

## 2014-2015 Instructional Program Review

Program Name: **Nursing**

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

Academic Year: **2014-2015**

Status: **Submitted for review**

Updated on: **03/11/2015 09:56 AM**

### 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, 2013/14-2015/16, 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.

## 2. Student Learning and Program Data

### A. Discuss Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for courses 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.

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? 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.

3. Evaluate the program SLOs in relation to survey data from the degree and certificate award earners survey. What does the survey data reveal about the effectiveness of the program SLOs? Identify trends and discuss areas in need of improvement.

The program has been surveying the degree earners for the registered nursing program for many years-at graduation, and at one, three, and five years following graduation. The survey data reveal that the graduates feel that they have been able to achieve the program SLOs upon program completion. The results of the surveys are positive and are presented to the Nursing Advisory Committee once a year. Graduates are well prepared to pass the National Council Licensing Exam (NCLEX) as well as to function effectively in the new graduate role in any clinical setting.

4. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

The NCLEX pass rate can be tied to the attainment of program SLOs. It was 80% for the 2013-14 fiscal year.

That was the last yearly pass rate posted on the Board of Registered Nursing website.

5. 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 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.

## 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 demographic variables.

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.

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. Pediatric nursing clinical placements are not able to accommodate an entire section of students, so students rotate through the dedicated simulation experience. Since the faculty member who specializes in simulation has resigned, a new faculty member is needed to bridge that gap and hopefully continue to expand simulation 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. With a new faculty member entirely dedicated to simulation, the program could potentially utilize a "sim" clinical type of section to alleviate the clinical agency requirements.

## 3. Career Technical Education

D. 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.

Most nursing program graduates receive the associate degree in science in nursing. Employment data is covered in II B Student Success Data.

An area of concern is the Institute of Medicine's Recommendation #2 which states that 80% of the nursing workforce obtain the bachelor's degree by the year 2020. SB 850 has been passed, but only to include majors not offered at the CSUs. So, the community colleges currently will not be permitted to offer the bachelor's degree in nursing. In addition, hospitals who hold Magnet status tend to favor hiring nurses with bachelors' degrees or to offer employment based upon the nurse applicant currently working toward the bachelor's degree. In addition, some clinical agencies are accepting only clinical placements for programs who offer the bachelor's degree in nursing.

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

The program's Advisory Council's information is current and housed on the College's Advisory Council website. The agendas and minutes of meetings are also housed on the website. The most recent advisory committee meeting was held on October 20, 2014.

#### 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%. 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. The program was fortunate enough to obtain 2 sections of pediatric clinical placements for 12 hours on Saturdays at Lucile Salter Packard at Stanford. An addition section was approved for a satellite location of Lucile Packard at El Camino Hospital. Lastly, two sections were approved at Kaiser Santa Clara. These two sections on Monday evening don't have enough required hours for the course, so the additional required hours are met in simulation. All of the other students in the other sections are rotating in and out of simulation in order to meet the numbers of students permitted at the agency. The student population remains highly diverse and mirrors the community population.

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

Students can achieve a seamless transfer to SFSU without having to repeat courses.

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 has developed a beginning 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.

#### 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 2012 are in the process of updates for academic year 2014-15.

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, 2013/14-2015/16**, 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. The program held a transfer day in October of 2014. Attendees included both traditional and non-traditional online programs. Both the vendors and attendees were pleased with the day, time, and interest on the part of the students.

The director has a meeting planned with the Director of Community, Continuing and Corporate Education to discuss continuing education options.

The program needs to utilize all resources to continue to keep the NCLEX passing rate at an upward trend. The current rate is 80.00%-down from 87.88% during the previous year. Due to revisions in the NCLEX test plan, most programs experienced a downward trend in the 2013-14 passing rate.

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. The continuing approval report sections have been divided up among the faculty to write by the end of the spring semester. Each section has an assigned writer and assigned reader.

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.

One faculty member just attended a session regarding the incorporation of technology into classroom presentations and plans to share the information with the other faculty.

A training for high fidelity simulation will be held for faculty and the lab technician, most likely in the summer of 2015. This will be important to provide training for the lab technician and those faculty who need training or retraining.

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. This year the grant funded a part-time counselor who meets with students on an as needed basis. The counselor was the key person who organized a transfer day on October which had good attendance for both vendors and attendees. She is working on a presentation to the students to summarize and highlight the resources that are already available to them, so that they can maximize the utilization of those entities, such as ATI and SimChart.

