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| Program | HEALTH SCI Health Science-Nursing |
| Does this program have a CTE component? | Yes |
| Academic Year | 2017/2018 |
| Review Period | 6 Year |
| Service Areas | |

A. Program Description and Goals

This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

The overall goal of the Santa Monica College (SMC) nursing program is to prepare associate degree (AS) nurses to function as caring, competent, and compassionate practitioners at an entry level of professional nursing and across a variety of care settings. The nursing program is designed to provide the student with learning experiences that enable the acquisition of the knowledge, skills, and competencies to practice professional nursing with persons of diverse groups in a multicultural and changing setting. Table 1 demonstrates how the nursing program supports the mission of Santa Monica College.

Table 1. Comparison of Mission Statement of Santa Monica College and the Nursing Program

| Mission Statement of Santa Monica College | Santa Monica College Nursing Program |
|--|---|
| Santa Monica College provides a safe and inclusive learning environment that encourages personal and intellectual exploration--one that challenges and supports students in achieving their educational goals. The College recognizes that each individual makes a critical contribution to the achievement of this mission. | <p>Nursing faculty believe that the teaching-learning experience is a shared process with reciprocal responsibilities. Students are recognized as unique in their cultures, experiences, values, sexual orientations, economic statuses, attitudes, motivations, learning styles and learning potentials.</p> <p>Nursing faculty accept the responsibility for establishing and maintaining a learning environment that will broaden the students' awareness and appreciation of the uniqueness of others.</p> <p>Students who successfully complete the requirements of the nursing program are eligible to take the licensing exam (NCLEX-RN) to become a registered nurse.</p> |
| Students learn to contribute to the local and global community as they develop an understanding of their relationship to diverse social, political, economic, technological, and natural environments. | <p>The nursing program at Santa Monica College is designed to produce an associate degree nurse who is caring, competent and compassionate.</p> <p>Students have the opportunity to receive credit for</p> |

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| | <p>continuing education and community and global involvement outside the classroom.</p> <p>Contemporary trends have been included in the program such as QSEN (Quality and Safety Education for Nurses) competencies for pre-licensure nursing students. Use of mid to high fidelity simulators to provide instruction, and iclickers.</p> |
| <p>Santa Monica College's academic programs and support services are intended to serve diverse individuals from local, national, and global communities who are seeking high-quality, affordable undergraduate education.</p> | <p>A Readiness and Retention Policy was formulated and implemented to prepare students to enter and remain in the program. Supervised Tutoring classes are offered for each medical-surgical nursing course. In the intersessions, remediation is offered to students who have been unsuccessful in one nursing course and wish to re-enter. Open skills lab times are available each week and the skills lab is staffed by a masters-prepared instructor. The Lab is available for student practice and to support student learning. Support services available to students include, but are not limited to educational advisement, tutoring, assessment of skills and learning disabilities, financial aid, health services and psychological services.</p> |
| <p>The College offers certificates, associate degrees, a baccalaureate degree and streamlined pathways for transfer to university and for career training. The College promotes a commitment to lifelong learning among students and the communities it serves.</p> | <p>The nursing program participates in partnerships for concurrent enrollment with these ADN-BSN programs:</p> <ul style="list-style-type: none"> • Azusa Pacific University • Charles Dre University • CSU Dominquez Hills • CSU Fullerton • CSU Northridge • Kaplan • Mount Saint Mary's University • University of Phoenix. <p>Students are encouraged to continue their nursing education and obtain a BSN or higher degree in nursing. In addition, Veterans Administration of Greater Los Angeles: SMC's Nursing Program and the Veteran's Administration of Greater LA (VAGLA) have begun a partnership that offers opportunities to SMC nursing graduates to apply to their new Transition to Practice Nurse Residency Program. Employment opportunities are also available for current nursing students to work as Student Nurse Technicians at VAGLA.</p> |

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

At the completion of the nursing program the graduate is prepared to take the national licensing exam for nurses (NCLEX-RN) in order to be granted a license as a Registered Nurse. Successful completion of the licensing exam allows the graduate to practice as a Registered Nurse in a health care setting. The graduate of this program will be able to work with and provide care for patients of diverse groups in a global community.

The SMC associate degree nursing program meets standards and criteria of the California Board of Registered Nursing (BRN) for ongoing program approval (<http://www.rn.ca.gov>) and the Accreditation Commission for Education in Nursing (ACEN) for national program accreditation (www.acenursing.org). The SMC nursing program received ongoing approval from the BRN in fall 2013 following completion of a self-study and site visit. Another self-study will be written for the fall 2018 ongoing approval visit by the BRN. The Associate Dean, Health Sciences, and the nursing faculty submitted a follow up report to ACEN on February 13, 2017. On August 14, 2017, the nursing program was notified the followup report was accepted and continuing accreditation was granted through fall 2022. The Associate Dean, Health Sciences, submits annual reports to the BRN, ACEN, and the National League for Nursing (NLN). The Faculty Chair, Health Sciences, completes quarterly and final reports for funds received from Perkins grants.

Graduate job placement rates and NCLEX-RN passing rates are posted on the nursing program website as required by the BRN and ACEN. In addition, a policy is also available on the nursing program website, in compliance with SB 466 and SB 1348, to grant veteran applicants credit for military education and experiences towards nursing courses through evaluation and/or challenge exams.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

| ILO's, Supporting Goals and Strategic Initiatives | SMC Nursing Program |
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| <p>Santa Monica College students will:</p> <p>ILO1 Personal Attributes: Acquire self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.</p> | <p>In each nursing theory course in the nursing program students are provided an opportunity to earn an additional two percent of their course grade by completing a Professional Role Development project (e.g., attending a nursing conference or participating in a flu shot clinic). Students submit reports on their activities which include how they will apply what they learned to their nursing practice.</p> |
| <p>ILO2 Analytic and Communication Skills: Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions and solve problems.</p> | <p>The nursing program is working with communication and media studies to help produce segments that bring health information to the community.</p> |
| <p>ILO3 Applied Social Knowledge and Values: Respect the inter-relatedness of the global environment, engage with diverse peoples, and acknowledge the significance of their daily actions with broader issues and events.</p> | <p>Each course in the nursing curriculum has a companion clinical laboratory where students engage with diverse peoples in the acute care, non-acute care or community settings. Two elective courses are offered by the Health Sciences department: Health 70 is an integrative health</p> |

