lead on some initiatives.

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 department action steps based on SLO assessment.
None 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, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: Alaris IV Pump + modules **Number:** 2 **Vendor:** Alaris **Unit price:** $5,000 **Total Cost:** $10,000 **Status*:** New/Upgrade	Achieves more realistic IV pump practice according to industry standards	Students will achieve competency with IV pump that is used in most clinical settings. Maximizes effectiveness of simulation manikin use.

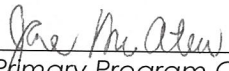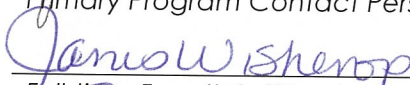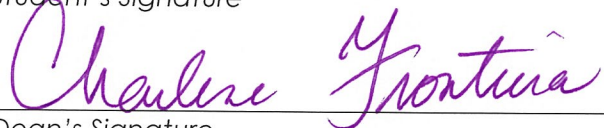|		
Item: Laptop computers for instructor terminals for simulation manikins **Number:** 2 **Vendor:** Laerdal **Unit price:** $2750 **Total Cost:** $5500 **Status*:** Replacement	Simulation manikins require update laptops for maximum effectiveness.	Maximized effectiveness of simulation manikin use.
Item: Amico suction regulators for Nursing Skills Center **Number:** 8 **Vendor:** Amico **Unit price:** $400 **Total Cost:** $3200 **Status*:** Upgrade	Achieves realistic practice with suction regulators that have the option of continuous or intermittent suction. Current regulators only have one option.	Students achieve realistic practice using both continuous and intermittent options.
Item: SimView Package **Number:** 1 **Vendor:** Laerdal **Unit price:** $22,778 **Total Cost:** $22,778 **Status*:** Upgrade	Replace current AVS System Improved system to digitally record simulations	Works most effectively with the Laerdal manikins.
Item: SimManager **Number:** 1 **Vendor:** Laerdal **Unit price:** $28,752 **Total Cost:** $28,752 **Status*:** Upgrade	Manages the simulation manikins as a learning management system	Allows the program to operate the simulations most efficiently.
Item: Simnewb manikin plus accessories **Number:** 1 **Vendor:** Laerdal **Unit price:** $40,754.50 **Total Cost:** $40,754.50 **Status*:** Upgrade	Program currently doesn't have a newborn simulation manikin	Allows the students to do newborn simulations
Item: Simman Essential Complete plus accessories **Number:** 1 **Vendor:** Laerdal **Unit price:** $52,657.62 **Total Cost:** $52,657.62 **Status*:** Upgrade	Program's current adult classic manikin is obsolete.	Simulation scenarios require state of the art manikin.

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

8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this *Annual Update for Program Review and Planning* evaluation:

Please list the department's *Annual Update for Program Review and Planning* **report team** <u>as appropriate</u>:

Primary program contact person: Jane McAteer, RN, MN
Phone and email address: 650-574-6682; mcateer@smccd.edu
Full-time faculty: Janis Wisherop
Part-time faculty: Amanda Anderson
Administrators:
Classified staff:
Students:

Primary Program Contact Person's Signature	3-26-2012 *Date*
Full-time Faculty's Signature	3/26/2012 *Date*
Part-time Faculty's Signature	3/26/12 *Date*
	(as appropriate)
Classified Staff Person's Signature	*Date*
	(as appropriate)
Student's Signature	*Date*
	(as appropriate)
Dean's Signature	3/28/12 *Date*

Annual Program Review
RESOURCES FOR SUPPORTING DOCUMENTATION

This section contains a listing of sources for data and key documents referred to in this *Annual Update* along with other resources. Contact information for relevant people is also included.

Academic Senate
http://www.collegeofsanmateo.edu/academicsenate/
Contact: csmacademicsenate@smccd.edu
James Carranza, Academic Senate President, carranza@smccd.edu, (650) 574-6568

College Catalogs and College Class Schedules are archived online:
http://collegeofsanmateo.edu/schedule/archive.asp

Course Outlines are found at:
http://collegeofsanmateo.edu/articulation/outlines.asp

Committee on Instruction
http://collegeofsanmateo.edu/committeeoninstruction/
Contact: Teresa, Morris, morrist@smccd.edu, (650) 574-6617.

