

2020 Annual Program Review

Program Name: Health Sciences: Nursing

Program Review Author: Dr. Eric J. Williams

I. PROGRAM DESCRIPTION: In one or two paragraphs, provide a description of the primary goals of your program or service area. Attach an appendix to describe your program or service area in more detail, if needed.

Note: If no changes have occurred, feel free to copy and paste from your last review. If it exists, feel free to copy the brief description of your program from the college catalog: <http://www.smc.edu/CollegeCatalog/Pages/default.aspx>

The overall goal of the Santa Monica College Nursing program is to prepare Associate Degree nurses to function as caring, competent, and compassionate practitioners at an entry level of professional nursing and across a variety of care settings. At the completion of the Nursing program, the graduate is prepared to take the national licensing exam for nurses to be granted a Registered Nurse license.

The SMC associate degree nursing program meets standards and criteria of the California Board of Registered Nursing (BRN) for ongoing program approval and the Accreditation Commission for Education in Nursing (ACEN) for national program accreditation. The next ACEN accreditation self-study report (every 8 years) and visit will occur in Fall 2022). The next BRN self-study report (every 5 years) and visit will occur in Fall 2023. Each self-study report will require completion at least 2 months prior to the evaluators site visit.

II. PROGRESS SINCE LAST REVIEW (LAST YEAR'S OBJECTIVES)

Identify the original objectives from your last review, as well as any objectives that emerged during the year (if applicable). For each objective, determine status and explanation for status.

| Objective | Status (Check one) | Status Explanation |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Implement a nursing curriculum based upon nursing concepts incorporating nursing care across the life span. | <input type="checkbox"/> Not Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed | The nursing curriculum focused on nursing concepts was implemented in the fall of 2018. The first class to graduate after completing courses in the new curriculum will be this fall 2020. |
| Identify issues or gaps in the curriculum changes with strategies to maximize student learning outcomes | <input type="checkbox"/> Not Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed | Ongoing curriculum evaluation with systematic evaluation of course objectives and student learning outcomes is evaluated. Curriculum meetings are held twice a month on an average to evaluate student learning outcomes and issues with an impact on maximizing student performance in both lecture and the clinical environment |
| Develop a new nursing curriculum based upon concepts to facilitate critical thinking based upon nursing concepts | <input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed | All nursing courses have been totally developed and approved by the college departmental and curriculum committee. The California Board of Registered of Nursing approved the curriculum revision as a major curriculum change. This fall 2020 all nursing courses in the new curriculum would have been implemented at least once. |
| Click or tap here to enter text. | <input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Completed | Click or tap here to enter text. |
| Click or tap here to enter text. | <input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Completed | Click or tap here to enter text. |

III. ACHIEVEMENTS

(Optional) List any notable achievements your program accomplished in the last year.

Notable Achievements

Nursing Education Program Support Grant

The Nursing Program received \$251,070 from the State Budget Act that provides the Nursing Education Program Support from Proposition 98 funds. These funds are intended to address student attrition and retention to increase the growth and capacity of California Community College Associate Degree Nursing programs.

During fiscal year 2019-2020 salaries and benefits for the Nursing counselors and Administrative Assistant were funded in order to assure accuracy of student tracking and supportive follow up with students in the nursing program. V-Sim software licenses were purchased for student and faculty use for Gerontology, Medical Surgical, Pediatric, Obstetrics, and Mental Health nursing courses. National Council Licensure Examination (NCLEX) preparation software was purchased from UWorld for the 28 students who graduated the nursing program in December 2019. NLN PAX preadmission testing for 60 nursing students was funded in anticipation of admitting a fall 2020 cohort. Textbooks were purchased in winter 2020 for remediation of nursing students who did not pass their courses in order to help them be eligible for reapplication to the program. Equipment used for students to practice skills, as well as service agreements for equipment in the Health Sciences Skills Lab were funded. Promotional materials were purchased to advertise the nursing program and celebrate the accomplishments of the graduates. Cisco telephone technology was purchased to enable faculty and students to work in groups remotely. A Gaumard Pediatric Human Patient Simulator was purchased to enhance simulations in the Pediatric Nursing course. This is the first high fidelity simulator for pediatrics that the nursing program has.

National Council Licensure Examination:

During the academic year 2019-2020, the NCLEX scores are 90%. This will be documented on the California State Board of Nursing Web-site

Clinical Placement Specialist:

In alignment with recommendations from the California Board of Registered Nursing, a full time Clinical Placement Specialist was hired. The position in this classification identifies potential sites for clinical experiences, reviews site contracts for accuracy, evaluates new and current clinical sites, processes clinical clearance documents, and coordinates clinical student placement for the Nursing program. This classification also manages, maintains and oversees the clinical placement database and serves as a liaison between the District's Nursing Program and the clinical sites.

New Noncredit Pathways:

The Health Sciences Department offered 2 noncredit programs: Introduction to Rehabilitation Therapy Aide, and Working with Older Adults during the Spring 2020 semester. Each program consists of three courses that are offered to students free of charge and helps to prepare them for jobs in the healthcare industry.