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| | course and Nursing 60 is a multicultural health and healing practices course. Information obtained from the Global Nursing Project was disseminated to nursing students. |
| ILO4 Applied Knowledge and Valuation of the Physical World: Take responsibility for their own impact on the earth by living a sustainable and ethical lifestyle. | Two non-credit course have been developed which focus on plant based eating and use of essential oils for a healthy lifestyle. These courses were created with community partners from the Venice Family Clinic. |
| ILO5 Authentic Engagement: Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom. | Students have participated in a variety of professional role development extra credit activities outside of the classroom such as attending a Black Nurses Association conference, serving as “hot walkers” at local marathon, volunteering at a local hospital’s disaster preparedness exercise and shadowing a wound care nurse. |
| Supporting Goal 1 Innovative and Responsive Academic Environment: Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community. | The nursing faculty are working on a major curriculum revision with the anticipated implementation date of fall 2018. The new curriculum will be concept based in order to facilitate the transfer of learning to a variety of health care settings and is consistent with contemporary standards, practice guidelines and competencies. Online learning strategies such as virtual simulation (VSim) and test preparation software (PrepU) provide a flexible format for students to learn at their own pace. |
| Supporting Goal 2 Supportive Learning Environment 1) Provide access to comprehensive student learning resources such as library, tutoring and technology; and 2) Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid. | The collection of nursing library books are housed at the Bundy campus, first floor, since this is the campus where students attend nursing classes. Tutoring (Nursing 900) is offered for the nursing fundamentals and medical-surgical courses through grants from the Chancellor’s Office. Nursing counselors provide services in the Health Sciences department at the Bundy campus. Other student support services are available on the main campus. Students who exit the nursing program are provided assessments (HESI Fundamentals Exam) at the start of the remedial intercession course (version 1) and at the end of the remedial intercession course (version 2) before they are eligible to re-enter the program. |
| Supporting Goal 3 Stable Fiscal Environment Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources. | The two Chancellor’s Office grants have sustained the nursing program for the past ten years. A radiation technology grant was obtained for improvement of the skills lab and faculty development. |
| Supporting Goal 4 Stable Physical Environment Apply sustainable practices to maintain and enhance the college’s facilities and infrastructure including grounds, buildings and technology. | The nursing faculty have been diligent about monitoring and reporting the lack of cleanliness of the Bundy campus. The nursing faculty have resorted to cleaning the classrooms and shared work areas on the third floor |

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| | due to inadequate custodial services. |
| Supporting Goal 5 Supportive Collegial Environment Improve and enhance decision making and communication processes in order to respect the diverse needs and goals of the entire college community. | The Associate Dean of Health Sciences has implemented an “electronic complaint box” via Survey Monkey for nursing students to anonymously report their complaints and suggestions. |
| Strategic Initiatives for Career Technical Education 1) Analyze the local and regional labor market needs and trends; and 2) Expand targeted marketing to prospective students. | Over the next five years southern California will need to fill close to 150,000 health care job openings. Approximately one third of the nursing workforce will retire in the next decade – an unprecedented number never seen before in history. This factor will demand more strategic planning efforts to meet what is anticipated to be an escalating future demand (Hospital Association of Southern California, 2017). Targeted marketing to prospective nursing students via social media began in spring of 2017. |

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

The Enrollment Growth grant and the Assessment and Retention grant are annual grants awarded to the nursing program from the Chancellor’s office and expire on June 29, 2018. Staff positions supported by this grant include a half- time administrative assistant, two part-time counselors, and a master’s prepared part-time faculty who staffs the nursing skills lab two days a week and provides supervised tutorial classes for nursing students. These two grants also are used to pay for the NLN-PAX admissions test for the nursing program. These grants fund stipends paid to faculty for nursing student remediation (i.e., students who have exited the program) during winter and summer sessions and for the HESI Fundamentals pre- and post-tests (version one and version two) for remediating students.

Gerontology is an emerging career field with opportunities available from the certificate through the advance degree levels. CTE grant funding was obtained to hire a part-time nursing faculty who will be creating credit and non-credit courses in gerontology. The Gerontology Program at Santa Monica College will offer students a number of career pathways. Students will be able to obtain an Introduction to Gerontology non-credit certificate, a credit bearing Gerontology Caregiver Certificate, and continuing education units (CEUs) required by industry. An Associate in Science Degree in Gerontology is also being proposed with the potential for articulation into a four year college or university. Knowledge of Gerontology can be applied to a variety of careers to better serve and care for our aging population. Some possible career opportunities may include but are not limited to: elder care, program aide or assistant, geriatric aide, home care specialist, home health aide, inter-generational care provider, and professional caregiver. A Gerontology Advisory Committee has been formed and met for the first time on March 7, 2018. Representatives from industry, Emeritus College, and students were present and offered many recommendations about the development of curriculum. It is anticipated that noncredit and credit offerings will be presented to the Curriculum Committee in Fall 2018. In addition, the plan is to partner with Emeritus to survey the needs of older adults and develop a collaboration with nursing students in the health promotion of older adults.

As part of the Regional Strong Workforce, Santa Monica College’s Health Sciences Department in collaboration with Los Angeles City College will pilot a certificate program designed to introduce students to the entry skills needed to work in the

field of Radiology as well as other allied health professions. This certificate program will be hybrid with both an on-line and an on-ground component. The certificate program will be shared with other Radiation Technologist and allied health programs in the region. It is anticipated that the curriculum for this certificate program will be presented to the Curriculum Committee in Fall 2018. The Radiation Technologist grant expires on December 31, 2018. Approximately 95 percent of the nursing program budget is supported by non-District funding (Associate Dean, Health Sciences, fall 2017).

B. Populations Served

In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)

Information For Populations Served

Area/Discipline Information Pertains To

All Disciplines (answered once)

1. Describe your students in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last six-year program review and the possible reasons for the changes.

Census demographic data for ethnicity, age and gender were reported to the California Board of Registered Nursing in the 2017 Annual School Survey. These data more accurately capture the demographics of students who are enrolled in the nursing program. As of October 15, 2017 there were 110 students from diverse ethnicities enrolled in the SMC nursing program. This represented a decrease of seven students from the previous year. There were 26 male students and 84 female students enrolled in the nursing program. There was a small increase in younger students (17-20 years).

