



PROGRAM REVIEW AND PLANNING
Approved 9/2/08 Governing Council

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

Department or Program: Division:

I. DESCRIPTION OF PROGRAM *(Data resources: "Number of Sections" data from Core Program and Student Success Indicators; CSM Course Catalog; department records)*

The nursing program is a two-year program leading to an associate degree in nursing. Upon successful completion of the program, the graduate is eligible to take the National Council Licensing Exam (NCLEX). A passing score on the NCLEX results in a registered nursing license for the graduate.

II. STUDENT LEARNING OUTCOMES *(Data resources: SLO records maintained by the department; CSM SLO Coordinator; SLO Website)*

- a. Briefly describe the department's assessment of Student Learning Outcomes. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

All nursing courses have identified at least one course Student Learning Outcome. Many courses have completed one cycle of SLO assessment and recommendations. The process for program core courses is listed below

Program Courses	How SLO's Were Assessed	Findings of Assessment
N211: Introduction to Nursing	1. Nursing care plans 2. Teaching brochures 3. Case study discussions	1. Data not evaluated 2. No change recommended 3. An additional case study was added to course
N212: Concepts of Homeostasis in Nursing	1. Clinical worksheets 2. Course project 3. Competency checklist	Data not evaluated

	4. Math test	
N215: Nursing Skills Lab I	Competency checklist	Data not evaluated
N221: Pediatric Nursing	Nursing care plan	Overall changes discussed at team summary meeting
N222: Maternity Nursing	<ol style="list-style-type: none"> 1. Nursing care plan 2. Teaching projects 3. Exam questions 	<ol style="list-style-type: none"> 1. Faculty needs to focus on components of care plan that majority of students are not achieving. 2. At end of course, Instructors determine instruction that needs to be modified. 3. Instruction methodology is modified according to exam results.
N225: Nursing Skills Lab II	Competency checklist	Data not evaluated
N231: Psychiatric Nursing	Nursing process recordings	Data not evaluated
N232: Medical & Surgical Nursing	<ol style="list-style-type: none"> 1. Nursing care plans & clinical performance evaluation 2. 2 test questions 	<ol style="list-style-type: none"> 1. Instruction modified as needed 2. Instruction modified as needed
N235: Nursing Skills Lab III	Participation in multiple role play scenarios	Data not evaluated
N241: Advanced Medical Surgical	<ol style="list-style-type: none"> 1. Concept map 2. Test questions 3. Clinical worksheets 4. Nursing care plans 	No change recommended
N242: Leadership Management Nursing	Clinical worksheets	Data not evaluated
N245: Nursing Skills Lab IV	Participate in a role play video scenario	Data not evaluated

- b. Briefly evaluate the department's assessment of Student Learning Outcomes. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

The initial step the department took was to develop Nursing Department Student Learning Outcomes. The goal was to provide students with a clear guide to what a programme of preparation should enable them to do and what is required of them before they are eligible to enter the nursing profession. These are listed below.

College of San Mateo Nursing Department Student Learning Outcomes

Professional Knowledge and Skill

Students can demonstrate a sound knowledge of nursing methods, skills and healthcare management.

Students should be able to

1. Apply nursing methods, protocols and procedures to appropriate care situations
2. Use the nursing process, which emphasizes critical thinking, independent judgment and continual evaluation as a means to determine nursing activities
3. Utilize theory and knowledge from nursing, the physical/ behavioral sciences and the humanities in providing nursing care.

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

Students should be able to

4. Identify and assess the healthcare needs of patients/clients using the tools/framework appropriate to the clinical setting
5. Document and evaluate the outcome of nursing and other interventions and communicate to team members
6. Prioritize care-delivery on an ongoing basis

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

Students should be able to

7. Work in partnership with patients, clients and caregivers
8. Engage in and disengage from therapeutic relationships through the use of effective interpersonal and counseling skills
9. Provide compassionate, culturally sensitive care to clients in a variety of settings

Professional Value and Accountability

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

Students should be able to

10. Adhere to the ANA Code of Ethics for nurses, treating patients as unique whole individuals with specific needs, desires and abilities
11. Describe current legal and professional standards for nurses in relation to common clinical problems.
12. Practice in a manner that respects patient confidentiality and adheres to HIPPA

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

13. Appraise own professional performance accurately
14. Evaluate professional learning needs and take steps to meet them

The department faculty then wrote individual course SLO's . These were developed in response to the college's accreditation process.

