College of San Mateo

Program Review Submission

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Instructional Program Review

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

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1. 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 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"

Student 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 semester.

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.

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2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Identify trends and discuss areas in need of improvement.

The nursing faculty review the SLO assessments for each course as part of the summary meeting agenda for each nursing program course throughout the curriculum. The meetings occur every eight weeks and include most members of the teaching team who actively participate in the discussion of the assessment results. The majority of SLOs have been achieved in the nursing courses and in the program.

Program SLOs will be evaluated with data from the online graduate survey and in the future other assessment measures may need to be developed.

Areas in need of improvement include the following:

Faculty should consider retiring or revising SLOs which have been consistently met as courses are updated.

In some cases, the number of course SLOs should be decreased.

Faculty should review SLOs to assure that a balance of themes and that there are subsequent 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 and Retention Rates continue to remain high (90th percentile) with the exception of the African-American students in 2010-11. This is the only group and time period in which the success rate is in the 70s and the withdraw rate is 22.7%.

Registered Nursing is the number 2 declared major at CSM after "Undeclared Major". EMSI data indicate that registered nurses with associate 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 a face to face system. Obviously, the clinical experiences must be held in a live delivery system.

For various competencies and occasionally for clinical make-up, simulation has been utilized and will continue to expand its offerings. Only 2 "recommended' 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.)

> While WSCH is high, the Load is low due to regulatory ratios of the numbers of students in each section. The numbers of students in each clinical section are typically low due to Board of Registered Nursing regulations and also due to the numbers that will be accepted by the clinical agencies. Increasingly the clinical agencies are requesting that the clinical sections include no more than 8 students. Currently the clinical sections contain 10 students each.

3. 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.

> The Vocational Course Completion rate is 2.1% above the State rate of 76.7% at 78.8%.   UCSF Medical Center has hosted the pediatric sections for 26 years and is a top regional employer. Unfortunately, beginning with the fall of 2014, UCSF has officially cancelled our student placements in favor of aligning with their city wide partners in the city of San Francisco. All of the pediatric sections, except for one section, have been at UCSF Medical Center for the past 26 years. This decision impacts the pediatric curriculum in a critical way.   There are no other sites available. More community opportunities will need to be explored for the pediatric course as well as increased offerings in simulation
>
> The student population remains highly diverse and mirrors the community population.
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> The state-wide initiative of SB 850 was previously mentioned.
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> Students can achieve a seamless transfer to SFSU without having to repeat courses.
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> The registered nursing graduate will need to apply to agencies that are non-traditional, since the acute care opportunities are diminishing. As hospitals downsize the number of acute care beds, more opportunities will be available in home care and in ambulatory care.
>
> The program is continuing to monitor, collect curricular data, and participate in surveys 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, evidenced-based practice, informatics, patient-centered care, quality improvement, and teamwork and collaboration.
>
> An assessment of the template along with completion of the survey reveals that the quality improvement competency needs more emphasis. In terms of the teamwork and collaboration competency, the program is developing an alliance with the respiratory therapy students at Skyline College. The respiratory therapy students have visited the simulation lab and received an introduction to the manikin. In the future, the program would like to run a simulation with both the nursing students and the respiratory therapy students.

4. Planning

A. Results of Program 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.
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> All nursing courses have been modified to meet the CTE requirements. Several courses that were modified in 2012 will need to be updated in 2014.
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> Two recommended nursing courses are taught by distance education-Nursing 630-Medical Terminology and Nursing 615-Pharmacology in Nursing.

B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the **College Mission and Diversity Statements**, **Institutional Priorities, 2008-2013**, and other **Institutional Program Planning** as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators. [**Note**: Specific plans to be implemented in the next year should be entered in C of the Planning section. 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 D1 and D2 of the Career Technical Education section.]

During the next three 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, especially those nurses who work in the perioperative areas. The focus of employment may shift from the acute care setting to ambulatory, home care, and long term care due to decrease in reimbursements to hospitals based on the affordable care act and the emphasis on prevention.

Since nursing students have a rigorous path to acceptance into the program with completion of 10 prerequisite courses and the TEAS test (Test of Essential Academic Skills), these students are highly motivated to succeed and therefore the program anticipates that student success and retention rates will remain high.