Nursing Program Demographic Data (October 15, 2017)

Ethnicity

Black/African American n=6

American Indian or Alaska Native n=0

Asian/Pacific Islander (if not placed in another category) n=10

Asian Indian n=4

Filipino n=12

Native Hawaiian or Other Non-Filipino Pacific Islander n=0

White/Caucasian n=46

Hispanic/Latino n=30

Mixed race n=0

Other Race n= 2

Unknown race or ethnicity 0

Total n=110

Age

17-20 years n=10

21-25 years n= 49

26-30 years n=28

31-40 years n=14

41-50 years n=8

51-60 years n=0
 61 years and older n=1

Enrollment Data

Most students are considered part-time based upon the guidelines of the nursing program’s accrediting agency, Accreditation Commission for Education in Nursing (ACEN) and Santa Monica College. The average student in the program is not taking 12 units/semester. A review of enrollment status in Tableau for academic years 2011-2012 to 2016-2017 shows most courses in the nursing program are offered during day (range 88.3%-97.4%). A few clinical courses may be on evening or night shifts (e.g., Nursing 50 preceptorship course). There has been a slight increase in day course offerings since 2014-2015. The time clinical courses are offered is often dependent on the availability of clinical placements for the nursing students.

Residency Status

A review of residency status of students in nursing was performed in Tableau for the fall and spring semesters and ranges for these years are presented in the table below:

| Residency Status (range in percentages) | | | |
|---|------------|--------------|-----------------|
| | California | Out of State | Foreign Country |
| Fall 2011-2012 to 2016-2017 | 92.2-96.3% | 1.4-3.9% | 0.5-4.2% |
| Spring 2011-2012 to 2016-2017 | 93.1-97.2% | 0.7%-4.3% | 2.0-4.5% |

Residency status is a significant demographic variable for the nursing program since affiliating clinical facilities may require U.S. citizenship or legal residency for students to affiliate at the facility. For this reason, a valid social security number or individual taxpayer identification is one of the criteria for program admission.

2. Compare your student population with the college demographic. Are your students different from the college population?

| | Santa Monica College Demographics by Ethnicity Fall Term 2016-2017 | Nursing Program Demographics by Ethnicity October 15, 2017 |
|------------------|---|---|
| African-American | 8.4% | 5.5% |
| American Indian | 0.2% | 0% |

| | | |
|-------------------|-------|---------|
| Asian | 14.8% | 14.5% % |
| Hispanic | 36.7% | 27.3% |
| Pacific Islander | 0.2% | 9.1% |
| Two or more races | 3.7% | 0% |
| Unknown Race | 5.0% | 0% |
| White | 31.1% | 41.8% |
| Other Race | | 1.8% |
| Grand total | 100% | 100% |

Differences were noted when the student population of the nursing program was compared with the college demographic. Black/African-Americans were underrepresented, while White/Caucasians and Asian Pacific Islanders exceeded the average percentage of the college demographic. Hispanic/Latino students, while well represented, have not kept pace with the steady increase of 9.9% noted in the most recent SMC Accreditation report between 2009-2010 to 2014-2015. Male students may appear to be underrepresented in the nursing program, however, the percentage of male students has been steadily increasing. The admitting class for spring 2018 is 30% male (n=12) which exceeds the current 10% of male registered nurses in the profession.

3. What percentage of students in your program place in basic skills and, if applicable, how does this impact your program goals and/or curriculum.

It appears students in the SMC nursing program do not place in basic skills since they had to successfully complete English 1, Microbiology 1, Anatomy 1 and Physiology 3 prior to admission to the nursing program with the science pre-requisite courses GPA of 2.7 (with no more than 1 repetition/withdrawl in the science pre-requisites).

C. Program Evaluation

In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.

Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.

How would you like to answer these questions?

C. Saved Information For Program Evaluation

Area/Discipline Information Pertains To

All Disciplines (answered once)

1. List the specific SLOs your program or discipline has chosen to focus on this year for discussion of program improvement.

SLOs are specific, measurable statements of ‘what a student should know, be able to do, or value when they complete a

course'. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.

SLO outcome results across the nursing curriculum for the past six years were reviewed at the spring 2018 departmental flex day since there were three third year tenure track faculty and two part-time faculty present at this meeting. The faculty chose to focus on Nursing 17, Pharmacologic Aspects of Nursing, to assess the SLOs with the addition of Physiology 3 as a pre-requisite course to Nursing 17 since spring 2014:

SLO1: Recognize the various classes of drugs used in modern medicine. Assessed by: Score of 75% or greater on the objective exams and quizzes.

SLO2: After review of anatomy and physiology, explain how drugs exert their effects, the major indication for drug use, routes of administration, expected and adverse drug effects, precautions and contraindications. As assessed by: Score of 75% or greater on the objective exams and quizzes.

Since fall 2017, there was a significant improvement in achievement of SLO 1 and SLO 2 for all combined sections (range 85% - 95%).

2. Describe how the program assesses SLOs and uses the results for program improvement including:

- **how outcomes are assessed and how often**
- **how and when the program or discipline reviews the results and engages program/discipline faculty in the process**

SLOs are assessed at the end of every theory and clinical course in nursing curriculum every semester. SLO results across the nursing curriculum were reviewed when the nursing program submitted a self-study to ACEN in 2014 and in the follow up report submitted to ACEN in 2017. All five full-time faculty participate in SLO review results at nursing department meetings and part-time faculty are invited to attend these meetings.

3. If your program or discipline issues a degree or certificate list each degree or certificate and the core competencies students are expected to achieve on completion.

Core competencies focus on the body of knowledge, attitudes, and behaviors a student will have acquired upon completion of a program or certificate and are assessed by either a capstone course or success rates on SLOs for core courses.

Upon successful completion of the nursing program, graduates are awarded an AS degree in Nursing. The Santa Monica College Nursing Program has established the following competency based objectives as outcome criteria for the graduate:

ROLE AS A PROVIDER OF CARE

1. Utilize critical thinking and the nursing process to formulate and maintain individualized, compassionate care for a group of patients.
2. Collaborate with members of the health team to provide a caring and compassionate environment conducive to assisting in the fulfillment of health care needs.
3. Develop and implement an individualized teaching plan that will promote and/or maintain optimal health.
4. Utilize therapeutic communication to assist patients, families, and/or significant others in adapting or coping with life experiences.
5. Communicate changes in health status that interfere with the patient's ability to maintain or achieve optimal health.

ROLE AS A MANAGER OF CARE

1. Coordinate and establish nursing care priorities
2. Assist nursing personnel to develop and enhance nursing care skills.
3. Utilize appropriate channels of communication to accomplish goals related to delivery of patient care.
4. Advocate for individual patient needs and for system changes to improve health care delivery.

ROLE AS A MEMBER WITHIN THE DISCIPLINE OF NURSING

1. Maintain accountability for own nursing practice within the profession's ethical and legal framework.
2. Serve as a role model to members of the nursing team by fostering high standards of nursing practice.
3. Assume responsibility for self-development and continual learning.
4. Acknowledge the influence of nursing research on nursing practice.