Now we will review the data from our first SLO cycle and make appropriate modifications. Part of the modification process is to discuss standardization of our course SLO's and adaptation of effective evaluation processes.

- c. Below please update the program's SLO Alignment Grid. The column headings identify the GE-SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100); add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns. The definitions of the GE-SLOs can be found on the CSM SLOAC website: http://www.smccd.net/accounts/csmsloac/sl_sloac.htm (click on the "Institutional" link under the "Student Learning Outcomes" heading.) If this Program Review and Planning report refers to a vocational program or a certificate program that aligns with alternative institutional-level SLOs, please replace the GE-SLOs with the appropriate corresponding SLOs.

GE-SLOs → Program Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
N211: Introduction to Nursing	Introduced		Introduced		Introduced
N212: Concepts of Homeostasis in Nursing			Developed/ Practiced		
N215: Nursing Skills Lab I		Introduced			
N221: Pediatric Nursing		Developed/ Practiced	Developed/ Practiced	Developed/ Practiced	
N222: Maternity Nursing	Developed/ Practiced	Developed/ Practiced	Developed/ Practiced		
N225: Nursing Skills Lab II		Developed/ Practiced			
N231: Psychiatric Nursing			Developed/ Practiced		
N232: Medical & Surgical Nursing		Developed/ Practiced			

N235: Nursing Skills Lab III	Developed/ Practiced				
N241: Advanced Medical Surgical			Mastery Level		
N242: Leadership Management Nursing		Mastery Level	Mastery Level		
N245: Nursing Skills Lab IV	Mastery Level				

III. DATA EVALUATION *(Data resources: Core Program and Student Success Indicators from the Office of Planning, Research, and Institutional Effectiveness)*

- a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?

The data remains stable. No major changes are being implemented which would require significant adjustments to the Enrollment and WSCH projections. The projections are higher than we anticipate in the future. We have no plans to increase our admissions from the current 60.

- b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

The Classroom Teaching FTEF data are misleading. The PRIE office is aware that the full time FTEF are too high and the adjunct FTEF are too low. The system may be double counting students from both the lecture class and from the clinical. There are 5 full time faculty, with a range of about 9 adjuncts per semester. Two courses have adjunct faculty teaching in the classroom. It would be extremely beneficial to the program to have one more full time faculty (position currently on hold) for several reasons. First, the second year medical-surgical course (Nursing 232) has had a variety of adjunct faculty and/or a full time temporary faculty teaching it. This inconsistency has led to a level of dissatisfaction among the students. The history of difficulties with this course has filtered through the student body. Our last set of graduate surveys provoked a number of negative comments about the course. The course desperately needs the leadership and ownership of a full time faculty member. Secondly, we need a faculty member who could provide leadership in implementing simulation throughout the curriculum. The California State Board of Registered Nursing is promoting the use of simulation due to the impacted nature of the availability of clinical facilities, especially in the Bay Area. Our accreditation visit from the Board of Registered Nursing will be in the Spring of 2010 for continued approval.

In terms of adjunct faculty, we are very fortunate to have some experienced and talented registered nurses teaching as adjuncts. Our pool of adjuncts remains relatively stable.

- c. Referring to the Productivity data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale. (Productivity is WSCH divided by FTE. The College's general target productivity will be recommended by the Budget Planning Committee.)

The productivity numbers remain low. The nature of the program, its regulatory body – the Board of Registered Nursing, and our clinical facility partners dictate that the faculty to student ratio remains low. For safety purposes, the faculty needs to be able to adequately supervise and evaluate each student. As students advance in the program, they could potentially be providing care for up to 4 patients per student.

