

CTE Program Review

Program Name: **Nursing**

Program Contact: **McAteer, Jane M.**

Academic Year: **2016-2017**

Status: **Submitted for review**

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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](#), [CSM Strategic Goals 2013/14 to 2015/16](#), and other [Institutional Program Planning](#) as appropriate. What is the program's vision for sustaining and improving student learning and success over the next three years?

The Registered Nursing program at the College of San Mateo is a two year program leading to an Associate of Science Degree in Nursing. 100% of last year's graduating class (class of 2016) completed their Associate Degree in Nursing and at least 10 graduates received honors at graduation. 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 will be collaborating further with SFSU to streamline the transfer pathway. A recent survey of graduates indicated that at least one-third of graduates have transferred to a RN to BSN program and received a BSN degree.

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. In addition, students also receive various assignments at community agencies. While completing those objectives, students interact with staff and members of the community. This strengthens the program's presence and reputation in

the community.

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. California State Dominguez Hills is accepting students as they enter the program in order to provide course options for the university while the students are enrolled in the CSM program.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Specify how SLO assessment informs curriculum development and changes to curriculum.

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 assessed and 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 could or should be decreased.

Faculty should review SLOs to assure that a balance of themes and that there are subsequent matches to GE SLOs.

The program currently has three new full time faculty who need to become more familiar with the curriculum in order to deal with the SLOs and the curriculum in general.

2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and program SLOs appropriate and informative? Describe any additional methods used to assess program SLOs and reflect on the results of those assessments. See [course-to-program SLO alignment mapping](#).

There is a close alignment between the program SLOs and the nursing course SLOs. The graduate surveys that have been received show that the graduates who respond feel that they have met the program SLOs.

The majority of the graduates gave the program SLOs ratings of 4 (well-prepared).

The program SLOs reflect the major themes of each nursing course's curricula:

1. Role in providing care
2. Role as a communicator- also reflects the general education slo.
3. Role as a patient teacher

4. Role as a manager of patient care

Each nursing course's clinical objectives follow the above format.

Graduate surveys do indicate that alumni would have liked to have had experiences with a preceptorship.

A number of nursing programs have retreated from offering preceptorships in the last semester of the program, due to lack of availability of preceptors at the various clinical sites

The program would like to increase the availability of acute care experiences in pediatrics, but those experiences have become extremely difficult to find.

3. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs (and for the GE SLOs, if available) reveal about student attainment of the GE SLOs? See [GE SLO Alignment Summary Report](#) or [All Courses GE SLO Alignment Data](#).

Most of the nursing courses support at least two of the GE SLOs. Other GE SLOs are supported by the prerequisite courses that all nursing students have to complete prior to acceptance into the nursing program.

The required nursing courses strongly support effective communication, quantitative skills, and critical thinking. Areas that need better alignment of nursing courses with GE SLOs are social awareness and diversity and ethical responsibility. It was mentioned earlier that the faculty should consider these areas when reviewing and/or revising course SLOs when updating nursing courses. Again, it is quite possible that these areas are supported better by prerequisite courses which are required to be completed in order to qualify for application to the program.

The survey of the open skills lab indicates progress in the GE SLOS in the lab area, with the majority of students citing "major progress", especially in the communication area, analysis of information and mathematical area.

The three new full time faculty need to become better acquainted with the curriculum in general in order to consider the alignment of nursing course/program SLOs with 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) across various demographic groups- this is true for all nursing courses, including the Open Lab (skills lab) courses: Nursing 816 through 819.

Surveys sent to students regarding the Nursing Skills Lab indicate satisfaction with those services. Since the return of surveys is a small sample, the program will survey all students again to see if other days of the week would be preferable to the current schedule. The schedule was created based upon student preferences to be open on Mondays, Thursdays, and Fridays. All students are on campus anyway on Mondays and Thursdays for the theory classes.

Registered Nursing is the number 2 declared major at CSM after "Undeclared Major". EMSI data indicate that registered nurses will experience a 10.1% upwards change in job openings between 2011 and 2017.

Projected openings may increase further as more registered nurses plan to retire during better economic times.

California new graduate surveys indicate a definite increase in openings for new graduates. In our experiences, many of our clinical partners are offering new graduate programs, especially Mills Peninsula Health Services.

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 or in simulation in the nursing skills lab.

For various competencies and occasionally for clinical make-up, simulation exercises are offered. In the Spring of 2015, the program has expanded simulation to include a dedicated simulation section in Nursing 221. We plan to continue this in the Spring of 2016. Pediatric nursing clinical placements are not able to accommodate an entire section of students, so students rotate through the dedicated simulation experience.

The program has been able to hire a full time faculty member as a dedicated simulation/skills lab coordinator.

For the Fall of 2016, the program opened dedicated simulation sections in Nursing 231 and 232, so that we can expand simulation opportunities as well as rotate the second year nursing students out of the acute care areas and into simulation exercises.

Graduates have commented that they would have appreciated more opportunities for simulation.

Only 2 'recommended' courses are delivered in a distance education mode: Nursing 630 Medical Terminology, and Nursing 615 Pharmacology for Nurses. Student success is high for the distance education courses. It is difficult to compare success rates with these courses to the face to face courses.

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 of 200 in 2015-2016 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. Now that the program has a dedicated simulation lab faculty coordinator, more simulation offerings can decrease the number of students in the acute care clinical setting.