The program needs to consider continuing education and transfer options for graduates. As mentioned previously, a seamless transfer option has been available for the last four years through the program's collaboration with San Francisco State University and City College of San Francisco. Eligible students who transfer (space available) 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.

SB 850-the bill to offer the bachelor's degree at the community colleges is making its way through the education committee. Interest and support is high among the California Community College nursing programs, but it remains to be seen whether or not the bill will be passed by the legislators and/or be signed by the governor due to opposition by the California Nurses Association. If it does pass and is signed, the California State Chancellor has the responsibility to choose the district or district (s) which will offer the major and which major it will be. The California State University System does not have the capacity to enroll all of the ADN graduates in order to comply with the Institute of Medicine's recommendation that 80% of the workforce receive their bachelor's degrees by 2020.

The program needs to utilize all resources to continue 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 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. During the new student orientation, the program invites resource representatives to describe their services.

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.

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.

See the Resource Requests section below to enter itemized resource requests for next year.
Leave sections blank if no major changes are anticipated.

Faculty

Historically, the program had 6 full time faculty until the director, Ruth McCracken, retired in 2003. At that point Jane McAteer became the Interim Director, stepped away from faculty and that faculty position was not replaced. This reduced the number of full time faculty to 5.

At the end of Spring 2011, two temporary full time faculty members were no longer funded by a grant from the Peninsula Health Care District, which was not renewed. As a result, the total number of full time faculty members was reduced to three.

Simultaneously, a new full time faculty member, Tracy DeVille, was hired, resulting in an increase of the number of full time faculty to four.

In May of 2012, full time faculty member, Tanya Isaeff, unexpectedly retired The result was a reduction of full time faculty members to three. In reality, Tanya Isaeff's load was 2.74 FTE. She also served as the content expert for medical-surgical nursing and gerontological nursing, required by the Board of Registered Nursing.

In June of 2013, a full time faculty member, Esther Kim, was hired. In July of 2013 she resigned, citing personal issues. If she had stayed on, the number of full time faculty would have been four, but remained at three.

The position was re-opened in the beginning of the Fall of 2013 and by the end of the Fall of 2013 another full time faculty member, Tara Graupera was hired. On March 12, 2014, she informed the Nursing Department and Human Resources that she is declining the position. The position has now been re-opened. The number of full time faculty remains at three.

Over the next three years, the director plans to retire. Another senior full time faculty member is planning to retire within the next three years. This faculty is currently the pediatric content expert.

Most likely the next director will emerge from the full time faculty, leaving that space open as well.

The program needs a minimum of 2 new full time faculty members. The program is critically understaffed, with current full time faculty teaching overload to cover for the lack of adequate staffing. The full time faculty do not currently have the capacity to participate in the campus at large, including committee work and other initiatives.

Due to the great difficulty in finding full time faculty, the program needs to be proactive and start early. Qualified faculty are extremely difficult to find, especially given the salary disparity from industry to academia.

Finally, after the next three years the program will need a new director.

Equipment and Technology

In the coming years, the high fidelity simulation manikins will be obsolete and will need to be upgraded. The nursing skills lab recently purchased two new IV pumps and needs more pumps to replace the outdated pumps. More infusion modules will need to be purchased as well.

The faculty have noted that the older IV stands are unstable and the program needs newer 6 legged versions.

Other online codes or software licenses may be needed to promote effective use of simulation in the coming years.

The desktop computer in the nursing skills lab storage area needs to be replaced

The multi-function printer-copier-scan-fax in the nursing program workroom needs to be replaced.

The department computer and the nursing director's computer are critically old and need to be replaced.

Instructional Materials

The program will need updates of instructional materials, such as DVDs and/or online codes for simulation. The program will need to have funding for recurring cost items, such as warranties, fees, NCLEX program reports, background checks/drug screening for faculty. and fit testing for faculty and students.

Classified Staff

The current nursing lab technician position is for .48%. This position is funded by the Enrollment Growth Grant. The program and the lab could definitely use the lab technician's services on a full time basis.