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS (*Data resources: Educational Master Plan; "Success Rates," "Dimension" data from Core Program and Student Success Indicators; previous Program Review and Planning reports; other department records*)

- a. Considering the overall "Success" and "Retention" data from the Dimension section of Core Program and Student Success Indicators, briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. (*Note that item IV b, below, specifically addresses equity, diversity, age, and gender.*)

Success rates remain high. Nursing students are highly motivated because it sometimes takes several years to be admitted into the program. Retention strategies that we have implemented seem to be effective, such as referring students to reading courses/labs, to writing labs, and psychological services. Last year, we implemented the TEAS (Test of Essential Academic Skills) as an assessment test for students who were admitted. Those students who didn't meet the 67% cut score had to remediate and will be retaking the test in April. The implementation of this test, along with subset GPA of 2.5 in Anatomy, Physiology and Microbiology have eliminated a significant number of applicants from the pool. Other resources to nursing students from the financial point of view include a large number of scholarships available to newly admitted students and students in the second semester of the program. Another resource for nursing students is "Flo's Cookie Jar". This is a fund that nursing students can apply for in case of an emergency.

- b. Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

The nursing student population is highly diverse by its very nature. Some populations with higher numbers of enrollments also have higher withdrawal and non-success rates.

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS (*Data Resources: Educational Master Plan; “Dimension: Retention and Success” data from Core Program and Student Success Indicators; previous Program Review and Planning reports; department records*)

- a. Using the matrix provided below and reflecting on the program relative to students’ needs, briefly analyze the program’s strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; review program links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	<ul style="list-style-type: none"> ☞ Capable, well qualified full time faculty ☞ Stable adjunct faculty ☞ Move to Building 5N in 2010 ☞ Excellent support staff 	<ul style="list-style-type: none"> ☞ High demand, popular program ☞ RN shortage ☞ Recession proof industry ☞ External partner funding
Weaknesses	<ul style="list-style-type: none"> ☞ Budget constraints leading to full time faculty position on hold 	<ul style="list-style-type: none"> ☞ Competition with other nursing programs for clinical placements
Opportunities	<ul style="list-style-type: none"> ☞ Integration of simulation into the curriculum 	<ul style="list-style-type: none"> ☞ Maintenance of ongoing approval status with the Board of Registered Nursing
Threats	<ul style="list-style-type: none"> ☞ Budget constraints ☞ Loss of Laboratory Technician 	<ul style="list-style-type: none"> ☞ Possible loss of external funding ☞ Clinical placements are precarious at times, especially in Pediatrics ☞ Encroachment upon our clinical placements by the SFSU at Cañada College nursing program. In Fall 2009, our Thursday/Friday clinical will move to Tuesday/Wednesday evenings due to priority given to SFSU at Cañada nursing program.

- b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators). If new positions have been requested but not granted, discuss how this has impacted overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators).

The Laboratory Technician position was not approved for Fund 1 approval. We wanted to change the funding source in order to add benefits. Our current Laboratory Technician really wants a benefitted position. She has been a wonderful addition to the program.

VI. Action Steps and Outcomes (*Data resources: Educational Master Plan, GE- or Certificate SLOs; course SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports; Division work plan*)

- a. Identify the program's action steps. Action steps should be broad issues and concerns that incorporate some sort of measurable action and should connect to the Educational Master Plan, the Division work plan, and GE- or certificate SLOs.

1. Increase the number of online course offerings
2. Include at least one simulation-based experience in each required nursing course.
3. Include informatics content throughout the curriculum.
4. Use tools currently available for SLO assessment.
5. Incorporate evidence-based practice into each nursing course.
6. Involve faculty in professional development activities.

- b. Briefly explain, specifically, how the program's action steps relate to the Educational Master Plan.

Action steps #1 and 2 relate to Strategic Goal #1
Increase the use of alternative instructional and student services delivery modes to serve diverse student needs.

Action steps #3, 4, 5 relate to Strategic Goal #4
CSM will ensure continuous quality improvement by integrating and promoting evidence-based assessment throughout the institution.