Students and graduates survey comments indicate high interest in more simulation opportunities

Per Board of Registered Nursing guidelines, only 25% of the clinical time may be spent in simulation.

3. Career Technical Education

A. Career Technical Education Data (This information is required by California Ed. Code 78016.)

1. Review the program's available labor market data, as applicable. Here are two relevant links:

- [State Of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information)
- [Employment data](#) (by Program Top Code) from the State Chancellor's Office

Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area.

The San Mateo County EMSI data indicate a 1.2% increase in job growth for registered nurses for the time period of 2011-2017. The Health Impact 2015 New RN Graduate Hiring Survey data indicate that 72% of new graduates respondents are employed in nursing in the State of California. Hiring expectations for 2015-16 indicate a 49.2% increase for new graduates. The reasons for the expected increase include lack of available experienced Rns, expected retirement of incumbent Rns, expansion of service lines, and desire to

build a pipeline to staff own clinical specialties. College of San Mateo has the only associate degree nursing program in San Mateo County, so there is no unnecessary duplication of other training programs in the area.

2. Summarize student outcomes in terms of degrees and certificates. Identify areas of accomplishment and areas of concern.

collegeofsanmateo.edu/institutionalresearch/degcert.asp

The class of 2016 graduated 43 students. All received associate degrees in nursing, and at least one-third of students have transferred to 4 year programs in order to attain the bachelor's degree in nursing. Future concerns include making sure that all students receive the associate degree in nursing by offering dedicated counseling services. In addition, all student should transfer upon graduation. The program is in discussion with San Francisco State University to offer a dual enrollment program in the future. Students who are enrolled in both programs would receive a bachelor's degree in nursing in one semester after graduation from the College of San Mateo. This would enhance the marketability of the CSM program and advance the education of the future registered nursing workforce.

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

The minutes of the latest Nursing Advisory Committee of October 17, 2016 will be posted on the Advisory Council website by November of 2016.

4. 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%. The state-wide initiative of SB 850 was previously mentioned.

Students can achieve a seamless transfer to SFSU without having to repeat courses. Efficiency of transfer may be accomplished in the future. To be determined.

The registered nursing graduate will need to apply to agencies that are non-traditional, since the acute care opportunities are somewhat diminished. However, some agencies, such as Mills Peninsula Health Services are offering year wide new graduate programs. 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 simulation coordinator has been in contact with the nursing educators at San Mateo Medical Center and with the EMT faculty at CSM to plan future collaborations.

5. 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.

All nursing courses have been modified to meet the CTE requirements. Several courses that were modified in 2014/15 are in the process of updates for academic year 2016-17.

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

Simulation scenarios are now aligned to all courses in the curriculum. The simulation program is already more robust, thanks to the hiring of a simulation/skills lab coordinato

B. Future Program Plans and Actions

Prioritize the plans to be carried out to sustain and improve student success. Briefly describe each plan and how it supports the [CSM Strategic Goals 2013/14 to 2015/16](#). For each plan, list actions and measurable outcomes. Plans may extend beyond a single year. Describe the professional activities and institutional collaborations that would be most effective in carrying out the program's vision to improve student learning and success.

During the next several 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, merit based acceptance points, 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 six 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. A meeting is planned on October 17 with the nursing Dean and faculty from San Francisco State University to discuss a dual enrollment arrangement, so that eligible students could graduate and complete the BSN in one semester. Other local bachelor's degree programs are available at California State University East Bay, San Jose State University, and others.

A hosted transfer day will be held on Monday, October 24.

The program needs to utilize all resources to continue to keep the NCLEX passing rate at an upward trend. The current rate is 79.00%-down from 84% during the previous year. This meets Board of Registered Nursing benchmark. This year's plan includes SI student tutors for the first year students and ongoing sessions have been held. Graduates will continue to arrange NCLEX review courses as a cohort.

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 211	Natalie Waechtler	November 2016
Nursing 212	Natalie Waechtler	November 2016
Nursing 221	Elizabeth Smith	November 2016
Nursing 225	Elizabeth Smith	December 2016
Nursing 231	Janis Wisherop	December 2016
Nursing 235	Rupinder Kaur	November 2016
Nursing 817	Janis Wisherop	November 2016
Nursing 819	Janis Wisherop	November 2016

B. Website Review

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

Faculty contact(s)	Date of next review/update
Jane McAteer	October 2016

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Natalie Waechtler	Fall 2016
Janis Wisherop	Fall 2016
Rupinder Kaur	Fall 2016
Amanda Anderson	Fall 2016

7. Dominant Themes Summary for IPC

Briefly summarize the dominant, most important themes or trends contained in this program review, for division deans to collect and forward to the Institutional Planning Committee. What are the key program issues that matter most? (Brief paragraph or bullet points acceptable).

The Board of Registered Nursing's recent visit indicated that a curriculum revision is due to reflect current practices. The report also indicated that the assistant director needs to have release time in order to fulfill her role as assistant director and that the program also needs an additional full time faculty member , which will be indicated in the resource request form.

The current key issues for the program that matter most include:

1. New full time faculty need to have taught a number of courses to provide familiarity with teaching methodologies and the curriculum format and content. Then, a curricular revision process could be planned.
2. The simulation program needs to run for an academic year in order to create a foundation for future offerings as well as collaboration with other disciplines and programs.
3. A curriculum revision is needed. A plan for this complex procedure needs to be created. This may require the services of a consultant as a resource.