In addition, the capstone courses also have SLOs which relate to the outcome criteria for the graduate:

NURSING 50: Professional Role Transition

SLO1. Utilize theoretical concepts of leadership and management, students discuss how to administer care which integrates knowledge and skills pertinent to the role of manager of care of a group of patients and members of the health care team.

SLO2. Utilize delegation, priority setting skills, and knowledge of legal-ethical issues and health care delivery systems, students design a plan of nursing care for a group of patients.

NURSING 50 LABORATORY: Professional Role Transition Lab

SLO1. Utilizing theoretical concepts of leadership and management, students will design plans of care which integrates knowledge and skills pertinent to the role of manager of care for a group of patients and members of the health care team.

SLO2. Utilizing delegation, priority setting skills, and knowledge of legal-ethical issues, and health care delivery systems, students will coordinate the nursing care for a group of patients.

Review of the available Nursing 50/Nursing 50Laboratory SLO results for the past six years show almost all of the students are meeting the SLOS for these courses with exception of

Nursing 50 Spring 2015 (SLO 1 and SLO 2, 97%), Nursing 50 Laboratory (SLO 1 and SLO 2, n=92%) and Nursing 50 Fall 2013 (SLO 1 and SLO 2, 92%) and Nursing 50 Laboratory (SLO 1 and SLO 2, 87% for one section).

4. What other evaluation measures does your program or discipline use to inform planning? (For example, student surveys, enrollment trends, student success, retention, degrees/certificates awarded, job placement, transfer rates, TIMS report, tutor usage etc.) Note trends and differences in performance by group (ethnicity, gender, age) or enrollment type (day/evening, on-ground/on-line).

Students complete internal anonymous online surveys at the end of each course and are attached to this report:

Clinical Agency Evaluation

Clinical Instructor Evaluation

Lecture Course Evaluation

Lecture Instructor Evaluation

Skills Lab Evaluation

Environmental Survey

During the spring 2018 departmental flex day, faculty reviewed course letter grades and course GPAs of nursing courses across the four semesters of the nursing program from the data presented in the 2017 ACEN Follow-up Report. There was a variance in letter grades and course GPAs within cohorts as students progressed from the beginning to the end of the curriculum.

Job placement rates, student performance on standardized exams (i.e., HESI Mid-curricular, HESI EXIT exams) and NCLEX-RN pass rates are utilized to inform planning. In addition, a systematic evaluation plan for program evaluation is utilized which must comply with the regulations of the BRN and the standards and criteria of ACEN.

Santa Monica College Nursing Program Annual Attrition and Retention Rates
(California Board of Registered Nursing, August 1 - July 31)

| | 2012/2013 | 2013/2014 | 2014/2015 | 2015/2016 | 2016/2017 |
|------------------|-----------|-----------|-----------|-----------|-----------|
| Attrition | 31% | 31% | 17% | 22.1% | nd* |
| Retention | 61% | 51% | 65% | 62.3% | nd* |

nd=no data

5. If applicable, discuss achievement rates on state licensure exams.

Santa Monica College Nursing Program Annual NCLEX-RN Pass Rate for First-Time Takers (California Board of Registered Nursing, July 1 - June 30)

| | 2012/2013 | 2013/2014 | 2014/2015 | 2015/2016 | 2016/2017 |
|--|-----------|-----------|-----------|-----------|-----------|
|--|-----------|-----------|-----------|-----------|-----------|

| | | | | | |
|----------------|-------|-------|-----|-------|-------|
| # Taken | 54 | 54 | 54 | 67 | 52 |
| % Pass | 98.15 | 87.04 | 100 | 85.07 | 96.15 |

While the California State Board of Nursing and the National Council of State Boards of Nursing use different timeframes for reporting annual pass rates on the NCLEX-RN licensing exam, it can be inferred the Santa Monica College nursing program exceeds the national average in first-time pass rates for licensure as a registered nurse from the table which follows.

National Council of State Boards of Nursing NCLEX-RN Pass Rates for U.S. Educated First-Time Takers (January 1 - December 31):

| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|-----------------------------|-------|-------|-------|-------|-------|-------|
| National Pass Rate % | 90.34 | 83.04 | 81.78 | 84.53 | 84.57 | 87.11 |

6. Career Technical Education (CTE) programs are required to have active industry advisory boards which meet at least once a year. (Attach minutes from each meeting since the last program review report). List advisory board membership, how often it meets, and indicate involvement with the program.

Regional annual advisory board meetings are conducted with local nursing programs and industry partners participating. The change to regional advisory board meetings was done primarily because of the low attendance rate when advisory meetings were held separately at nursing programs. Some of the advisory board members include:

- Kaiser Permanente
- St. Johns Health Center
- California Department of Veteran's Affairs/West Los Angeles
- PIH Health
- Dignity Health
- Step Up on Second

St. John's Health Center and VA West Los Angeles have also held individual meetings with the SMC nursing program since they are actively recruiting our graduates to work at their facilities.

7. Describe any program response to advisory board recommendations. Give specific examples.

Recommendation: Characteristics for new hires

"Soft skills, knowing value based purchasing, HCAPHS [Hospital Consumer Assessment of Healthcare Providers and Systems] positive attitude, customer service. New grads sometimes lack basic employee skills such as arriving for work on time"

Response: In December 2017 some of the part-time and full-time faculty were able to attend a training on "Soft Skills". The faculty plan to incorporate soft skills in the new curriculum.

Recommendation: Preference for hiring new graduates are those with BSN degree.

Response: The SMC nursing program has collaborated with several nursing programs to assist the graduates to complete their BSN degree and also to offer dual enrollment for students who meet the admission requirements.

Recommendation; New graduates lack delegation, priority-setting, and critical thinking skills.

Response: Delegation, priority setting, critical thinking (i.e., clinical reasoning, clinical judgment) are included in the new curriculum. Most clinical courses in the nursing curriculum conduct high-fidelity simulations which require these skills as a component of the simulation. A future graduate workshop has been offered by a full-time nursing faculty.

D1. Objectives

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.

D1. Objectives

Objective:

Use social media and webpages to market the SMC nursing program.

Status: Completed

Comments:

In spring 2017 social media was implemented and webpages were updated to increase enrollment. As a result, a class 34 students was admitted in fall 2017 and a full class of 40 students was admitted in spring 2018.

Objective:

The nursing faculty will complete the major curriculum revision.

