

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

INSTRUCTIONS

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

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

Resources for Supporting Documentation:

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

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

Next Steps:

All *Annual* and *Comprehensive Program Review and Planning* reports are due March 25, 2010. This date is aligned with CSM's *Integrated Planning Calendar*. (See: http://collegeofsanmateo.edu/prie/institutional_documents.php.)

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

Diana Bennett, Academic Senate President, bennettd@smccd.edu
Susan Estes, Vice President of Instruction, estes@smccd.edu
Jennifer Hughes, Vice President of Student Services, hughesj@smccd.edu
John Sewart, Dean (PRIE), sewart@smccd.edu

DEPARTMENT OR PROGRAM:

DIVISION:

1. BRIEF DESCRIPTION OF PROGRAM:

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 the issuance of a registered nursing license for the graduate.

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

The Core Program and Success Indicator elements provided by PRIE demonstrate stability in the program. Retention remains high. Load will always remain low due to regulatory and programmatic requirements.

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

Outcomes from 2009 Comprehensive Program Review

1. Revise at least one course for online instruction or offer a new online course by Fall 2010.

Some data have been collected regarding offering the N615 Pharmacology for Nurses course online. In preparation for that, the course managers have been adding pharmacology online questions to one of the course exams.

Plans are in the works to add questions to more course exams in the fall and evaluate the effectiveness by examining the NCSBN - National Council of State Boards of Nursing data in the pharmacology area.

2. Include simulation in every nursing course by Fall 2010.

The program has made significant progress in this area. Some of the nursing courses have completed a second round of incorporating a simulation activity.

Nursing 231 and 242 currently do not have simulation activities. Follow up is needed on these courses.

3. Develop a grid including informatics content throughout the curriculum.

A grid has been developed detailing informatics content in each nursing course. The program is considering purchasing Nurse², a web-based instructional program, which gives the students the ability to practice documenting in a simulated electronic medical record. Since almost all of the clinical agencies are now utilizing electronic medical records, this would assist the students to be more prepared and more marketable as a new graduate. The program also allows the students to do clinical preparation online and the instructor can log in and check their work and give feedback. Arrangements are being made for a demonstration in May for the faculty. The director saw a demonstration at a recent conference and was impressed. Currently, there are only 4 vendors providing this capability.

4. Assessment strategies are identified for each nursing course.

This outcome is in process. The nursing courses are at various stages in the process. Some are more advanced than others. Data need to be uploaded into Tracdat as each assessment strategy and evaluation is developed, on a course by course basis.

5. Projects utilizing evidence-based practice are added to each nursing course.

Evidence-based practice elements from each nursing course were added to the curriculum grid noted in #3. Follow up is needed to ascertain if there is a project involved in each.

Normally, at least one project or paper requires APA format of references.

6. Register every full time faculty for at least one professional development activity by Fall 2010.

All full time faculty has attended at least one professional development activity during this past academic year.

Summary of #3: Updated Goals/Targets

1. Target offering Nursing 615 online during the next academic year.
2. Add simulation to Nursing 231 and 242.
3. Consider purchasing Nurse².
4. Follow up with course managers regarding SLO assessment strategies.
5. Met
6. Met

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

The program is in the process of submitting the application for Enrollment Growth Funds for 2010-2012. These funds provide salary for a Lab Tech at 48%, a number of recommended nursing courses and other retention activities. The program plans to again apply for the Peninsula Health Care District funds during the application cycle in Fall 2010. The program will continue to look for other grant opportunities in the meanwhile.

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

Critical issues for the program in the coming year involve the budget. The latest Peninsula Health Care District proposal was denied last December 2009 due to shifting priorities in the district. As a result of the loss of this funding, we plan to admit 50 students instead of 60 this fall. This is in anticipation of the loss of two temporary full-time faculty in AY 2011-2012.

Another critical issue is the move to Building 5 and its necessary IT, technical and skills lab support. We need a plan to address issues related to the new environment which is in process.

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

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

N231 Psychiatric Nursing SLO #

SLO #8: Engage in and disengage from therapeutic relationships through the use of effective interpersonal and counseling skills.

Assessment:

Criteria for assessment and analysis of Process Recording assignments are available in the course syllabus for both faculty and student. (Process recording assignments are a written record of 1:1 conversations with patients with accompanying analysis of the patient and student responses.)