Action step #6 relates to
CSM will recruit, select, retain, develop and recognize faculty and staff and administrators to advance the mission and vision of the college.

- c. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the action steps are reached.

Outcomes:

1. Revise at least one course for online instruction or offer a new online course by Fall 2010.
2. Include simulation in every nursing course by Fall 2010.

3. Develop a grid including informatics content throughout the curriculum.
4. Assessment strategies are identified for each nursing course.
5. Projects utilizing evidence-based practice are added to each nursing course.
6. Register every full time faculty for at least one professional development activity by Fall 2010.

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS (*Data resources: Educational Master Plan, GE-SLOs, SLOs; 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, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
1 Full Time Position on hold	Already granted, on hold	

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Laboratory Technician funded in Fund 1	<p>If granted, Lab Tech will definitely stay in position and the program will be able to incorporate more simulation into the curriculum.</p> <p>If not granted, a possibility that Lab Tech could resign if another benefitted position appears.</p>	Laboratory Technician provides technical assistance for simulation experiences for the faculty and students. She participates in the simulation scenarios as a family member.

- 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	If applicable, <u>briefly</u> indicate how the requested resources will link to
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	Granted	achieving department action steps based on SLO assessment.
Item: No resources needed at this time. Number: Vendor: Unit price: Total Cost: Status*:		

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

VIII. **Course Outlines** (Data Resources: department records; Committee On Instruction website; Office of the Vice President of Instruction; Division Dean)

- a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

Course Number	Last Updated	Six-year Update Due
Nursing 211	October 2007	
Nursing 212	October 2007	
Nursing 215	May 2008	
Nursing 221	May 2008	
Nursing 222	May 2008	
Nursing 225	May 2008	
Nursing 231	January 2007	
Nursing 232	May 2008	
Nursing 235	January 2007	
Nursing 241	May 2008	
Nursing 242	May 2008	
Nursing 245	May 2008	
Nursing 264	November 2006	
Nursing 265	November 2006	
Nursing 261	Banked Fall 2008	
Nursing 262	Banked Fall 2008	
Nursing 610	May 2008	
Nursing 615	May 2008	
Nursing 620	January 2007	
Nursing 630	May 2008	
Nursing 666	May 2008	
Nursing 800	May 2008	
Nursing 808	October 2008	
Nursing 815	October 2007	
Nursing 845	May 2008	

IX. Advisory and Consultation Team (ACT)

- a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the Program Review and Planning report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

Elsa Agasid, Kaiser S. San Francisco
Alexander Agbay, UCSF
June Amrhein, San Mateo Medical Center
James Benney, Mills Peninsula Health Services
Susan Boudewyn, Seton Medical Center
Lisa Lopez, San Mateo Medical Center
Jennifer Moeller, Lucile Packard Children's Hospital
Matthew Grayson, Regional Health Occupations Resource Center
Cynthia Medacovik, Sequoia Hospital
Connie Musallam, Mills Peninsula Health Services
Annemie O'Rourke, Mills Peninsula Extended Care Unit
Lee B. Fox, Kaiser Redwood City
Carolyn Seaton, San Mateo Medical Center
Francine Serafin-Dickson, Hospital Consortium Education Network

One response: "No comment."

- b. Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

Input text here.

Upon its completion, please email this Program Review and Planning report to the Vice President of Instruction, the appropriate division dean, and the CSM Academic Senate President.

Date of evaluation:

Please list the department's Program Review and Planning report team:

Primary program contact person: Jane McAteer, Director
Phone and email address: 650-574-6682; mcateer@smccd.edu

Full-time faculty: Francisco Felix, Susan Hantz, Tatiana Isaef, Janis Ryan, Elizabeth Smith

Part-time faculty: Amanda Anderson, Susan Graven, Theresa Harris, Ilene Simon, Jo Marie Upland, Carol Westberry, Patricia Wieser, Julie Withrington

Administrators: Jane McAteer, Director

Classified staff: Alma Marie Gomez

Students:

Faculty's signatures

Date

Dean's signature

Date