Status: Completed

Comments:

The course outlines for the major curriculum revision were completed and approved by the SMC Curriculum Committee on March 7, 2018.

Objective:

Develop a testing policy for the nursing program.

Status: In Progress

Comments:

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| This objective will be included in the BRN continuing approval self-study. | |
| <u>Objective:</u> <p>Evaluate the effect of the multi-criteria admission model for admission to the nursing program.</p> <p><u>Status:</u> In Progress</p> <p><u>Comments:</u> Collaborate with the nursing counselors to determine any changes that need to be made to the multi-criteria model for admission.</p> | |

D1. Looking Back

In this section, please document what you did last year as a result of what you described in Section C.

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

- Dr. Eric J. Williams, DNP, RN, CNE, FAAN, was inducted as a fellow into the American Academy of Nursing in fall 2017.
- Eve Adler, MA, RN, filled the position of Associate Dean, Health Sciences, July 2017.
- Dr. Vini Angel, DNP, RN, CNE, serves as a peer reviewer for the nursing education journal, Nursing Education Perspectives.
- Fabiola Valcin, RNC-OB, PHN, C-EFM, MSN, APRN-CNS maintenance cycle was approved until 6/21 for certification (Inpatient Obstetric Nurse and Electronic Fetal Monitoring) by the National Certification Corporation (NCC).
- Anntippia Short, MSN, RN, CNE, participated in a “Reading Apprenticeship” course, which was a college-wide (and national) course to introduce reading strategies into the classroom to help students be successful. She serves as a National League for Nursing Ambassador. She worked with senior students to fund raise for Swaziland Teen Club – a program for HIV positive teens in Swaziland, Africa.
- Amina Khoja, MSN, MS, RN, CMSRN, uploaded a PowerPoint presentation she created to a shared Health Sciences "W-drive" to assist part-time clinical faculty transition from the bedside to academia.
- Bonnie Flores, MSN, RN-BC, CCRN, PHN, completed her master's of science in nursing as a clinical nurse specialist in Adult/Gerontology. She devised a training program for a group of nurses obtaining geriatric nursing certification in 2017. Wrote and submitted an abstract for the 2018 national Nurses Improving Care for Healthsystem Elders (NICHE) Conference in Atlanta.

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

1. Re-examine strategies designed to address the retention and attrition rates of students including students from underrepresented populations (i.e., Latino and African-American students).

Four faculty attended the SMC Summer Institute to learn about strategies to address the needs of diverse learners. The nursing counselors are seeing more students through the early alert system. The Assessment and Retention and Enrollment

Growth grants from the Chancellor's Office fund the Nursing 900 Supervised Tutorials which are taught by a nursing faculty. A Title V A grant was awarded, Foreign Language Advantage, encourages students in allied health to learn Spanish.

Demographic success rates and equity gaps for Latino and African-American students are included as an attachment.

2. Reach out to affiliate health organizations to encourage their ongoing participation in Advisory Board meetings and consider alternative formats at meetings to ensure their attendance.

Associate degree nursing programs in the area are now conducting regional advisory meetings with industry partners. Minutes from the regional advisory meetings are attached to this report.

3. Examine pre-requisite requirements (Anatomy 1 and Physiology 3) for Nursing 17 (Pharmacology).

In November 2013, a Nursing Pre-requisite Study was done by the Office of Institutional Research which showed adding Anatomy 1 and Physiology 3 as pre-requisites would significantly increase success rates in Nursing 17. Based upon the findings of this study, the college Curriculum Committee approved Physiology 3 as a pre-requisite course for Nursing 17 in spring 2014.

4. Consult with the Math department regarding potential math prerequisites for Nursing 36 (Drug Dosage Calculations).

After consulting with the Math department, it was recommended Math 31 (Elementary Algebra) be considered as a potential pre-requisite for Nursing 36. In December 2014, a Nursing Pre-requisite Study was done by the Office of Institutional Research which found the difference between the overall success rate and the rate with a Math 31 pre-requisite was 3.3%. Adding a Math 31 pre-requisite misses the net increase in accuracy threshold of 10%. Therefore, a math pre-requisite was not validated for Nursing 36.

5. Develop educational materials that encourage students to pursue non-traditional employers such as skilled nursing facilities, behavioral treatment facilities and clinics.

Future graduate workshops are offered which expose students to jobs available in the area. The Veterans Administration of Greater Los Angeles has been hiring more SMC graduate nurses in the past two years and have recently formed a partnership for a residency program in the Community Living Center (CLC). Students have been exposed to integrative and complementary health modalities through the Integrative Health Symposium offered by the nursing program. In a global health nursing project two nursing students went to Thailand on a trip that emphasized community health nursing. Upon their return, these two students gave presentations to the nursing

students enrolled in the program.

6. Recommendation for Institutional Support

Build maintenance of nursing technology and facilities into the district budget which includes maintenance and equipment replacement.

Workforce and Development has funded maintenance of equipment. Lottery funds are being used to purchase beds and intravenous pumps with a library of medications. A \$48,610 contract, funded by the Strong Workforce Program, was recently approved by the Board of Trustees for Laerdal Medical Corporation to partner with SMC's Health Sciences department to provide faculty professional development in simulation and towards curriculum integration. Faculty keep the Associate Dean, Health Sciences, updated with requests for needed supplies for the skills and simulation labs.

3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

A policy was developed in compliance with SB 466 and SB 1348, to grant veteran applicants credit for military education and experiences towards nursing courses through evaluation and/or challenge exams and successful completion of Nursing 19. This policy was uploaded to the nursing program website in spring of 2017 to comply with BRN regulations. The policy was updated in spring 2018 to allow military veterans to take written challenge exams and a skills challenge exam for evaluation of advanced placement in the nursing program since Nursing 19 has not filled in the past seven years. It is anticipated the removal of Nursing 19 as a requirement will facilitate the advanced placement of military veteran applicants.

A telephone survey of graduates was completed in summer 2017 and graduate employment rates were posted on the nursing program website in compliance with ACEN regulations. After 6 months, nursing graduates from Fall 2016 had achieved 90% employment, after 9 months the graduates from Spring 2016 had achieved 95% employment, and that after a year, the graduates from Fall 2015 had achieved 100% employment.

The multi-criteria process for admission to the nursing program was approved by the Chancellor's office and implemented in fall 2014 (see attached). The nursing program no longer keeps a wait list. Applicants are admitted based upon the admission criteria and are ranked according to the criterion. One anticipated outcome of the multi-criteria process for admission was a decrease in program attrition.