The services provided by the nursing skills lab are constantly evolving, due to distinct technological challenges. The faculty and students need the technician's support on a full time basis in order to accomplish the following:

Setting up and breaking down the labs and checking with the faculty to see if there are any required changes. Matching the set-up to the required documentation and equipment.

Maintaining the patient rooms and simulation rooms in good order while seeing that the stocking level of supplies is maintained.

Monitoring the RedBeam inventory list in order to provide a list of supplies that are critically low and need to be re-ordered. Entering any new supplies or equipment into the inventory list.

Keeping the instructional areas in good order.

Working with the open skills lab faculty for any needs that might occur during those labs

Assisting the faculty with other online tools and databases, such as ATI resources, simulation scenarios, and SimChart.

Providing routine required maintenance for the low, medium, and high fidelity manikins.

Participating in simulation scenarios if available and needed by the faculty and students

Running SARS reports on student log-in hours into the Nursing Skills Lab

Helping to build courses and provide support for SimChart (online simulated Electronic Health Care Record and care planning tool).

Facilities

No facilities work is requested. The facilities are still relatively new.

C. Program 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. (Plans may extend beyond a single year.)

The program has advertised the launch of the Multicriteria Admissions requirement in the nursing department website and also announced by presentations to the Nursing Advisory Council and CSM counselors/advisors, healthcare sector district meetings, and the Nursing Student Advisory Committee meetings.

The multicriteria admissions requirements will apply to the class admitted in 2015, slated to graduate in 2017, and classes beyond these dates.

The proposed outcome will be a decrease in the attrition rate to less than 15% and an increase in the NCLEX pass rate to 90% or greater.

These initiatives support the Institutional Priorities of Student Success, Academic Excellence, and Relevant High Quality Programs.

5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form, AY 2013-2014** and email to your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
Full time nursing faculty with expertise in medical-surgical, maternity, and pediatric nursing	2

Equipment and Technology

Description	Cost
Alaris Pumps (2) @ $1500 each	$3000
Replacement of "Classic Sim" with "SimMan Essential Manikin" one unit with trade-in, warranty, installation, training and other peripherals.	$52, 657.62
Sim Manager-replaces current AVS system	$28, 752
iMac work station for Nursing Director	$1, 990
HP workstation for Nursing Department staff assistant	$1,000
Printer for Nursing Department	$2,715
Laptop computers for nursing skills lab (2) and lecture room (1)	$6,000
Small desktop computers for electronic health care record stand in both	$1,500

simulation rooms (2)	
Sim Man 3G warranty	$5.000 per year
Centralized Clinical Placement Fee	$975
Syringe pump	$4,000
Assistant Director Stipend (BRN mandated participation	$3,000
SimNewBy maintenance fee	$2.100 per year beginning 2015
Fit Testing for Faculty and Students	$4,025 maximum

Instructional Material

Description	Cost
Cart for Standardized Simulation Folders	**$450**
Instructional DVDs- $450 each-10 DVDs	$4500
Access Codes for VitalSim simulation modules-$75x 100 students	$7500
California Simulation Alliance Fee	$350
BRN/CEU fee	$200
COADN fee	$100
Redbeam inventory maintenance fee	$400
NCLEX reports	$300
Fees for hazardous materials disposal	$500
Background check/drug screening for faculty	$500
IV poles-replacement 6x $300 each	$1800

Classified Staff

Description	Cost
Full time Nursing Laboratory Technician	$60,000

Facilities
For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description	Cost

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6. Program Maintenance

A. 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.

Courses to be updated	Faculty contact	Submission month
Nursing 232	Tracy DeVille	November 2014
Nursing 241	Tracy DeVille	November 2014
Nursing 242	Janis Wisherop	November 2014
Nursing 615	Tracy DeVille	November 2014
Nursing 630	Tracy DeVille	November 2014
Nursing 666	Janis Wisherop/Tracy DeVille	November 2014
Nursing 815	Janis Wisherop	November 2014

Nursing 610	Tracy DeVille	November 2014
Nursing 620	Tracy DeVille	November 2014

B. Website Review

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

Faculty contact(s)	Date of next review/update
Jane McAteer	September 2014

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Elizabeth Smith	Fall 2014
Janis Wisherop	Fall 2014
Tracy DeVille	Fall 2014
Amanda Anderson	Fall 2014