Program Review Resources (includes forms, data, and completed program reviews for both instructional and student services program review)
Note: PRIE has a new website as of 2/15/2012; Program Review resources will temporarily be housed at "old" site as we makes the transition to a new site:
http://collegeofsanmateo.edu/prie/program_review/program_review.php

Core Program and Student Success Indicators (See links for "Quantitative Data for Instructional Programs")
Distance Education Program Review Data
Glossary of Terms for Program Review
Listing of Programs Receiving Program Review Data from PRIE
Rotation Schedule for Instructional Program Review, 2008-2014
http://collegeofsanmateo.edu/prie/program_review/program_review.php

Office of Planning, Research, and Institutional Effectiveness (PRIE)
(Note: PRIE has a new website as of 2/15/2012; the URL will remain the same.)
http://collegeofsanmateo.edu/prie/
Contact: John Sewart, Dean, sewart@smccd.edu, (650) 574-6196
Contact: Milla McConnell-Tuite, Coordinator, mcconnell@smccd.edu, (650)574-6699

At PRIE Website
College Index, 2008/9-2011/12,
http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp
Educational Master Plan, 2008, http://collegeofsanmateo.edu/prie/planningdocs.asp
Educational Master Plan, Data Updates, 2011-12
http://collegeofsanmateo.edu/institutionalresearch/
Institutional Priorities, 2008-2011
http://collegeofsanmateo.edu/prie/planningdocs.asp
Five in Five College Strategies, http://collegeofsanmateo.edu/prie/planningdocs.asp

Student Learning Outcomes (SLOs) website:
http://www.collegeofsanmateo.edu/sloac/
Contact: David Locke, SLO Coordinator, Locke@smccd.edu,(650)574-6624
Also see PRIE site for SLO assessments' support: http://collegeofsanmateo.edu/prie/slos.asp

Division: 4414 - Mathematics/Science/Nursing Department

INDICATOR	2008-09	Academic Year 2009-10	2010-11
Enrollments/Dup. Headcount	1133	1147	1013
WSCH	5022.2	5166.96	5042.85
FTES	167.4	172.2	168.1
LOAD (WSCH/FTEF)*	220	226	236
Retention %	99%	98%	98%
Success %	97%	98%	97%
Classroom Teaching FTEF			
Full-time FTEF	15.46	15.43	14.26
Adjunct FTEF	4.89	5.1	4.78
Overload FTEF (F-T Faculty)	2.45	2.37	2.29
Retired FTEF	0	0	0
Total FTEF	22.79	22.9	21.34
Percent Full-time	68%	67%	67%
Reassigned FTEF	0	0	3.91
Number of Sections	76	75	68
% Vocational Education	100%	100%	100%
% Transferable	0%	0%	0%
% Degree Applicable	0%	0%	0%
% Basic Skills	0%	0%	0%

	Projections		
	2011-12	2012-13	2013-14
	978	918	858
	5097.99	5108.31	5118.64
	169.9	170.3	170.6
	243	251	259
	98%	98%	98%
	96%	96%	95%

Projection Methodology

Linear projections based upon 3 years' prior data, using simple linear regression trend analysis. NOTE: Not intended as a goal or target.

Notes: Academic Year = Fall + Spring only.

Successful Course Completion Rates: 2010-11

Demographic Variable	Count	Col%	Success	Non-Success	Withdraw	% Success	% Non-Success	% Withdraw
Ethnicity								
Asian	163	16	156	7	3	96	4	2
Black	22	2	16	6	5	73	27	23
Filipino	301	30	289	12	3	96	4	1
Hispanic	161	16	161	0	0	100	0	0
Native Am	9	1	9	0	0	100	0	0
Pac Islander	1	0	1	0	0	100	0	0
White	236	23	227	9	7	96	4	3
Other	83	8	83	0	0	100	0	0
Multi-Racial	33	3	32	1	0	97	3	0
Total	1009	100	974	35	18	97	3	2
Gender								
Female	793	79	764	29	18	96	4	2
Male	197	20	191	6	0	97	3	0
Unrecorded	19	2	19	0	0	100	0	0
Total	1009	100	974	35	18	97	3	2
Age								
19 or less	30	3	30	0	0	100	0	0
20-24	155	15	153	2	0	99	1	0
25-29	341	34	327	14	6	96	4	2
30-34	243	24	241	2	1	99	1	0
35-39	77	8	65	12	9	84	16	12
40-49	150	15	145	5	2	97	3	1
50+	4	0	4	0	0	100	0	0
Unrecorded	9	1	9	0	0	100	0	0
Total	1009	100	974	35	18	97	3	2

