INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Nursing

Faculty Contact: Jane McAteer

Academic Year: 2012- 2013

Program Review Submission Date: Enter Date

I. Description of Program

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

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 health care agencies (industry partners). This collaboration can often lead to employment as the nursing staff work with students and view their skills and abilities.

5. "Create collaboration between CTE and transfer"
   The program has 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 encouraged to consider the Bachelor's in Science degree as soon as they begin the program.

II. Summary of Student and Program Data

A. *Student Learning Outcomes Assessment*

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

The faculty review the SLO assessments for each course as part of the summary meeting agenda for each nursing program course throughout the curriculum. The meeting occurs every eight weeks and includes all members of the teaching team who participate in the discussion of the assessment. For the most part, students achieve the designated SLOs for each course.

Program SLOs will be evaluated with data from the online graduate survey, which is currently open online and will close in April.

Areas in need of improvement include the following:
- Faculty should consider retiring SLOs which have been consistently met as courses undergo revisions.
- Some course SLOs should be condensed.
- Faculty should review SLOs to assure a balance of themes and matches to GE SLOs.

B. *Student Success Indicators*

1. Review Student Success and Core Program Indicators and discuss any differences in student success indicators across demographic variables. Also refer to the College Index and other relevant sections of the Educational Master Plan: Update, 2012, e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to ARCC data.

    Success Rates and Retention Rates are across the board high (90th percentiles) with the exception of the African-American students in 2010-2011. This is the only group and period in which the success rate is in the 70s and withdraw rate is 22.7%.

    Nursing is the number 2 declared major at CSM after "Undeclared Major". EMSI data indicate that registered nurses with associated degrees will experience a 13.50% upwards change in job openings between 2010 and 2017.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to Delivery Mode Course Comparison.

    The nursing program is almost entirely delivered in an on-campus mode. Only 2 courses are delivered in a distance education mode: Nursing 630 Medical Terminology, and Nursing 615 Pharmacology for Nurses.

C. *Program Efficiency Indicators. Do we deliver programs efficiently given our resources?*

    Summarize trends in program efficiency as indicated in the Student Success and Core Program Indicators (LOAD, Full-time and Part-Time FTEF, etc.).

    WSCH is high, conversely the LOAD is low due to regulatory ratios of the sections. Numbers of students in each clinical section are typically 10 due to Board of Registered Nursing regulations and also due to the numbers that will be accepted by the clinical agencies.

D. *Course Outline Updates*

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

Nursing 232, 241, 242, and 615 were updated this academic year 2012-2013.

Next academic year, the rest of the nursing courses will be completed.

Courses to be updated	Faculty contact	Submission month
NURS 211	Elizabeth Smith	September
NURS 225	Elizabeth Smith, Amanda Anderson	September
NURS 221	Elizabeth Smith	September
NURS 222	Amanda Anderson	September
NURS 231	Janis Wisherop	October
NURS 235	Janis Wisherop	October
NURS 245	Janis Wisherop	October
NURS 610	Tracy DeVille	September
NURS 620	Tracy DeVille	September
NURS 630	Tracy DeVille	September
NURS 815	Janis Wisherop	October

E. *Website Review*

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

Faculty contact(s)	Date of next review/update
Jane McAteer	September 2013

F. *Additional Career Technical Education Data – CTE programs only. (This information is required by California Ed. Code 78016.)*

1. Review the program's Gainful Employment Disclosure Data, External Community, and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other

training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

Gainful Employment Disclosure Data only covers certificate programs. The majority of students apply for and receive the Associate Degree of Science in Nursing. Employment data is covered in II B Student Success Data.

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

The program's Advisory Committee information is current. The most recent advisory committee meeting was October 22, 2012.

III. Student Learning Outcomes Scheduling and Alignment

A. *Course SLO Assessment*

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

Currently, the SLOs are assessed at the end of each course when the teaching team meets at the summary meeting. The results are reported during the end of semester faculty meeting. No modifications are anticipated.

B. *Program SLO Assessment*

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

The plan is to measure the program SLOs when collecting the graduate survey data. The program student learning outcomes have been aligned with the graduate survey questions with the assistance of PRIE and the SLO coordinator.

The graduate survey is collected annually with the graduates of 1, 3, and 5 years.

C. *SLO Alignment*

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to TracDat related Program and Institutional SLO reports.

Heavy emphasis has been placed upon the following program student learning outcomes.

1. Students can demonstrate a sound knowledge of nursing methods, skills, and health care management.

2. Using the nursing process, students engage in an ongoing evaluation of all care delivered and change the plan of care as appropriate.

3. Students can demonstrate effective skills in communicating information, advice, and professional opinion to colleagues, patients, clients, and their families.

   The course student learning outcomes only tie minimally to the program student learning outcomes, therefore, that should be a goal as courses are revised.

4. Students follow professional ethical standards when they provide nursing care to patients.

5. Students value themselves as growing professionals by demonstrating accountability for their own learning and practice that serves as the basis for continued development as a professional nurse.

The following areas of GE SLOs are tied to the course program SLOs:
1. Effective communication
2. Critical thinking
3. Social awareness and diversity
4. Ethical Responsibility
5. Quantitative skills

IV. Additional Factors

Discuss additional factors as applicable that impact the program, 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

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. Program 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 success indicators and data noted in Section II. Summary of Student and Program Data.

[*Note*: CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in Sections II.F.1 and II.F.2.]

[*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.

    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.

    Faculty:

    During the next six years, one faculty member and the program director will retire. The faculty member is the pediatric content expert, so that person will need to be replaced per Board of Registered Nursing regulations. The director could be replaced by the current Assistant Director, who is very knowledgeable with the program and intends to apply for the position. If the director is replaced by the assistant director, then that faculty member will need to be replaced. She serves as the content expert for Psychiatric and Gerontological nursing.

    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.

Facilities:

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

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.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions
Full-time faculty request forms Full-time faculty request for nursing	One

Complete Full-Time Faculty Position Request Form for each position.

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost
None		

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	Total Tax & Shipping: $1,295.46
6. Carry Case for Adult Torso Manikins (1)	$103.40	
7. Denture Set (Adult)	$33.84	

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

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

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