Perkins Funding to improve technology in the Nursing Curriculum:

Technology integration is integral in nursing practice and curriculum instruction and delivery, As a result of Perkins Funding, students will be prepared to integrate technology in planned care of individuals and families due to utilization of I-Pads and I-clickers in lecture. I-clickers and I-Pads were purchased for unitization in nursing courses through the support of Perkins Funding.

Perkins Funding to improve Professional Development of nursing faculty:

In September 2019, the National League for Nursing (NLN) Educational Summit held in National Harbor MD allowed faculty to reassess their teaching content and implication for technology for delivery of course material. The conference allowed 4 full-time faculty and the Associate Dean of Health Sciences to discover new nursing education teaching and learning strategies which impacts student learning outcomes. As a result of teaching classes remotely due to the Stay at Home order mandated as a result of Covid-19, nursing faculty developed virtual simulations experiences using technology to offer classroom and clinical experiences that mimic real life situations in a virtual environment.

Faculty Achievements

Amina Khoja, fulltime tenured faculty enrolled in a Doctor of Nursing Practice Program

Walter Perez, adjunct faculty member submitted an article to NBNA News focused on Spirituality and Substance Abuse

Dr. Eric J Williams, fulltime tenured professor and faculty chair completed a four year term as Elected President of the National Black Nurses, an organization representing over 300, 000 nurses of color.

Dr. Eric J. Williams, was also inducted into the NLN Academy of Nursing Education Fellowship (ANEF) for fostering excellence in nursing education and contributions to nursing education in sustained and significant ways

Dr. Eric J. Williams was Appointed (2 years) by Robert Wood Johnson Foundation/AARP to Co –Lead the Campaign for Action, Future of Nursing Equity , Diversity and Inclusivity steering committee to increase the improve the nation’s workforce.

IV. CURRENT PLANNING AND RESOURCE NEEDS

Part 1: Narrative

Broadly discuss issues or needs impacting program effectiveness for which institutional support or resources will be needed for the next academic/fiscal year.

During the past academic year, of the 7 full –time nursing faculty in the department, we have experience a reduction in full time faculty by 43%. Two faculty retired as a result of the SRP and one faculty resigned as a result of not completing the tenure process satisfactorily. Given both of these major contributing factors for the reduction in full-time nursing faculty, the department will face unique challenge as a result of full-time nursing faculty shortage. Our accrediting agencies, The Board of Registered Nursing (BRN) and Accreditation Commission of Nursing Education (ACEN) both have standards and criteria which addresses the number of faculty and areas of content expertise. The ratio of full-time faculty will be less when compared to the number of employed adjunct faculty. The Nursing program maybe in jeopardy if long term substitutes are not in place or full time faculty positions are awarded to replace identified vacancies within the nursing program.

Part 2: List of Resources Needed

Itemize the specific resources you will need to improve the effectiveness of your program, including resources and support you will need to accomplish your objectives for next year.

While this information will be reviewed and considered in institutional planning, the information does not supplant the need to request support or resources through established channels and processes.

| Resource Category | Resource Description/Item | Rationale for Resource Need (Including Link to Objective) |
|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Human Resources | 3 Full Time Faculty is needed to replace current vacancies as a result of the SRP and non- renewal of tenure track appointed faculty. Faculty will be needed as we begin to write the self-study with at least 3 -5 years of data to be collected and documented in the self-study | Faculty is needed in content areas of expertise with emphasis in mental health and medical –surgical nursing. Full time faculty serves as content experts lead full time and adjunct faculty in course evaluation and curriculum instruction and design. This is clearly needed to implement a nursing curriculum based upon nursing concepts incorporating nursing care across the life span. (objective # 1) |
| Facilities (info inputted here will be given to DPAC Facilitates Comm.) | The utilization of the nursing skills lab for practice of nursing skills and classroom space to administer nursing exams to ensure test security. | Students must satisfactorily pass the NCLEX for licensure. The integrity of testing to measure student learning outcomes without compromising allows faculty to evaluate gaps and potential with issues that may be impacted by valid and reliable testing measures. |

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|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Identify issues or gaps in the curriculum changes with strategies to maximize student learning outcomes |
| Equipment, Technology, Supplies <i>(tech inputted here will be given to Technology Planning Committee)</i> | Personal Protective Equipment (PPE) for Nursing Students and Clinical Nursing Faculty in the campus laboratory and hospital/clinical environment. Allocated funds are needed to ensure adequate PPE for nursing students and faculty to achieve student learning outcomes and function with OSHA guidelines. | As a result of Covid-19, PPE will be needed to properly implement nursing education that fosters safety stipulated by the Occupational Safety and Health Administration (OSHA). PPE as proper equipment /supplies is important and mandated for safety. Nursing students and faculty will encounter issues that impact student and faculty safety and limit the ability to provide adequate patient care in a safe manner. Several hospitals may require that students and faculty bring their own PPE to clinical. This will impact the nursing curriculum and the delivery of adequate instructions. This can be linked the objective stated previously: Identify issues or gaps in the curriculum changes with strategies to maximize student learning outcomes. (objective # 2) |
| Professional Development | Nursing faculty at accredited colleges is required to participate in ongoing in professional development on an annual basis. Conferences allow faculty the opportunity learn and become experts in the content areas. Funding to support faculty development will assist in teaching and learning strategies to strengthen program learning outcomes. | Professional development will allow faculty to improve pedagogy and learn new approaches, techniques and tips to improve teaching strategies to assist diverse students in conceptual based learning environments. This has a distinct relationship to the objective: Identify issues or gaps in the curriculum changes with strategies to maximize student learning outcomes |