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 DeVillie, was hired, resulting in an increase of the number of full time faculty to four.

In May of 2012, full time faculty member, Tanya Isaef, unexpectedly retired. The result was a reduction of full time faculty members to three. In reality, Tanya Isaef'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.

In the Fall of 2014, a new full time faculty member, Kaushiki Kapoor, was hired. She began teaching in the Spring of 2015.

Last week, Tracy DeVillie, gave her resignation, effective at the end of this semester. The faculty have discussed replacing her with a full time simulation/skills lab faculty member who would be dedicated to all simulation exercises and a number of skills labs with medical-surgical focus. The faculty feel that this type of position would be easier to recruit for than someone who is split between simulation and theory and clinical teaching responsibilities. The constant struggle has been trying to find a substitute for Tracy to free her up for simulation when she is assigned to clinical.

Over the next two years, the director plans to retire. Another senior full time faculty member is planning to begin a phased in retirement in the next academic year. This faculty is currently serves as 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 in addition to a replacement for Tracy DeVille. The program is critically understaffed, especially compared to other similar sized programs. The program needs a faculty member who specializes in medical-surgical and another faculty member who specializes in maternity/pediatrics. 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 two 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.

Other equipment that is needed includes the following items:

Sim Junior manikin

One stretcher/gurney

One current type of feeding pump

One Alaris IV pump or another brand

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.

#### 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.

The program will need a variety of supplies to upgrade the inventory of the nursing skills lab.

#### Classified Staff

No classified staff are requested.

#### 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, 2013/14-2015/16.** 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 director and staff are currently reviewing the applications that were submitted in January of 2015.

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.

## 6. 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** and notify 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 (1)or similar brand   | \$1500+\$300 tax, S&H        |
| Replacement of "Classic Sim" with "SimMan Essential Manikin" one unit with | \$52,657.62 includes tax,s&h |



trade-in, warranty, installation, training and other peripherals.

|  |                                 |
|--|---------------------------------|
| Sim Junior manikin   | \$30,000-includes tax, s&h      |
| Feeding pump (1)   | \$650 + \$130 tax, S&H          |
| IV poles with 6 legs (6) \$300 each  | \$1,800+\$360 tax, S&H          |
| Stretcher/gurney (1)   | \$1,700 + \$340 tax, S&H        |
| Laptop computers for nursing skills lab (2) and lecture room (1)                             | \$6,000                         |
| Small desktop computers for electronic health care record stand in both simulation rooms (2) | \$1,500                         |
|  |                                 |
| Sim Man 3G warranty  | \$5,500 per year                |
|  |                                 |
| Centralized Clinical Placement Fee   | \$975                           |
|  |                                 |
| 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                   |
|---|------------------------|
| <b>Cart for Standardized Simulation Folders</b> | <b>\$450</b>           |
| Instructional DVDs- \$450 each-10 DVDs          | \$4500 +\$900 tax, S&H |
|   |                        |
| 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                  |

Classified Staff

| Description | Cost |
|-------------|------|
| None needed |      |

Facilities

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

| Description        | Cost |
|--------------------|------|
| No requests needed |      |

**7. 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.**

|  |
|--|
|  |
|--|

| <b>Courses to be updated</b> | <b>Faculty contact</b> | <b>Submission month</b> |
|------------------------------|------------------------|-------------------------|
| Nursing 222                  | Amanda Anderson        | November 2015           |
| Nursing 242                  | Janis Wisherop         | November 2015           |
| Nursing 610                  | Staff                  | November 2015           |
| Nursing 615                  | Staff                  | November 2015           |
| Nursing 620                  | Staff                  | November 2015           |
| Nursing 630                  | Staff                  | November 2015           |
| Nursing 666                  | Janis Wisherop         | November 2015           |
| Nursing 815                  | Janis Wisherop         | November 2015           |
| Nursing 816                  | Janis Wisherop         | November 2015           |
| Nursing 818                  | Janis Wisherop         | November 2015           |

**B. Website Review**

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

| <b>Faculty contact(s)</b> | <b>Date of next review/update</b> |
|---------------------------|-----------------------------------|
| Jane McAteer              | September 2015                    |

**C. SLO Assessment Contacts**

| <b>Faculty contact(s)</b> | <b>Date of next review/update</b> |
|---------------------------|-----------------------------------|
| Elizabeth Smith           | Fall 2015                         |
| Janis Wisherop            | Fall 2015                         |
| Kaushiki Kapoor           | Fall 2015                         |
| Amanda Anderson           | Fall 2015                         |