4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

Academic Affairs provided the nursing program with one-time funding in the amount of \$27,000 to purchase lab supplies and equipment spring 2018.

5. Describe departmental efforts to improve the teaching and learning environment.

Internal, anonymous online surveys are conducted each semester for all courses offered in the nursing program. Students evaluate the following six areas:

- Clinical Agency Evaluation

- Clinical Instructor Evaluation
- Lecture Course Evaluation
- Lecture Instructor Evaluation
- Skills Lab Evaluation
- Environmental Survey

The results are tabulated and faculty review the student evaluations. Faculty complete faculty accountability report forms which address best practices and student concerns. The faculty accountability reports are discussed and presented at a nursing faculty meeting. In the process of reviewing this data it was noted that the course grade point averages were declining as the students progressed in selected medical-surgical courses. Student input provided in the internal evaluations showed that students were not expecting the degree of rigor and higher expectations in the first medical-surgical nursing course in the second semester of the nursing program. Recognizing the students needed a stronger foundation in the first semester in order to be successful in the second semester, the decision was made to reassign course faculty between Nursing 10 and Nursing 20 in fall 2015. Furthermore, while the course objectives and content topics in the first nursing course, Nursing 10, remained unchanged, the weekly theoretical (lecture) objectives were reviewed and revised to reflect contemporary nursing practice. As a result, there was a decrease in the course GPA in Nursing 10 for the fall 2015 and spring 2016 cohorts and an increase in the course GPA and student success in Nursing 20 following these changes.

6. If there is a tutoring component or other learning support service associated with the program, describe the relationship between the service(s) and the instructional program. If applicable, discuss any data you have compiled regarding student participation and the impact on student success.

Supervised tutorials, Nursing 900, is a Chancellor's office grant funded two hour class taught by a master's prepared faculty. Supervised tutorials are offered for the following courses:

Nursing 10, Nursing 15 (first semester)

Nursing 20 (second semester)

Nursing 30 and Nursing 35 (third semester)

The third semester supervised tutorials tend not to fill and are frequently cancelled.

In addition, grant funding from the Chancellor's office also provides for intersession remediation classes for students who have exited the nursing program—most often due to course failure. Students who successfully remediate are given a one-time opportunity to re-enter the nursing course they have exited.

7. Describe any grants, VTEA, or other funding received since the last review [in the past year] and how it was used to improve the program.

VTEA funds for projects or equipment were not received for 2017-2018, however, VTEA funds were provided for three faculty to attend the National League for Nursing Education Summit in September 2017.

A \$48,610 contract was funded by the Strong Workforce Program for Laerdal Medical Corporation to partner with SMC's Health Sciences department to provide faculty professional development in simulation and towards curriculum integration.

8. Describe faculty engagement in activities, training, or professional development to remain current with industry trends.

All nursing faculty meet or exceed thirty hours of continuing education every two years for renewal of their California license to practice as a registered nurse. Faculty members review current trends from the Quality and Safety Education for Nurses (QSEN) institute, Centers for Disease Control, and other national organizations to assure that teaching is current.

Faculty engagement in activities, training, and professional development include:

Senior Fellow and Co-Producer, "Health Cetera"
Integrative Health Symposium
Annual Kaiser-Permanente Service Academia Conference
Advanced Cardiac Life Support Certification/Recertification
National Institute of Health Stroke Certification
Waveform Capnography
"We Will Be Old Someday": Teaching Nursing Students to Care for Older Adults
Osteoporosis: Diagnosis and Management
Moderate Sedation/Analgesia
Diabetes Pharmacology
Geriatric Resource Center Online Curriculum in Geriatrics and Gerontology
Aging and Long term care
The Medically Hospitalized Patient with Mental Illness: Strategies to Improve Care
Teaching Care of Older Adults: An ACES Workshop
Vitamin D an Overview
Cardiovascular Pharmacology
ACEN Self-Study Form
Targeting Abuse Feeling Shame: Insights on Intimate Partner Violence
Preventing and Managing Medical Errors for Direct Care
Elder Abuse
An Introduction to Inpatient Fall and Injury Prevention Best Practices
Age-Specific Considerations with Dosage Calculations
Nurses' Assessment of Delirium With Underlying Dementia in End-of-Life Care
Common Psychological Stressors in the Geriatric Population
Nursing Management of the Laboring Mother
Neonatal Resuscitation Science, Education, and Practice: The Role of the Neonatal Resuscitation Program
Preterm Labor
Postpartum Anticipatory Guidance
Pain Management in Labor
Fetal Monitoring Interpretation
Ebola - Screening and Patient Care
Nursing Research Mentorship
Care of the Newborn
National Black Nurses Conference
American Nurses Association/California Conference
American Assembly for Men in Nursing Conference
Diversity in Nursing: Are we there yet?
Emergency Medicine Conference/ UCSD School of Medicine
SFVAACN 40th Spring Symposium: Trends in Critical Care
Ethics of Caring Conference
Moral Distress
National League for Nursing Education Summit September 2017
Using Combination Injectable Therapies in Type 2 Diabetes
Naloxone Rescue Therapy for Opioid Overdose
Emerging Developments in Drug Therapy and Implementation into Patient Care
The Art of Selecting & Prescribing Hormonal Contraception

Emerging Developments in Drug Therapy and Implementation into Patient Care Recommending Vaccines to Patients

D2. Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- how the assessment results are informing program goals and objectives, program planning, and decision-making
- specific changes planned or made to the program based on the assessment results

Review of the SLOs demonstrated adding Physiology 3 as a pre-requisite to Nursing 17 was effective in improving SLOs for this course. SLO attainment was also reviewed with the corresponding course grades and course GPAs. A pattern of variance was observed among faculty and between courses. It is important to maintain consistency in the rigor of individual courses within the program since most of the students progress through the program as a cohort. This is also required in ACEN criterion 4.3: "The curriculum is developed by faculty and regularly reviewed to ensure integrity, rigor, and currency." Faculty plan to explore this further by reviewing the reliability (KR20) of exams and discrimination of test items across the nursing curriculum and to develop a testing policy to promote consistency in testing. Lastly, more data needs to be collected to demonstrate the impact of tutoring and other support services on student success.

D2. Objectives (Moving Forward)

Objective #1

Objective:

Develop a testing policy for the nursing program.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

SLO Assessment Data

Other data or observed trends

External Factors:

Other Factors

ACEN criterion 4.3: The curriculum is developed by faculty and regularly reviewed to ensure integrity, rigor, and currency.