V. CHALLENGES RELATED TO SPRING 2020 COVID-19 CRISIS AND RESPONSE:

List significant challenges your program faced in Spring 2020 due to COVID-19. Please also include your responses and solutions to this crisis.

Currently, teaching nursing education is facing many alterations due to the Covid -19 pandemic. The first issue encountered this spring 2020 as a result of the Covid -19 pandemic was clinical placement and teaching lecture content via zoom. Since Nursing is a practice discipline, many obstacles were encountered. Our affiliated hospitals suspended student nurses from clinical practice due to imposed mandates by the federal government and emphasis on limiting the number of outside persons entering the patient care environments. The ability to teaching in the traditional classroom and clinical laboratory or hospital environment to a web-based (ZOOM) clinical instruction was a challenge for several faculty and students who were more familiar with traditional teaching learning environments. Our solution to these issues was to integrate technology as a major platform to meet course objectives (mainly lecture) and student learning outcomes. Some students enrolled in clinical courses during the first eight weeks of the spring semester 2020 were able to complete in-progress clinical courses. During the second 8 weeks of the spring semester 2020, clinical laboratory courses were not offered and were taught during the summer 2020 semester. Normally students enroll in the lecture and clinical courses simultaneously. For example, nursing students during the second 8 weeks of the spring enrolled in Nursing 2 and Nursing 4. However, the clinical lab component Nursing 2L and 4L were taken this summer to meet the mandated number of clinical hours and course objectives in a laboratory hospital environment. Also, during the summer virtual simulation of 25% of clinical course content was implemented to achieve clinical learning experiences based upon the stipulated guidelines by the California State Board of Nursing.

As a result of hospital limits imposed on nursing programs and the uncertainty/ non-confirmed clinical placements, Academic Affairs and the Board of California State Board of Nursing agreed with the recommendation of the nursing faculty to suspend admission to the nursing program in fall 2020. A new nursing cohort will be admitted to the nursing program in the spring of 2021.

VI. THE NEXT SECTION IS FOR CTE PROGRAMS ONLY

PARTNERSHIPS:

Part 1: Industry advisory meeting dates and attendance for 2019-2020.

Industry advisory meetings are no longer held at individual institutions or nursing programs. An annual meeting is held for all nursing programs and affiliating agencies to discuss global issues of new graduates from all nursing programs in Southern California.

During this meeting, hospital representatives offer feedback in a consortium setting to invited area affiliating nursing programs. Major concerns of new graduates, share by the hospital representative focused on lack of skills in the area of prioritization and time management in delivery of patient care. Discussion ensued between faculty and hospital representatives regarding the lack of clinical placements and sites for training. Each nursing director or program representative (Dr. Eric J. Williams, SMC) gave an update report on the current status of the nursing program, issues and concerns. Our major concern was centered on the acquisition of clinical placement and limited preceptorship opportunities for our nursing students. The lack of clinical placements as a result of Bachelors of Science (BSN) programs and proprietary schools getting placements as a priority compared to community colleges offering and Associate Degree in Nursing.

| Date of Meeting | # of SMC Attendees | # of Non-SMC Attendees |
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Part 2: Employer partnerships/collaborations for 2019-2020. Identify the most salient partnerships or collaborations.

| Employer Name | Type of partnership or Collaboration <ul style="list-style-type: none"> Advisory attendance Internship site Donations Job placement Other | Optional: Additional information about partnership or collaboration |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Joint Advisory Committee Collaborative | Other | See information listed above |
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CONGRATULATIONS – that’s it! Please save your document with your program’s name and forward it to your area Vice President for review.

The following section will be completed by your program's area VP

Vice Presidents:

First, please let us know who you are by checking your name:

- Christopher Bonvenuto, Vice President, Business and Administration
- Don Girard, Senior Director, Government Relations & Institutional Communications
- Sherri Lee-Lewis, Vice President, Human Resources
- Jennifer Merlic, Vice President, Academic Affairs
- Teresita Rodriguez, Vice President, Enrollment Development
- Michael Tuitasi, Vice President, Student Affairs

Next, please check this box to indicate that you have reviewed the program's annual report Provide any feedback and comments for the program here:

Click or tap here to enter text; the box will expand when you enter text.

Finally, please **save the document** and email it to both Stephanie Amerian (amerian_stephanie@smc.edu) and Erica LeBlanc (leblanc_eric@smc.edu). If you have any questions, please contact us!

Thank you for your input!