DEFINITIONS:

Enrollments/Dup.Headcount:
Sum of end-of-term enrollments.

WSCH:
"Weekly Student Contact Hours" = total hours per week a student attends a specific class. WSCH are used to report apportionment attendance and FTES.

Retention%:
The percentage of enrollments with a grade of A, B, C, D, F, CR, NC, I, at end-of-term. (Only excludes W's.)

Success%:
The percentage of enrollments with a grade of A, B, C, CR at end-of-term.

FTEF:
"Full-Time Equivalent Faculty" is calculated at the course level as a proportion of a full-time teaching load. FTEF is calculated by using the Faculty Load Credit (FLC) assigned to the course.

LOAD (Productivity) WSCH/FTEF:
Ratio of the weekly contact hours of enrolled students and a faculty's hours of instruction per week = faculty load. The State's productivity measure is 525 WSCH/FTEF.

Reassigned FTEF:
Faculty assigned to projects to which there is no course/CRN.

FTES:
Full-Time Equivalent Students. Definition to be supplied.

*Slight discrepancies in the ratio of WSCH/FTEF (LOAD) are due to the rounding of numeric figures.

Division: 4414 - Mathematics/Science/Nursing Department

INDICATOR	Fall Term 2008	2009	2010	DEFINITIONS:
Enrollments/Dup.Headcount	573	555	498	**Enrollments/Dup.Headcount:** Sum of end-of-term enrollments.
WSCH	2352.66	2289.81	2571.44	**WSCH:** "Weekly Student Contact Hours" = total hours per week a student attends a specific class. WSCH are used to report apportionment attendance and FTES.
FTES	78.4	76.3	85.7	
LOAD (WSCH/FTEF)*	204	200	239	**Retention%:** The percentage of enrollments with a grade of A, B, C, D, F, CR, NC, I, at end-of-term. (Only excludes W's.)
Retention %	98%	98%	99%	
Success %	97%	98%	97%	**Success%:** The percentage of enrollments with a grade of A, B, C, CR at end-of-term.
Classroom Teaching FTEF				**FTEF:** "Full-Time Equivalent Faculty" is calculated at the course level as a proportion of a full-time teaching load. FTEF is calculated by using the Faculty Load Credit (FLC) assigned to the course.
Full-time FTEF	7.72	7.72	6.87	
Adjunct FTEF	2.57	2.57	2.64	
Overload FTEF (F-T Faculty)	1.26	1.18	1.24	**LOAD (Productivity) WSCH/FTEF:** Ratio of the weekly contact hours of enrolled students and a faculty's hours of instruction per week = faculty load. The State's productivity measure is 525 WSCH/FTEF.
Retired FTEF	0	0	0	
Total FTEF	11.54	11.46	10.75	
Percent Full-time	67%	67%	64%	
Reassigned FTEF	0	0	2.07	**Reassigned FTEF:** Faculty assigned to projects to which there is no course/CRN.
Number of Sections	37	36	34	**FTES:** Full-Time Equivalent Students. Definition to be supplied.
% Vocational Education	100%	100%	100%	
% Transferable	0%	0%	0%	
% Degree Applicable	0%	0%	0%	
% Basic Skills	0%	0%	0%	

*Slight discrepancies in the ratio of WSCH/FTEF (LOAD) are due to the rounding of numeric figures.