Timeline and activities to accomplish the objective: 1. Develop a testing policy in spring 2018.
2. Upload reliability of exams (KR20) and test items with difficult discrimination (0.40 or higher) to shared W drive for faculty review.
3. Implement testing policy in fall 2018.

Describe how objective will be assessed/measured: Review and discussion of course SLOs, course GPAs, discrimination and reliability of exams.

Comments: This objective will be included in the BRN continuing approval self-study.

Objective #2

Objective:

Evaluate the effect of the multi-criteria admission model for admission to the nursing program.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Other Factors

The multi-criteria admission model for the nursing program was implemented in fall 2014 with approval of the Chancellor's office.

Timeline and activities to accomplish the objective: 1. Compile the data to determine how the multi-criteria model for admission has impacted student success.

2. Submit any revisions to the multi-criteria model to the Chancellor's office for approval.

3. Implement revised multi-criteria model for summer/fall 2018 applicants.

Describe how objective will be assessed/measured: 1. Collect data about attrition, retention, and NCLEX-RN pass rates since the implementation of the multi-criteria model for admission.

2. Reassess GPA in the sciences and the effect on student success.

Comments: Collaborate with the nursing counselors to determine any changes that need to be made to the multi-criteria model for admission.

E. Curriculum Review

To comply with accreditation standards, programs are required to update their curriculum outlines of record (CORs) every six years. Be sure to submit your updated outlines to the Academic Senate Joint Curriculum Committee in time for them to be reviewed prior to or at the Curriculum Committee's last scheduled meeting of the year (check the committee's submittal deadlines at [click here for dates and deadlines](#)). The Program Review annual report will note whether course outlines are up to date.

1. Discuss how the department reviews, revises, and creates new curriculum. Include the following information:

- **The process by which department members participate in the review and revision of curriculum.**
- **How program goals and SLOS are integrated into course design and curriculum planning.**
- **The relationship of program courses to other college programs (cross-listing, overlapping content)**
- **The rationale for any changes to pre-requisites, co-requisites and advisories.**
- **How the department ensures course syllabi are aligned with the course outline of record.**

Two nursing educational consultants from Assessment Technologies Institute (ATI) were involved in the development of the new curriculum and provided training in CMAP software for the creation of the course, level and program objectives. Changes in course sequencing were made in order to provide the students with a strong medical-surgical nursing foundation. In the new curriculum, there is a medical-surgical nursing course (Adult Health) in the second, third and fourth semesters which increase in scope and complexity. Two specialty courses, maternal-child health and pediatric nursing were moved from the fourth to the third semester. All full-time nursing faculty participated in the major curriculum revision which was approved by the SMC Curriculum Committee on March 7, 2018. There were no changes in the pre-requisites for admission to the nursing program and all clinical lab courses have a co-requisite theory course. In the new curriculum, Physical Assessment (Nursing 16) and Community-Based Nursing (Nursing 28) were deleted as stand alone courses and the content will be integrated in the curriculum. All courses in the nursing curriculum have at least two SLOs and are included in the course outline of record and will be included in the course syllabi. There is only one elective course Nursing 60/Health 60 which is cross-listed: Multicultural Health and Healing Practices. Courses with a clinical lab component are required to have a lead instructor by the BRN. The lead instructor ensures the course syllabi are aligned with the course outline of record.

2. Discuss the role of the advisory board and other industry bodies or input in updating curriculum to meet industry standards and the needs of students.

Based upon input of the advisory board more emphasis will be placed on the acquisition of "soft skills" and professionalism in the new curriculum. National nursing standards, informatics and evidence-based practices were incorporated in the new curriculum. The curriculum must meet ACEN standards: "Consistent with contemporary practice, the curriculum incorporates established professional nursing standards, guidelines, and competencies and has clearly articulated end-of-program student learning outcomes (Standard 4.1).

F. Community Engagement

In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

The Associate Dean, Health Sciences, serves on the Curriculum Committee. The Associate Dean and Faculty Chair attend several meetings on campus representing the Health Sciences department. Several faculty members serve on the scholarship committee for the institution. The department recently hosted a workforce initiative seminar that was open to our industry partners and presented soft skills such as communication and collaboration. Faculty have, at various times, served on the Academic Senate. However, clinical laboratories are held off campus and faculty may not be available to participate in institutional committees. Full-time nursing faculty participate in departmental faculty meetings which are scheduled almost every week and include: Nursing Curriculum, Systematic Evaluation, and Health Sciences/Nursing. Faculty also participate in ad hoc departmental committees to write self-study reports. The next self-study will be written for the California Board of Registered Nursing in preparation for the ongoing approval visit in fall 2018.

2. If applicable, discuss the engagement of program members with the local community, industry, professional

groups, etc.)

All faculty members partner with the leaders at assigned clinical facilities including those in the Education department, as well as the nurse managers for various units. Faculty members work with community agencies to set up service learning opportunities to meet the needs of the facilities as well as the objectives for the Community-Based Nursing Practice course. One faculty member is a National League for Nursing Ambassador. The Faculty Chair is the President of the National Black Nurses Association. Many faculty are members of professional organizations within their own specialties. The Associate Dean and sometimes other faculty members attend the regional advisory board meetings.

Full-time and part-time nursing faculty collectively are members of the following professional groups:

- American Nurses Association
- Academy of Medical-Surgical Nursing
- Black Nurses Association
- Hispanic Nurses Association
- National League for Nursing
- Sigma Theta Tau International Nursing Honor Society
- American Pharmacist Association (APhA)
- The Open Source Electronic Health Record Alliance (OSEHRA)
- National Council for Prescription Drug Programs, (NCPDP)

3. Discuss the relationship among and between full and part-time faculty, involvement of part-time faculty in departmental activities, and part-time faculty access to resources and support.

Some part-time nursing faculty participate in departmental flex days. Some of the part-time faculty also attend two or more of the weekly nursing faculty meetings each semester (e.g., Nursing Curriculum, Systematic Evaluation, and Health Sciences/Nursing) and their input is valuable since many are practicing at clinical facilities where SMC students affiliate.

Full-time faculty serve as lead in instructors in most courses (except for Pediatric Nursing and Psychiatric Mental-Health Nursing since there are no full-time faculty serving as content experts). The responsibility of the lead instructor is to hold pre-affiliation meetings/communication with the part-time faculty, review weekly written reports submitted by the part-time faculty, and serve as an advisor to the part-time faculty for student performance issues in the clinical setting. A part-time faculty described her experience as a "positive, supportive, and professional working relationship between the lead full-time and part-time faculty. We communicate frequently via emails, texts, and/or phone calls as needed. The lead faculty as well as the Associate Dean, Faculty Chair, and Administrative Assistants provide pertinent information and support". A full-time nursing faculty served as a preceptor for a part-time faculty while she was a MSN student at Mount Saint Mary's University. The Faculty Chair and full-time faculty participate in the evaluation of part-time faculty.