Analysis of Data:

Only 60% of the students were able to meet the criteria with 100% competency after faculty reviewed the process recordings.

Action:

Faculty agrees that more feedback is needed and that one additional 1:1 component is needed next year prior to submitting the final process recording. Further analysis will be needed at that time.

b. Student services areas: TBD

7. **SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS**

(Data resources: Educational Master Plan, 2008, Institutional Priorities, 2008-2011, College Index, 2009-2010, 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.

Due to institutional budget constraints, we will not be requesting any additional resources this year. Since the situation will be changing in academic 2011-2012 due to the loss of a significant grant, the program plans to request that the full-time position previously approved and then frozen, will be reactivated.

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.
Input text here.	Input text here.	Input text here.

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.
Input text here.	Input text here.	Input text here.

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	If applicable, <u>briefly</u> indicate
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	and Expected Impact if Not Granted	how the requested resources will link to achieving department action steps based on SLO assessment.
Item: Input text here. Number: Input text here. Vendor: Input text here. Unit price: Input text here. Total Cost: Input text here. Status*: Input text here.	Input text here.	Input text here.

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

8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

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

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

Primary program contact person:

Phone and email address:

Full-time faculty:

Part-time faculty:

Administrators:

Classified staff:

Students:

<hr/> <i>Primary Program Contact Person's Signature</i>	<i>Date</i>
<hr/> <i>Full-time Faculty's Signature</i>	<i>Date</i>
<hr/> <i>Part-time Faculty's Signature</i> (as appropriate)	<i>Date</i>
<hr/> <i>Administrator's Signature</i> (as appropriate)	<i>Date</i>
<hr/> <i>Classified Staff Person's Signature</i> (as appropriate)	<i>Date</i>
<hr/> <i>Student's Signature</i> (as appropriate)	<i>Date</i>
<hr/> <i>Dean's Signature</i>	<i>Date</i>

**Annual Program Review
RESOURCES FOR SUPPORTING DOCUMENTATION**

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

Academic Senate

<http://www.collegeofsanmateo.edu/academicsenate/>

Contact: csmacademicsenate@smccd.edu

Diana Bennett, President, bennettd@smccd.edu, (650) 358-6769

College Catalogs and College Class Schedules are archived online:

<http://collegeofsanmateo.edu/schedule/archive.asp>

Course Outlines are found at:

<http://collegeofsanmateo.edu/articulation/outlines.asp>

Committee on Instruction

<http://www.smccd.net/accounts/csmcoi>

Contact: Laura Demsetz, Chair, demsetz@smccd.edu, (650) 574-6617.

Program Review Resources (includes forms, data, and completed program reviews for both instructional and student services program review)

Core Program and Student Success Indicators (see links for "Quantitative Data for Instructional Programs")

Distance Education Program Review Data

Glossary of Terms for Program Review

Listing of Programs Receiving Program Review Data from PRIE

Rotation Schedule for Instructional Program Review, 2008-2014

http://collegeofsanmateo.edu/prie/program_review/program_review.php

Office of Planning, Research, and Institutional Effectiveness (PRIE)

<http://collegeofsanmateo.edu/prie/>

Contact: John Sewart, Dean, sewart@smccd.edu, (650) 574-6196

Contact: Milla McConnell-Tuite, Coordinator, mcconnell@smccd.edu, (650)574-6699

At PRIE Website:

College Index, 2009-2010, http://collegeofsanmateo.edu/prie/institutional_documents.php

Comprehensive Listing of Indicators and Measures, 2009-2010

http://collegeofsanmateo.edu/prie/institutional_documents.php

Division/Department Workplans, Spring 2009 (only)

http://collegeofsanmateo.edu/prie/institutional_documents.php

Educational Master Plan, 2008, <http://collegeofsanmateo.edu/prie/emp.php>

Institutional Priorities, 2008-2011

http://collegeofsanmateo.edu/prie/institutional_documents.php

Student Learning Outcomes (SLOs) website:

<http://www.collegeofsanmateo.edu/sloac/>

Contact: Frederick Gaines, Interim SLO Coordinator, gainesf@smccd.edu, (650)574-6183