Division: 4414 - Mathematics/Science/Nursing Department

INDICATOR	Spring Term 2009	2010	2011	DEFINITIONS:
Enrollments/Dup. Headcount	560	592	515	**Enrollments/Dup.Headcount:** Sum of end-of-term enrollments.
WSCH	2669.54	2877.15	2471.41	**WSCH:** "Weekly Student Contact Hours" = total hours per week a student attends a specific class. WSCH are used to report apportionment attendance and FTES.
FTES	89	95.9	82.4	
LOAD (WSCH/FTEF)*	237	252	233	**Retention%:** The percentage of enrollments with a grade of A, B, C, D, F, CR, NC, I, at end-of-term. (Only excludes W's.)
Retention %	99%	98%	98%	
Success %	98%	97%	96%	**Success%:** The percentage of enrollments with a grade of A, B, C, CR at end-of-term.
Classroom Teaching FTEF				**FTEF:** "Full-Time Equivalent Faculty" is calculated at the course level as a proportion of a full-time teaching load. FTEF is calculated by using the Faculty Load Credit (FLC) assigned to the course.
Full-time FTEF	7.74	7.71	7.39	
Adjunct FTEF	2.32	2.53	2.14	
Overload FTEF (F-T Faculty)	1.19	1.19	1.05	**LOAD (Productivity) WSCH/FTEF:** Ratio of the weekly contact hours of enrolled students and a faculty's hours of instruction per week = faculty load. The State's productivity measure is 525 WSCH/FTEF.
Retired FTEF	0	0	0	
Total FTEF	11.25	11.44	10.59	
Percent Full-time	69%	67%	70%	**Reassigned FTEF:** Faculty assigned to projects to which there is no course/CRN.
Reassigned FTEF	0	0	1.84	
Number of Sections	39	39	34	**FTES:** Full-Time Equivalent Students. Definition to be supplied.
% Vocational Education	100%	100%	100%	
% Transferable	0%	0%	0%	
% Degree Applicable	0%	0%	0%	
% Basic Skills	0%	0%	0%	

*Slight discrepancies in the ratio of WSCH/FTEF (LOAD) are due to the rounding of numeric figures.

Division: 4414 - Mathematics/Science/Nursing Department

INDICATOR	Summer Term			DEFINITIONS:
	2009	2010	2011	
Enrollments/Dup.Headcount	248	206	207	**Enrollments/Dup.Headcount:** Sum of end-of-term enrollments.
WSCH	336.63	302.23	339	**WSCH:** "Weekly Student Contact Hours" = total hours per week a student attends a specific class. WSCH are used to report apportionment attendance and FTES.
FTES	11.2	10.1	11.3	
LOAD (WSCH/FTEF)*	306	302	318	**Retention%:** The percentage of enrollments with a grade of A, B, C, D, F, CR, NC, I, at end-of-term. (Only excludes W's.)
Retention %	99%	94%	93%	
Success %	96%	93%	86%	**Success%:** The percentage of enrollments with a grade of A, B, C, CR at end-of-term.
Classroom Teaching FTEF				**FTEF:** "Full-Time Equivalent Faculty" is calculated at the course level as a proportion of a full-time teaching load. FTEF is calculated by using the Faculty Load Credit (FLC) assigned to the course.
Full-time FTEF	0	0	0	
Adjunct FTEF	0	0	0	
Overload FTEF (F-T Faculty)	1.1	1	1.07	**LOAD (Productivity) WSCH/FTEF:** Ratio of the weekly contact hours of enrolled students and a faculty's hours of instruction per week = faculty load. The State's productivity measure is 525 WSCH/FTEF.
Retired FTEF	0	0	0	
Total FTEF	1.1	1	1.07	
Percent Full-time	0%	0%	0%	
Reassigned FTEF	0.4	0.4	0.4	**Reassigned FTEF:** Faculty assigned to projects to which there is no course/CRN.
Number of Sections	11	10	10	**FTES:** Full-Time Equivalent Students. Definition to be supplied.
% Vocational Education	100%	100%	100%	
% Transferable	0%	0%	0%	
% Degree Applicable	0%	0%	0%	
% Basic Skills	0%	0%	0%	

*Slight discrepancies in the ratio of WSCH/FTEF (LOAD) are due to the rounding of numeric figures.