G1. Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Many of the acute care clinical facilities require an extensive orientation process for faculty. This presents a challenge for part-time faculty since some of these on-boarding activities can exceed 50 hours. Resources for compensating part-time

faculty with a stipend need to be explored.

A system by which the environment and equipment is cleaned, serviced, and maintained needs to be developed. Faculty have reported concerns about deficiencies in the cleaning of classrooms, common areas, and offices at the Bundy campus. In the skills and simulation labs, servicing and maintenance of equipment is an on-going problem since there is currently a part-time faculty assigned to these labs only ten hours per week who is also responsible for supervising and evaluating students with skill performance.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Clinical facilities are requiring more documentation and forms from both students and faculty (e.g., health and safety requirements, HIPAA, computer access for electronic health records, elder abuse reporting requirement form, etc.). The Health Sciences department does not have adequate storage space to file these documents. The Health Sciences department is researching how to digitalize these documents in a secure manner. It is anticipated two scanners will need to be purchased for digitalizing these documents.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

BRN regulations require a content expert on the faculty for each nursing specialty. Due to the retirement of two full-time nursing faculty and the promotion of the previous pediatric content expert to Associate Dean, there is a need for a full-time pediatric and a full-time psychiatric-mental health instructor. A position for a full-time psychiatric mental health instructor has been approved and a hiring committee formed to interview candidates with an anticipated start date of fall 2018. The role of content expert for pediatric nursing is currently being filled by a part-time nursing instructor. A request for a full-time pediatric/medical-surgical nursing instructor will need to be submitted to the ranking committee.

The restructuring of nursing skills lab and simulation program by Laerdal will require a full-time skills lab and simulation coordinator to effectively implement and evaluate these programs. In order to comply with BRN regulations, evaluation of students must be done by nursing faculty.

G2. Future Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

The nation is facing a shortage of nurses with a need of nearly one million by the year 2022. There is an urgent need to graduate students from the ADN program who can meet the nation's need for registered nurses. Pathways with high schools and articulation agreements for ADN-BSN degrees with college and universities are being developed and/or expanded. The Health Sciences department is exploring the possibility of expanding the allied health programs offered which may include radiation technologist, occupational therapy assistant, or massage therapy.

Declining access to clinical sites has particularly affected ADN programs across the state. Currently, the California BRN is studying the possibility of increasing skills lab/simulation lab from 25% to 50% to compensate for the loss of clinical sites. A national study found up to 50% of clinical experiences could be replaced by high fidelity simulation and achieve comparable student learning outcomes.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Additional lab space will be needed to accommodate the respiratory therapy and nursing programs as well as any additional allied health programs which may be developed. In April 2017, the respiratory therapy program will receive notice from CoArc to determine if the SMC Respiratory Therapy program will be approved as a stand alone program and would require additional classroom and laboratory facilities. If the BRN approves the increase in skills lab/simulation lab from 25% to 50%, the nursing program will require more space and technology to conduct high fidelity simulations.

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

A clinical coordinator to schedule clinical placements will be needed if the Health Sciences program develops new programs. A process and technology for scanning student documents and encrypting sensitive student data will need to be explored.

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

There are currently five full-time faculty in the nursing program. It is possible three full-time faculty may retire in the next 5 years. Succession planning needs to focus on mentoring new tenure track faculty and submitting requests for new tenure track nursing instructor positions to the Academic Senate Ranking Committee.

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

- African-American/Black students are underrepresented in the nursing program. Targeted strategies need to be developed to recruit and retain African-American/Black students to the nursing program.
- Data needs to be compiled and disseminated regarding student participation in tutoring and support services (i.e., Nursing 900, intersession remediation, nursing student counseling services etc.) and the impact on student success.
- Analysis of data regarding the impact of the multi-criteria model implemented in fall 2014 needs to be done and recommendations for changes need to be discussed at department meetings.
- Faculty need to continually assess and evaluate the new curriculum as the new courses are implemented and make changes which are data driven--including the effect on NCLEX-RN licensing pass rates. The admitting class will be in fall 2018 and the first graduates to complete the program with the new curriculum will be in spring 2020, providing the new curriculum is approved by the BRN and ACEN .

6. Please use this field to share any information the program feels is not covered under any other questions.

During the major curriculum revision it was noted Curricunet does not auto-populate outside class hours for laboratory courses as it does for lecture courses. However, students complete assignments for the nursing laboratory courses and often go to the clinical facility the day before clinical to select and research their patient assignment. Faculty spend an average of 6-8 hours a week grading clinical laboratory papers and the load factor for the nursing clinical courses is 0.75. There is a precedent for assigning a load factor of 1.0 for nursing clinical laboratory courses at other community college nursing programs. In addition, faculty spend many hours before the clinical rotation in pre-affiliation activities which may include, but is not limited to, fingerprinting, submitting information for criminal background checks, scheduling rotations to speciality units, orienting to the clinical facility, completing facility specific training, as well as collecting student/faculty health and safety information forms and other forms required by the clinical facility.

Some clinical facilities limit students to four to six students per section while other clinical facilities allow up to ten students per clinical section. This limits the number of students assigned to each clinical section.

Evaluation of Process

Please comment on the effectiveness of the Program Review process in focusing program planning.

Data compiled for the program review report will also be useful as the faculty begin to write a self-study report for the BRN ongoing approval visit in December 2018. The data in Tableau was at times difficult to analyze since the number of students listed in the data seems to include students who are not in the program. For example, the maximum number of nursing students would be 160 if there was no attrition in the nursing program. The data in Tableau may exceed 160 nursing students. Therefore, internal nursing program data is sometimes more useful in focusing on program planning.

Executive Summary

These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.

Narrative

Program Evaluation

Commendations

Recommendations for Program Strengthening

Recommendations for Institutional Support

Attached File Upload

Attached Files

| | |
|--------------------------------------|--|
| Multi-Criteria Process for Admission | |
| Nursing Advisory Minutes 2012 | |
| Nursing Advisory Minutes 2013 | |
| Nursing Advisory Minutes 2014 | |
| Nursing Advisory Minutes 2015 | |
| Nursing Advisory Minutes 2016 | |
| Nursing Advisory Minutes 2017 | |
| Online Nursing Student Evaluations | |
| Success and Equity Gap | |